



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS LAMBUNG MANGKURAT**



FACULTY OF TEACHER TRAINING AND
EDUCATION, UNIVERSITAS LAMBUNG
MANGKURAT PERIOD 2019 - 2023

Dean



Dr Chairil Faif Pasani, M.Si

**Vice Dean for
Academic Affairs**



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MINISTRIES OF EDUCATION, CULTURE,
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UNIVERSITAS LAMBUNG MANGKURAT
FACULTY OF TEACHER TRAINING AND
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**DECREE OF THE DEAN OF FACULTY OF TEACHER AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
NUMBER: 1903/UN8.1.2/KP/2021**

**REGARDING
ESTABLISHMENT OF STRATEGIC PLAN
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY**
Dean of Faculty of Teacher Training and Education,

- Considering a . that the results of the preparation of the Strategic Plan for the Period 2021-2025 of the Faculty of Teacher Training and Education, Lambung Mangkurat University need to be stipulated.
- b. that the faculty is an element of implementing the main tasks and functions of the University which is obliged to maintain the order, smoothness, and quality of the implementation of education and teaching.
 - c. that in connection with letters a and b above, it is necessary to issue a dean's decision letter.

- Remembering
- 1. Law Number 20 Year 2003 on the National Education System;
 - 2. Law No. 14 of 2005 on Teachers and Lecturers
 - 3. Law No. 12 of 2012 on Higher Education
 - 4. Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Management of Higher Education;
 - 5. Permenristik Dikti RI Number 32 of 2016 concerning Accreditation of Study Programmes and Higher Education;
 - 6. Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number: 533/M/ KPT.KP/2018, dated 17 September 2018 concerning the Appointment of the Rector of Lambung Mangkurat University for the Period 2018 - 2022;
 - 7. Regulation of the Minister of Research, Technology and Higher Education No. 47 Year 2018, dated 21 September 2018 concerning the Statute of Universitas Lambung Mangkurat;
 - 8. Regulation of the Minister of Finance of the Republic of Indonesia Number '32/PMK.O2 / 2018 dated 29 March 2018, regarding the 2019 Standard Cost Input;
 - 9. Decree of ULM Rector Number 602/UN8/KP/2019 dated 25 June 2019 on the Dismissal of the Dean of the Faculty of Teacher Training and Education of Lambung Mangkurat University for the 2015-2019 Period and the Appointment of the Dean of the Faculty of Teacher Training and Education Lambung Mangkurat University 2019-2023 period;
 - 10. Decree of Rector Universitas Lambung Mangkurat Number 2 Year 2019 date of 21 August 2019, concerning Academic Guidelines and Student Affairs of Bachelor, Vocational Programme and Professional Programme in Lambung Mangkurat University

11. Decree of the Rector of Lambung Mangkurat University Number 1500/UN8/ KU/ 2019 dated 26 December 2019 concerning the Granting of Authority and Delegation of Authority to Certain Officials in the Context of Implementing the State Budget in environment of Lambung Mangkurat University;
12. Decree of the Dean of the Faculty of Teacher Training and Education, Lambung Mangkurat University Number 205a/ UN8.1.2/ SP/2016 dated 18 March 2016 concerning Regulations of the Faculty of Teacher Training and Education, Lambung Mangkurat University;

Decide:

Establish: DECREE OF THE DEAN OF FACULTY OF TEACHER TRAINING AND EDUCATION OF LAMBUNG MANGKURAT UNIVERSITY ABOUT THE APPROVAL OF THE STRATEGIC PLAN OF FACULTY AND EDUCATIONAL SCIENCE OF LAMBUNG MANGKURAT UNIVERSITY PERIOD 2021-2025.

FIRST This decision is effective as of September 2021 and if there is any mistake in the future, it will be corrected accordingly.

Established on : Banjarmasin

On 20 September 2021

DEKAN,

Dr. Chairil Faif Pasani, M.Si.
NIP. 196508081993031003



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS LAMBUNG MANGKURAT
SENAT FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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**KEPUTUSAN RAPAT SENAT
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS LAMBUNG MANGKURAT**

Nomor: 31/UN8.1.2/SENAT FKIP/2021

Rapat Senat FKIP ULM dilaksanakan pada hari Jumat, 17 September 2021. Rapat dimulai Pukul 09.16 WITA. Anggota Senat yang hadir sebanyak 29 orang dan yang minta izin tidak bisa mengikuti rapat sebanyak 14 orang dari 43 anggota Senat. Agenda rapat membahas tentang Rencana Strategis FKIP ULM Periode 2021-2025.

Berdasarkan laporan Ketua Komisi A dan masukan-masukan dari anggota Senat selama berlangsungnya rapat, maka rapat Senat memutuskan: Menetapkan Rencana Strategis FKIP ULM Periode 2021-2025.

Sehubungan keputusan Senat FKIP ULM ini, maka:

1. Pimpinan FKIP ULM untuk membuat Renop, mensosialisasikan dan melaksanakan Rencana Strategis FKIP ULM Periode 2021-2025.
2. Senat untuk melakukan pengawasan dan evaluasi terhadap pelaksanaan Rencana Strategis FKIP ULM Periode 2021-2025.

Rapat Senat diakhiri Pukul 11.18 Wita Untuk syahnya keputusan rapat Senat ini, maka notulen rapat Senat ditandatangani oleh Ketua Senat.

Banjarmasin, 17 September 2021

Ketua Senat FKIP ULM,

Dr. H. Wahyu, MS.
NIP. 195509101981031005

FOREWORD

Alhamdulillah, all praise and gratitude go to Allah Subhanahu Wa Ta'ala who has bestowed His grace, guidance, and blessings so that the preparation of the Strategic Plan (Renstra) document of the Faculty of Teacher Training and Education (FKIP) of Lambung Mangkurat University (ULM) for the 2021-2025 period can be completed properly.

This Strategic Plan document is a manifestation of FKIP ULM's commitment in designing development directions and strategies for achieving goals that are in line with the vision and mission of the university. We hope that this Strategic Plan can be a guide in facing the challenges and dynamics of the increasingly complex world of education and in responding to the evolving needs of society and the world of work.

The preparation of this Strategic Plan involved active participation from various parties, including lecturers, education staff, students, and cooperation partners of FKIP ULM. Therefore, we would like to express our deepest gratitude to all those who have contributed to the preparation of this document. May all our efforts be a deed of worship that is blessed by Allah Subhanahu Wa Ta'ala.

We hope that this FKIP ULM Strategic Plan can be implemented effectively and become a solid foundation in efforts to improve the quality of education, research, and community service. Hopefully this document will be useful for the entire academic community of FKIP ULM and other stakeholders in realising superior and competitive education.

Finally, may Allah Subhanahu Wa Ta'ala always provide guidance and ease to all of us in carrying out this mandate and responsibility.

Compilation Team

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CHAPTER I

INTRODUCTION

A. Overview

The Faculty of Teacher Training and Education (FKIP) is one of the Faculties at Lambung Mangkurat University (ULM) Banjarmasin which was established on 8 December 1983 based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0566/O/1983. The forerunner of FKIP ULM began in 1961 in the form of a B1 course which included English, Cultural History, Pasti Science, and Physical Education. Then it turned into 4 (four) departments, and added one more department of Indonesian Language and Literature. FKIP ULM was once the Bandung Branch of IKIP Banjamasin which included the Faculty of Arts and Letters, Faculty of Social Sciences, Faculty of Exact Sciences, and Faculty of Education. In 1968, the Bandung Branch of IKIP Banjarmasin was reintegrated into Lambung Mangkurat University. Furthermore, through Presidential Decree number 65 of 1982, concerning the Organisational Structure of Lambung Mangkurat University, FKIP was confirmed as one of the eight faculties in ULM.

As one of the first Education Personnel Education Institutions (LPTK) in South Kalimantan, currently FKIP ULM has 5 departments (Language and Arts Education, Mathematics and Natural Sciences Education, Social Studies Education, Education Science, and Sports and Health Education) with 21 undergraduate programmes (Indonesian Language and Literature Education, English Education, Dance Drama and Music Education, History Education, Economics Education, Pancasila and Citizenship Education, Sociology Education, Geography Education, Social Studies Education, Mathematics Education, Biology Education, Chemistry Education, Physics Education, Science Education, Computer Science Education, Elementary School Teacher Education, Early Childhood Education Teacher Education, Counselling Guidance, Special Education, Educational Technology, Physical Education Health and Recreation). In 2018, FKIP ULM received a mandate from the Ministry of Research and Technology to organise Teacher Professional Education (History Education, Civics Education, Economics Education, Indonesian Language Education, English Education, Mathematics Education, Biology Education, Chemistry Education, PJKR, PGSD, and PG PAUD).

As the largest faculty in terms of the number of students and teaching staff, FKIP ULM continues to strive to improve the quality and quality of the implementation of the tridarma.

n education and learning based on local wisdom of wetland environment in 2025". In addition, these quality improvement efforts are also part of FKIP's contribution to the quality of education and learning.

in realising ULM's vision, namely as a leading and competitive university in the field of wetlands. Efforts to improve quality in order to achieve this vision will certainly get challenges that require appropriate policies and strategies.

The implementation of the tridarma of higher education is currently faced with global challenges, one of which is the industrial revolution 4.0. and the era of society 5.0. FKIP, which is organisationally under the scope of ULM, has a strategic function and role in creating quality human resources, especially in the field of education. The human resources produced by FKIP ULM must be competitive and able to adapt to various challenges and the dynamics of global issues. The challenges and dynamics of this global issue must be responded well by FKIP ULM. This response must be accompanied by strategies and the emergence of policies that encourage FKIP ULM to remain leading.

While carrying out tasks in the field of education, FKIP ULM is also active in producing research and innovation. The implementation of community service activities, FKIP ULM also focuses on the field of education so that the products of research and innovation can be utilised by the wider community, especially in the field of education. In order to realise the implementation of education, research, and community service in the field of quality education, FKIP continues to strive to collaborate with other institutions both at home and abroad.

Based on the description of the long history of the development of FKIP, FKIP ULM has the duty and responsibility to develop human resources, research, and innovation in the field of education in meeting the challenges of the industrial revolution 4.0, society 5.0, and other global challenge issues. In addition, FKIP ULM also participates in the Tanah Air Nusantara Student Exchange programme (PERMATA) and facilitates and sends students for teaching practice in several countries in the ASEAN Region, through the *SEA-Teacher* programme. To meet these challenges, FKIP ULM has formulated a Strategic Plan for the period 2021 - 2025.

B. Foundation Philosophical

One of the philosophical foundations of the FKIP Strategic Plan is the ULM philosophy that is taken to plan and implement FKIP must be complete and able to meet all existing challenges, including global issues, industrial revolution 4.0, and society 5.0. Efforts to the end are also interpreted as efforts that are capable and realistic to be realised by the entire academic community within FKIP in fulfilling the responsibilities, demands, and challenges that exist.

Based on these philosophical values, FKIP ULM translates them into religious values, bringing benefits and excellence, having dignity, and character. These values underlie the preparation of FKIP ULM's strategic plan for the next 5 years.

C. Juridical foundation

Some of the juridical foundations that form the basis for the preparation of the FKIP ULM Strategic Plan are as follows.

1. Law Number 20 Year 2003 on the National Education System (State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement, State Gazette of the Republic of Indonesia Number 4301).
2. Law No 14 of 2005 on Teachers and Lecturers.
3. Law Number 12 Year 2012 on Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 156, Supplement, State Gazette of the Republic of Indonesia Number 5336).
4. Government Regulation Number 37 of 2009 concerning Lecturers.
5. Government Regulation No. 32 of 2013 on Amendments to Government Regulation No. 19 of 2005 on National Education Standards (State Gazette of the Republic of Indonesia of 2013 No. 71, Supplement, State Gazette of the Republic of Indonesia No. 5410).
6. Government Regulation No. 04/2014 on the Implementation of Higher Education and Management of Higher Education.
7. Regulation of the Minister of Research, Technology and Higher Education Number 15 of 2015 concerning the Organisation and Work Procedures of Unlam.
8. Minister of Research, Technology and Higher Education Regulation No. 05/2015 on the Organisation and Work Procedure of the Ministry of Research, Technology and Higher Education.
9. Minister of Research, Technology and Higher Education Regulation No. 47/2018 on the Status of Lambung Mangkurat University.
10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 03 of 2020 concerning National Higher Education Standards.
11. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan 2020-2024.
12. Decree of the Rector of Lambung Mangkurat University Number 1521/UN8/KP/2019 on the Determination of the Strategic Plan of Lambung Mangkurat University for 2020-2024.

D. Destination

The purpose of the FKIP ULM Strategic Plan is to serve as a guide for all FKIP ULM staff.

academic community, in order to achieve the Vision, Mission, and Goals of FKIP ULM, namely **"To become a leading FKIP in the development of education and learning based on local wisdom of the wetland environment in 2025"**. The mission, objectives, and policies used as the basis for the plan of activities and development of FKIP ULM will be described in full in a separate section in this Strategic Plan document.

Based on this, in order for the objectives of this Strategic Plan to be realised, the entire academic community in various organs and units, led by the faculty leadership, must implement the Strategic Plan into a work programme. The work programme must be implementable, realistic and measurable. This is to facilitate the evaluation of the various programmes that have been planned in this Strategic Plan. Thus, it is expected that all planned programmes can be achieved.

E. Flow Think

The FKIP ULM Strategic Plan is a process flow that describes the plan of activities and development of FKIP ULM for the next five years by referring to the established ULM and Ministry of Education and Culture Strategic Plan. The process of preparing the FKIP ULM Strategic Plan was carried out by exploring the noble values of the university and faculty and referring to the existing juridical basis that oversees FKIP ULM. The vision, mission and goals are the basis for the development of FKIP ULM for the next five years.

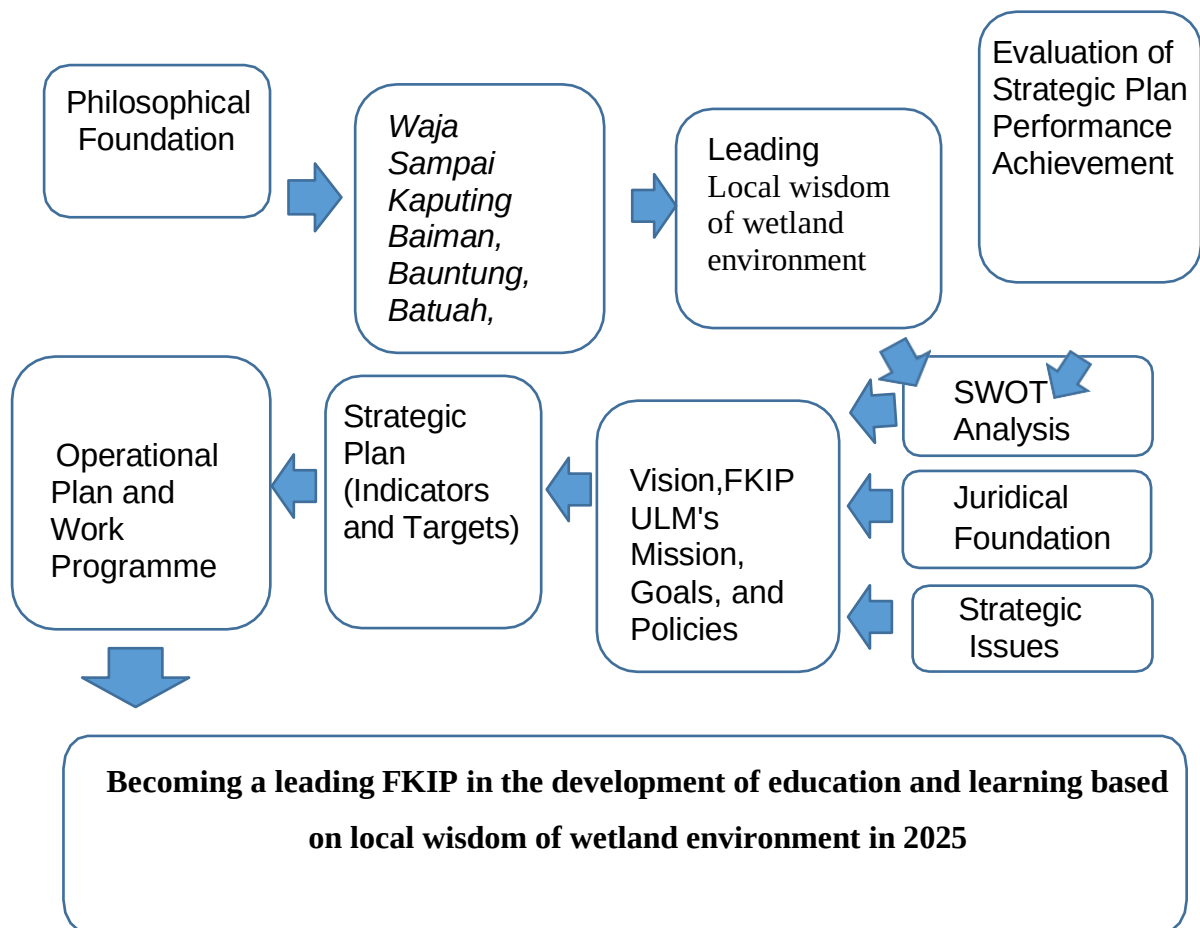


Figure 1: Thinking Flow for the Strategic Plan of FKIP ULM

CHAPTER II

PERFORMANCE EVALUATION

A. Education, Research, and Service

The following describes the performance that FKIP ULM has achieved during the validity period of the FKIP ULM Strategic Plan 2015-2019.

1. Education

As a large faculty, FKIP ULM, which has 21 undergraduate study programmes and the PPG Programme, continues to improve quality in various aspects according to the areas planned in the Strategic Plan. One of the fields, namely the field of education, is one of the leading fields, given the position of FKIP as an LPTK which is tasked with producing qualified prospective educators and education personnel. The success of the performance of the education sector is measured, among others, through the acquisition of the accreditation status of study programmes in FKIP and other factors. Of the 21 study programmes owned by FKIP, 10 study programmes or 47.6% of them have obtained A accreditation as shown in Table 1. The acquisition of this accreditation status shows recognition of the quality of services in FKIP ULM, including education services.

Table 1. Accreditation Status of Study Programmes within FKIP ULM

NO	PROGR AMME TYPE	NAME OF STUDY PROGRAMME	STUDY PROGRAMME ACCREDITATION		
			STATUS/RA NK	NO. AND DATE. DECREE	DATE. EXPIRY
1	Undergraduate	Physics Education	B	2522/SK/BAN-PT/Akred/S/X/2016	20/10/2021
2	Undergraduate	Chemistry Education	B	2791/SK/BAN-PT/Akred/S/XI/2016	24/11/2021
3	Undergraduate	English Education	A	2914/SK/BAN-PT/Akred/S/XII/2016	01/12/2021
4	Undergraduate	Maths Education	B	0276/SK/BAN-PT/Akred/S/I/2017	10/01/2022
5	Undergraduate	Geography Education	B	1235/SK/BAN-PT/Akred/S/IV/2017	25/04/2022
6	Undergraduate	Special Education	B	1431/SK/BAN-PT/Akred/S/V/2017	16/05/2022
7	Undergraduate	Primary School Teacher Education	B	1798/SK/BAN-PT/Akred/S/VI/2017	06/06/2022
8	Undergraduate	Sociology Anthropology Education	A	2346/SK/BAN-PT/Akred/S/VII/2017	18/07/2022
9	Undergraduate	Indonesian Language and Literature Education	B	2637/SK/BAN-PT/Akred/S/VIII/2017	01/08/2022
10	Undergraduate	Pancasila and Civics Education	A	2864/SK/BAN-PT/Akred/S/VIII/2017	15/08/2022

NO	PROGR AMME TYPE	NAME OF STUDY PROGRAMME	STUDY PROGRAMME ACCREDITATION		
			STATUS/RA NK	NO. AND DATE. DECREE	DATE. EXPIRY
11	Undergraduate	Physical Education, Health and Recreation	A	3393/SK/BAN- PT/Akred/S/IX/2017	12/09/2022
12	Undergraduate	History Education	A	3979/SK/BAN- PT/Akred/S/X/2017	24/10/2022
13	Undergraduate	Economics Education	A	4508/SK/BAN- PT/Akred/S/XI/2017	28/11/2022
14	Undergraduate	Counselling	A	5142/SK/BAN- PT/Akred/S/XII/2017	27/12/2022
15	Undergraduate	Dramatic Art, Dance and Music Education	A	990/SK/BAN- PT/Akred/S/IV/2018	10/04/2023
16	Undergraduate	Biology Education	A	2870/SK/BAN- PT/Akred/S/X/2018	23/10/2023
17	Undergraduate	Science Education	B	802/SK/BAN- PT/Akred/S/IV/2019	09/04/2024
18	Undergraduate	Early Childhood Education Teacher Education	A	687/SK/BAN- PT/Akred/S/IV/2019	09/04/2024
19	Undergraduate	Computer Science Education	B	830/SK/BAN- PT/Akred/S/IV/2019	09/04/2024
20	Undergraduate	Social studies education	B	1057/SK/BAN- PT/Akred/S/IV/2019	23/04/2024
21	Undergraduate	Educational Technology	B	1100/SK/BAN- PT/Akred/S/IV/2019	23/04/2024
22	Profession	PPG Programme	Good	5978/SK/BAN-PT/AK- PKP/PP/IX/2020	23/09/2025

Based on the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), FKIP ULM continues to strive to improve the quality of study programmes in various ways, such as completing Faculty quality documents related to the academic field, completing quality documents in each study programme to ensure the implementation of quality academic activities, revising the curriculum according to KKNI through various training and *workshops*, increasing the quantity and quality of research and community service carried out by lecturers, and improving the ability of lecturers to write articles that are worthy of publication in national and international reputable journals.

The study programme curriculum at FKIP ULM has fully used the Competency-Based Curriculum with reference to KKNI and accommodated Merdeka Learning Campus Merdeka (MBKM) which was approved through the Rector's Decree Number 1514UN.8/KR/20220. Curriculum renewal in FKIP ULM is facilitated by ULM through collaboration with the *Islamic Development Bank* with various activities such as *curriculum sanctioning*, *management learning apparatus*, and *public trials*. The implementation of the curriculum revision can be seen in Table 2.

Table 2: Implementation of Curriculum Revision in FKIP ULM Environment

No.	Activity Name	Activities	Products
1	<i>Curriculum Sanctioning</i>	1. Develop curriculum / revise KKNi curriculum based on input from <i>stake holders</i> 2. Developing RPKPS and RKPM	1. KKNi Curriculum 2. RPKPS 3. RKPM
2	<i>Management of Learning Apparatus</i>	3. Carrying out comparative studies of the implementation of the KKNi curriculum to a number of LPTKs	Input on the KKNi implementation process
3	<i>Public Trial</i>	4. Trialling the KKNi curriculum through the implementation of <i>lesson study</i> in several courses	Implementation of curriculum design

All study programmes in FKIP ULM have implemented the new curriculum and revised the previous curriculum through various efforts, such as the use of *e-learning*, preparation of learning media, implementation of field lectures, International PPL, and others. The increase in students' Grade Point Average (GPA) from year to year as attached in Table 3 is one indicator of the achievement of the objectives of this learning implementation.

Table 3: GPA of FKIP ULM Students in 2015-2019

No.	Study Programme	Average Study Period (years)						Average GPA of Graduates					
		2015	2016	2017	2018	2019	Average	2015	2016	2017	2018	2019	Average
1	Educ. History	4,43	4,57	4,87	4,26	5,47	4,72	3,25	3,29	3,26	3,39	3,35	3,31
2	Educ. Economics	4,58	4,79	4,74	4,58	4,62	4,66	3,18	3,24	3,24	3,26	3,42	3,27
3	Educ. Civics	4,73	4,24	4,20	4,05	4,86	4,42	3,23	3,21	3,27	3,35	3,48	3,31
4	Educ. Sociology	4,30	4,85	4,57	4,44	5,56	4,74	2,91	3,16	3,23	3,33	3,42	3,21
5	Educ. Geography	3,68	3,88	4,11	4,21	5,29	4,23	3,59	3,35	3,32	3,35	3,39	3,40
6	Educ. Indonesian Language and Literature	4,14	4,79	5,07	4,09	4,01	4,42	3,28	3,24	3,27	3,29	3,50	3,32
7	Educ. English	4,85	4,99	6,05	5,73	6,01	5,53	3,02	3,06	3,16	3,14	3,12	3,10
8	Educ. Performing Arts	4,00	4,00	4,80	4,30	4,93	4,41	3,20	3,22	3,28	3,15	3,39	3,25
9	Educ. Mathematics	4,30	4,20	4,27	4,25	4,05	4,21	3,30	3,26	3,30	3,30	3,45	3,32
10	Educ. Biology	3,79	4,55	3,72	3,71	4,09	3,97	3,33	3,39	3,31	3,41	3,39	3,37
11	Educ. Chemistry	4,69	4,62	4,08	3,65	4,08	4,22	3,25	3,23	3,38	3,32	3,34	3,30
12	Educ. Physics	4,07	4,18	3,98	4,12	4,74	4,22	3,28	3,29	3,33	3,33	3,34	3,31
13	Educ. Physical Education	5,00	4,80	4,80	4,70	4,77	4,81	3,09	3,19	3,19	3,21	3,42	3,22
14	Counselling	4,21	4,05	3,72	3,93	4,51	4,08	3,02	3,05	3,43	3,55	3,47	3,30
15	PGSD	4,00	4,00	4,00	4,00	4,15	4,03	3,20	3,37	3,36	3,35	3,45	3,35
16	PGPAUD	4,00	4,00	4,00	4,00	4,34	4,07	3,27	3,16	3,21	3,25	3,47	3,27
17	Education. Speciality	4,25	4,75	4,25	3,78	4,15	4,24	3,46	3,65	3,44	3,20	3,59	3,47
18	Science Education	-	-	-	-	4,35	4,35	-	-	-	-	3,54	3,54
19	Social studies	-	-	-	-	4,31	4,31	-	-	-	-	3,64	3,64
20	Educational Technology	-	-	-	-	4,11	4,11	-	-	-	-	3,69	3,69
21	Educ. Computer	-	-	-	-	4,82	4,82	-	-	-	-	3,44	3,44
Average		4,30	4,43	4,43	4,22	4,63	4,41	3,23	3,26	3,29	3,30	3,44	3,35

Another effort that is no less important, namely the improvement of the quality of lecturers on a regular basis through the participation of lecturers in various lecturer Education and Training (DIKLAT), Improvement of Basic Skills for Instructional Techniques (PEKERTI), and AA as can be seen in Table 1.

4. FKIP has 88 lecturers with doctoral qualifications and 14 professors.

Table 4. Number of Education and Training for FKIP Lecturers at LP3 ULM

No.	Type of Training	2016	2017	2018	2019
1.	PEKERTI	15	15	4	2
2.	<i>Applied Approach (AA)</i>	13	14	5	4
Total		18	29	9	6

Source: Faculty of Teacher Training and Education

2. Research

Efforts to improve the quality and quantity of research are carried out through the provision of research funds sourced from PNB faculty through competitive proposal writing training, umbrella research, research aimed at improving the quality of learning, and research oriented to the vision of FKIP ULM, as well as scientific writing *workshops* conducted for ULM lecturers with results as in Table 5 below.

Table 5. Research Data of FKIP ULM Lecturers in 2015-2019

Year	Number of Titles	Total Funds
2015	234	6.427.250.000,00
2016	209	5.113.460.000,00
2017	263	7.159.700.000,00
2018	252	6.012.200.000,00
2019	214	2.887.650.000,00
Total	1172	27.600.260.000,00

Based on Table 5, the total research data of FKIP ULM lecturers is 1,172 studies with a total funding of Rp. 27,600,260,000.00 with funding sources obtained from various agencies, including PNB FKIP ULM.

3. Community Service

The number of community services that have been carried out by FKIP ULM are as follows.

Table 6. Data on community service carried out by FKIP lecturers ULM Year 2015-2019

Year	Number of Titles	Total Funds (Rp)
2015	136	2.586.100.000,00
2016	138	1.367.810.000,00
2017	152	2.644.100.000,00
2018	144	1.744.940.000,00

Year	Number of Titles	Total Funds (Rp)
2019	152	795.930.000,00
Total	723	9.138.882.000,00

Judging from Table 6, the number of Community Service activities is 723 activities with total funds of Rp. 9,138,882,000.00 with the largest source of funds coming from PNBPK FKIP ULM.

4. Publications

Efforts to improve the quality and quantity of lecturer publications are carried out through various means such as scientific writing *workshops* and article writing assistance in collaboration with several universities. One form of collaboration established by FKIP ULM with Brawijaya University has produced results, namely at the end of 2019 96 lecturer papers were published in various international journals and 59 lecturer papers were published in national scientific journals.

Table 7. Scientific Work of Lecturers Published in International Journals

No.	Journal Name	Number of Publications
1.	Journal of Physics: Conference Series (JPCS) IOP Publishing	27
2.	European Journal of Education Studies	7
3.	International Journal of Advanced Science and Technology	5
4.	International Journal of Recent Technology and Engineering (IJRTE)	4
5.	Polish Journal of Management Studies	3
6.	6th International Conference on Educational Research and Innovation (ICERI 2018)	3
7.	Journal of Technology and Science Education (JOTSE)	3
8.	European Journal of Alternative Education Studies	3
9.	AWEJ for Translation & Literary Studies	2
10.	Journal of Indonesian Tourism and Development Studies	2
11.	Journal of ICSAR	2
12.	Journal of Wetlands Environmental Management	2
13.	Australasian Journal of Technology	2
14.	International Conference on Educational Technology (ICoET 2019)	2
15.	Other International Journals	27
Total		96

In addition to national and international publications, programmes in the field of education implemented according to the 2015-2019 Strategic Plan have also produced results with the availability of teaching materials written by lecturers until the end of 2019, as evidenced by the following data

Table 8. Number of Textbooks for FKIP ULM Lecturers in 2019

No.	Major	Number of Books
1	Social studies education	7
2	Education Science	7
3	Mathematics and Natural Sciences Education	3
4	Language and Arts Education	2
5	Sports and Health Education	2
Total		21

In the period 2015-2019, study programmes in FKIP ULM have successfully published 21 scientific journals managed by each study programme. Some of them have been indexed by SINTA.

Table 9 Journals in FKIP and indexed by SINTA

No.	Journal Name	Prodi	Accredited
1	Scientific Periodical of Physics Education	Physics Education	SINTA 3
2	Journal of Civic Education	Civics	SINTA 4
3	QUANTUM: Journal of Science Education Innovation	Chemistry Education	SINTA 4
4	Multilateral: Journal of Physical Education and Sport	Physical Education, Sport and Health	SINTA 4
5	EDU- MAT	Maths Education	SINTA 5
6	JETALL	English Education	SINTA 5
7	Vidya Karya	FKIP	-
8	Bubungan Tinggi: Journal of Community Service	FKIP	Not yet accredited
9	Scientific Journal of Physics Education	Physics Education	Not yet accredited
10	Journal of Chemistry and Education	Chemistry Education	Not yet accredited
11	Bio rides	Biology Education	Not yet accredited
12	ART COURT: Journal of Art Education & Studies.	Art Education	Not yet accredited
13	Journal of Geography Education	Geography Education	Not yet accredited
14	LOCANA: JTAM	Educ. Indonesian Language and Literature	Not yet accredited
15	Padaringan	Anthro Social Education	Not yet accredited
16	Journal of Guidance and Counselling Services (JPBK): JTAM	Guidance and Counselling	Not yet accredited
17	JOURNAL Biology Science Education	Biology Education	Not yet accredited
18	Prabyaksa: Journal of History Education	History Education	Not yet accredited
19	The Kalimantan Social Studies	Social studies education	Not yet accredited
20	The Innovation of Social Studies Journal	Social studies education	Not yet accredited
21	Journal of Economics Education and Entrepreneurship	Economics Education	Not yet accredited

B. Institutionalisation and Cooperation

FKIP ULM Banjarmasin was established in 1983 based on the Decree of the Minister of Education and Culture Number 0566/O/1983 concerning the granting of licences. Leadership at FKIP ULM plays an important role that is supported in synergy by all lecturers, students, and administrative staff in coordinating and controlling and implementing programme policies. The Dean acts as the person in charge, assisted by the Deputy Dean for Academic Affairs, Deputy Dean for General and Financial Affairs, and Deputy Dean for Student Affairs and Alumni, in managing the programme or activity. Furthermore, the head and secretary of the department assist the faculty leader in carrying out the functions of planning, organising, controlling programs/activities, and quality control in their respective departments and study programs. These functions at the department and study programme level within FKIP ULM have generally been formed into several sections to support the successful implementation of the programme, such as academic and student affairs, research, curriculum development, cooperation, thesis examiners, welfare, laboratories, and so on. While the administrative functions of the faculty are handled by the Head of Academic Subdivision; Personnel and Finance; and Head of General Subdivision and BMN / state property).

1. *Microteaching* and Field Experience Programme Unit (UMTPPL)

The *Microteaching* and Field Experience Programme Unit (UMTPPL) of FKIP ULM is a unit that handles the Implementation of Learning in Schools or teaching students to practice teaching in schools. This unit was previously known as the Field Experience Practices Management Unit (PPL Unit) and then changed since 2018. This unit was changed to UMTPPL as a form of increasing efficiency and service to teaching practices to schools. This unit contains information about the implementation of PPL from registration to assessment, which is communicated in the unit. UMTPPL determines the procedures that students take to participate in Field Experience Programme activities.

The activities that will be taken by PPL students include: making certificates for schools, arrangements for student PPL activities, registration and establishing cooperation with schools, and all matters related to teaching practice activities at school. The existence of this unit aims to: 1) realising the availability of microteaching facilities and services for study programmes in FKIP ULM; 2) realising professional, highly competitive and characterised teacher graduates; 3) realising students who can overcome weaknesses and obstacles in learning; and 4) realising the renewal of learning systems and media. The existence of this unit can be accessed online through website <http://umt.fkip.ulm.ac.id> and has been integrated on the website fkip@ulm.ac.id. The main tasks of

UMTPPL include.

- a. Providing services to students in carrying out Practical Classes *Microteaching* and Field Experience Practices (PPL).
- b. Develop the UMTPPL administrative programme.
- c. Compiling UMTPPL administrative equipment.
- d. Compile a report on the implementation of PPL.
- e. Coordinating and implementing UMTPPL administration.

While the work mechanism activities include the preparation of the UMTPPL Administration Program, the preparation of UMTPPL Administration Equipment, coordinating and implementing UMTPPL administration, preparing UMTPPL Administration Implementation Reports, providing services to students for *microteaching* and PPL activities, establishing PPL cooperation between FKIP ULM and PPL partner schools / institutions, making a mentor teacher certificate, and conducting administration with mentor teachers and school personnel and supervisors.

2. FKIP Quality Assurance Unit (UPM FKIP)

Since the establishment of the Quality Assurance Agency (LPM) at the university level, quality assurance activities have been given more attention with various efforts made. FKIP has also followed up on the programmes launched by LPM ULM. One of the organisational structures in FKIP ULM is UPM, which is integrated with LPM ULM in charge of developing the internal quality of the institution. The faculty UPM functions as a driving force and coordinator who plays a role in quality control and developer of the Internal Quality Assurance System (SPMI), the tridarma of Higher Education in the faculty environment, and is integrated with the SPMI of Lambung Mangkurat University as a whole. This is in accordance with Government Regulation Number 4 of 2014 concerning the implementation of higher education and management of Higher Education. And faculty regulation Number 205a/UN8.1.2/SP/2016 article 15 concerning UPM.

UPM in FKIP is a specialised body that handles the processes and procedures of higher education quality assurance in FKIP. This unit consists of:

- a. a person in charge and as chairman is assigned to the Vice Dean for Academic Affairs in charge of coordinating the proposed accreditation of faculties and study programmes;
- b. a unit secretary, held by a lecturer in charge of coordinating UPM activities and faculty quality standards;
- c. team member in charge of monitoring and evaluation.

In the first stage, this unit is responsible for the following activities.

- a. Develop and submit proposals for improving the regulatory policy domain in the management of the institution.
- b. Develop and propose the establishment of institutional quality standardisation to the Dean.
- c. Prepare and propose the establishment of Standard Operating Procedures (SOP) to the Dean.
- d. Develop and evaluate the quality policy established and implemented by the institution.
- e. Assisting/assisting in preparing accreditation forms for faculties and study programmes.
- f. Periodically evaluate the implementation of regulations, quality standards, standard operating procedures and quality policies that have been established.
- g. Prepare evaluation reports and provide recommendations for the improvement and enhancement of the performance and quality of the institution.

The description above reinforces the position and function of UPM is so important. Responsibilities in the context of quality assurance must be carried out by all sectors and sections in an integrative manner. UPM has responsibilities that can be described in the following descriptions.

Main Tasks of the Quality Assurance Unit

The main tasks of the UPM are based on the ULM Rector Decree No. 101/UN8/OT/2017 concerning the main tasks and functions of the Faculty UPM within ULM, namely:

1. develop SPMI implementation tools through the preparation of: faculty, department/programme quality policies, quality manuals, quality procedures, quality standards, and Internal quality audit tools at the faculty level;
2. implementing SPMI in a sustainable, consistent, efficient and accountable manner;
3. manage data and information relevant to faculty quality improvement;
4. facilitate and assist study programmes in preparing, compiling and submitting accreditation documents up to visitation activities in order to apply for study programme accreditation;
5. conducting guidance to the faculty academic community regarding the availability and implementation of SPMI in each work unit;
6. carry out Internal Quality Audit (AMI) in the faculty environment periodically and programmatically;

7. compile and provide recommendations to faculty leaders on quality assurance in aspects of the tridarma of higher education (education and teaching, research and community service), cooperation services, and student and alumni affairs;
8. provide evaluations and recommendations on the proposed opening of study programmes and/or the development of study programmes to faculty leaders;
9. develop and implement quality policies and documents at faculty level;
10. encouraging the functionalisation of the Study Programme Quality Assurance Committee (GPM);
11. prepare reports and recommendations to LPM ULM and the Dean in an effort to improve quality at the faculty level on an ongoing basis.

Function of Quality Assurance Unit (UPM)

The functions of the Quality Assurance Unit (UPM) of the Faculty at Lambung Mangkurat University are as follows.

- 1) Development and Implementation, which includes preparing SPMI tools and documents, and implementing faculty SPMI, includes the following.
 - a) Education Standard
 - (1) Graduate competency standards;
 - (2) Learning content standards;
 - (3) Learning process standards;
 - (4) Learning assessment standards;
 - (5) Standards for lecturers and education personnel;
 - (6) Learning facilities and infrastructure standards;
 - (7) Learning management standards;
 - (8) Learning financing standards.
 - b) Research Standards
 - (1) Research outcome standards;
 - (2) Research content standards;
 - (3) Research process standards;
 - (4) Research assessment standards;
 - (5) Researcher standards;
 - (6) Research facilities and infrastructure standards;
 - (7) Research management standards;
 - (8) Research funding and financing standards.

- (9) Community Service Standard
 - c) Community Service outcome standards;
 - (1) Community Service content standards;
 - (2) Community Service process standards;
 - (3) Community Service assessment standards;
 - (4) Community Service implementation standards;
 - (5) Community Service facilities and infrastructure standards;
 - (6) Community Service management standards;
 - (7) Community Service funding and financing standards;
- 2) Development of mentoring and assistance mechanisms to study programmes for the accreditation process.
- 3) Prepare and develop the organisation, work units and personal/Human Resources that will be assigned in the implementation of SPMI;
- 4) Carry out socialisation and internalisation of SPMI Policy, SPMI Manual, SPMI Standards and Faculty SPMI Forms to the academic community on an ongoing basis;
- 5) Socialising the faculty's SPMI to *stakeholders*.

The existence of FKIP as an institution that is directly related to the public, requires a procedure that regulates every activity, so as to facilitate the achievement of goals. With regard to this matter, a quality procedure of FKIP is prepared as a reference for the implementation of institutional activities. This can be seen in the Standard Operating Procedure (POS) of the Faculty.

The study programme accreditation process was fully supported by the faculty leadership. In addition, support from lecturers is also evident from the formation of special teams/committees for the preparation of self-evaluation and form filling at the level of each study programme. Accreditation of each study programme plays an important role in ensuring the quality of the study programme and can improve the shortcomings of the related study programme, based on input from internal assessors and external assessors.

3. *Information and Communication Technology (ICT)*

The management information system and ICT (*Information and Communication Technology*) facilities used by the faculty for the academic and administrative processes are integrated through the simari.ulm.ac.id website. In line with the demands of the development of information technology for the implementation of higher education, both for the implementation of administrative management, and the learning system has led to e-learning FKIP ULM continues to develop and utilise

advances in information technology. The development of learning with e-learning has begun to be directed. This can be seen in one of the courses in the Chemistry Education Study Programme, Biology Education, and following other study programmes in FKIP ULM. The online-based service system is fast, precise, and accurate oriented towards service satisfaction.

This online integrated information system provides maximum results and its effectiveness is getting better. One of the benchmarks in the international assessment in webometric is the international scale assessment of the institution's website based on the number of information accesses carried out by the website. Innovations and strategies carried out by the ICT Team are supported by network systems and other components. The sustainability of the ICT Team also provides benefits to many aspects within FKIP ULM. In detail, here are the things related to ICT FKIP ULM.

The internet network in FKIP ULM is spread in the area around FKIP, both FKIP 1 and FKIP 2 (PG-SD, PG-PAUD, and BK) with a wireless system, where all faculty work units are connected to the internet with a hotspot area that aims to check the smoothness of the network. Each entity in FKIP ULM has a special login to access the FKIP ULM hotspot through an authentication application, so that it is protected from parties who are not entitled to use it. FKIP ULM's internet connection service cooperates with Telkom or with its subsidiaries in the form of Astinet and Indihome with a bandwidth of 35 mbps - 120 mbps during (2015 - 2019). The network used is fibre optic so that it helps increase the speed of internet service connections.

The existence of ICT is very useful in helping to support information systems that can present data so that the data can be utilised in the development of FKIP. All payment processes and learning evaluations from the beginning to the end of the semester are presented in the form of validated data directly and continuously. Students can directly download KRS, KHS, Schedule, and so on in the lecture process. This task can facilitate the performance of lecturers in providing assessments to students contained in access data, both in terms of guardianship, lectures, and other data such as lecturer data, data on activities to be carried out at the study programme, faculty and university levels. The website <http://simari.ulm.ac.id> contains various kinds of academic information, announcements, activities, policies, academic calendars, faculty agendas, leadership agendas and so on for more details can open the website: www.ulm.ac.id.

4. Cooperation and Public Relations Management Unit (UPKH)

Building collaborative relationships is a very important aspect in positioning ULM as a *world class university*. Cooperation with various agencies and universities, both domestic and foreign, continues to be established. Cooperation between universities is focused on the fields of research, community service and human resource development. Cooperation with government/private agencies in the country includes:

- a. improving the educational qualifications of primary and secondary school teachers;
- b. improving the quality of inclusion teachers;
- c. improved laboratory management;
- d. Field experience practice;

Regarding the development of cooperation, FKIP ULM has established cooperation with international partners, including the following.

- a. USAID for overseas scholarship cooperation.
- b. IDB in the context of training teaching and education personnel, research, and community service.
- c. University of Newcastle for lecturer exchange and scholarships for lecturers to continue their Masters and S3.
- d. LoA Indonesia-Thailand-Philippines in terms of student exchange/collaboration between universities within the 3 ASEAN countries.
- e. The National University of Malaysia in improving the tridarma of higher education.
- f. SEAMEO in terms of student teaching practice from/to the Philippines and Thailand in the Project "*Pre service Student Teacher Exchange in Southeast Asia*".
- g. UKM (University Kebangsaan Malaysia) Exchange of lecturers and organising joint scientific seminars, *workshops on* writing reputable international journals.
- h. Sangji University Korea in improving the tridarma of higher education.
- i. University of Piraeus (UPRC), Greece joined INDOEDUC4ALL in order to create an inclusive campus.
- j. University of Alicante Spain on assistive technology transfer.
- k. Taiwan University of Science and Technology in terms of improving the quality of research and publications.
- l. Universiti Teknologi Malaysia in Education and Research.

5. Education Development Centre (EDC)

Education Development Centre (EDC) is a supporting external sub-institution as a form of FKIP ULM's moral responsibility towards alumni in order to encourage and improve the quality of professionalism of teaching and education personnel. EDC is led by a chairman, secretary, and assisted by a division and a team of experts who are appointed and dismissed by the dean. In carrying out its duties, EDC is responsible to the dean. The following are things related to EDC.

EDC VISION

To become a trusted institution in encouraging and improving the quality of professionalism of educators and education personnel at the pre-school, primary and secondary school levels.

EDC MISSION

- 1) Improving the quality of professionalism of teaching and education personnel, as well as *stakeholders* as a form of the tridarma of Higher Education.
- 2) Facilitating and providing consultation, mentoring, education and training services to improve the professionalism of teaching and education personnel and *stakeholders*.
- 3) Carry out Education and Training Professionally in improving the professionalism of educators and education personnel as well as *stakeholders*.

EDC Essential Duties

- 1) Conduct academic communication with FKIP ULM alumni.
- 2) Building networks and communication with professional organisations for teaching and education personnel.
- 3) Open professional consultation services for teaching and education personnel.
- 4) Assist in assisting professional issues for teaching and education personnel.
- 5) Encourage the improvement of the professional quality of teaching and education personnel.
- 6) Carry out professional training for educators and education personnel at the pre-school, primary and secondary school levels.

EDC Programme Implementation Mechanism

EDC implements its programmes based on the principles of efficiency and effectiveness. Therefore, the outline of the EDC programme implementation is as follows.

- 1) Activity venues: local districts and campuses

- 2) Determining the venue for guidance, mentoring, training and exposure of the results of activities was carried out with the consideration that the implementation of the programme would not interfere with the daily activities of the participants who participated in the programme. Timing and implementation of activities are discussed together with *stakeholders* and participants involved in programme activities. The place of implementation can be carried out on the FKIP ULM Banjarmasin campus or in the Regency / City area.
- 3) Form of activity: co-operation and independence
- 4) Activities conducted can be based on cooperation between EDC and related agencies, with the number of participants determined by agreement. Furthermore, independent activities are conducted based on a minimum quota of at least 30 participants.
- 5) The activities carried out are patterned *in-on-in*, which means that the activities begin in the classroom, then implement in the field and then end in the classroom again.

6. Training Organising Unit (UPD)

This unit is a change from the Training Organising Institution (LPD) through the FKIP Dean Decree Number 2430/UN8.1.2/KP/2019 in 2019. The purpose of this unit is to prepare school supervisors, principals, educators and education personnel who are professional and competitive. The establishment of this unit is expected to increase the smoothness of the implementation of the Training for Strengthening School Principals, Supervisors, Educators and Education Personnel. The existence of this unit can be accessed on the *website* <http://lpd.fkip@ulm.ac.id>, making it easier for information to be conveyed by FKIP ULM. The mission of this unit is to carry out education and training for school supervisors, principals, educators and education personnel. The competence of these activities is expected to provide strengthening knowledge about the administrative field related to school principals, school supervisors, educators and education personnel.

Table 10: Implementation of Training by FKIP ULM in 2019

No.	Activities	Month	Description
1	School Principal Strengthening Training phase 1 Banjarmasin Municipality, Banjarbaru, Tanah Laut Regency, and Banjar Regency	21 - 28 Nov 2019	Palm Hotel Banjarmasin
2	School Principal Strengthening Training phase 1 Banjarmasin Municipality, Banjarbaru, Tanah Laut Regency, and Banjar Regency	21 - 28 Nov 2019	SLBC Banjarbaru
3	School Principal Strengthening Training phase 1 Banjarmasin Municipality, Banjarbaru, Tanah Laut Regency, and Banjar Regency	26 Nov -03 Dec 2019	Banjarbaru Hajj Dormitory

No.	Activities	Month	Description
4	School Principal Strengthening Training Phase II Banjarmasin Municipality, Banjarbaru, Tanah Laut Regency, and Banjar Regency	28 Nov -05 Dec 2019	Amaris Hotel Banjarmasin
5	School Principal Strengthening Training Phase II Banjarmasin Municipality, Banjarbaru, Tanah Laut Regency, and Banjar Regency	28 Nov -05 Dec 2019	Palm Hotel Banjarmasin
6	School Principal Strengthening Training Phase II Banjarmasin Municipality, Banjarbaru, Tanah Laut Regency, and Banjar Regency	28 Nov -05 Dec 2019	LPMP Banjarbaru
Number of participants for kindergarten, primary, junior high school		517 people	
Number of districts that have been implemented		4 districts	

Based on the results of UPD activities in 2019, training / management training was carried out for school principals and prospective principals for kindergarten, elementary and junior high schools where this activity was targeted at 40 people in each class in each stage, which included the Municipality of Banjarmasin, Banjarbaru, Banjar Regency and Tanah Laut Regency, with a funding budget from the Director General of GTK Kemendikbud managed by FKIP ULM. This funding is a form of implementation of cooperation between the local government and FKIP in improving the quality of Principals in South Kalimantan which was attended by 517 participants in 2 stages of implementation with their respective classes.

C. Student Affairs and Alumni

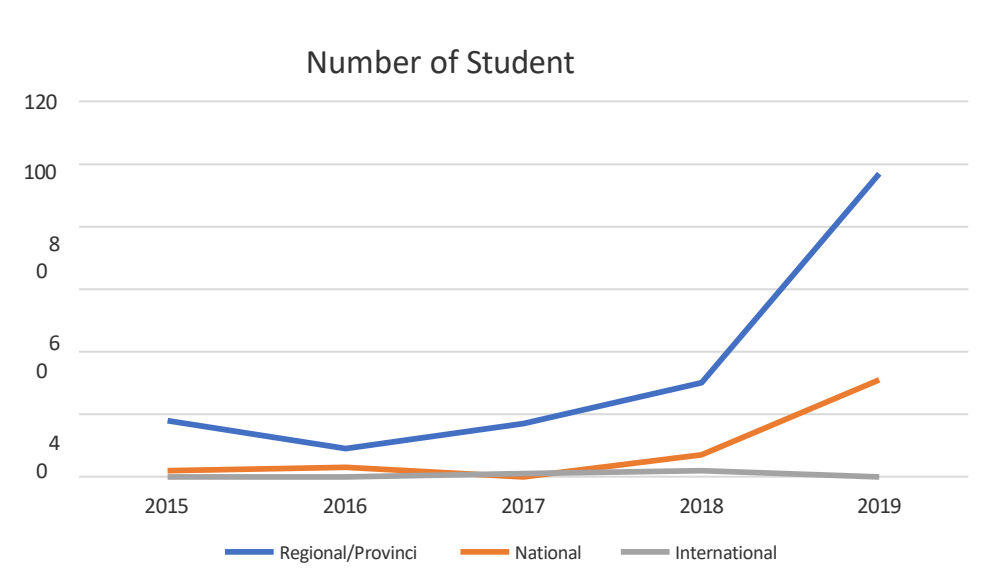
1. Non-academic Student Achievements

Efforts to improve student achievement in the non-academic field continue to be made by FKIP ULM. Some of these efforts include holding competitions or competitions at the FKIP level for non-academic fields, which include the fields of art, language, and sports. Some examples of competitions held at the faculty level are the election of FKIP Ambassadors, English Debate competitions, MTQ competitions, and the *Dean Cup*. Various coaching efforts were also made, including by involving the Art Education and PJKR Study Programmes. In addition, FKIP ULM also tries to accommodate and hone students' interests and talents through the Student Activity Unit at the faculty level. The faculty also continues to encourage the Student Association (HIMA) of each study programme to continue to be active in carrying out activities. These things can also support efforts to improve student achievement in the non-academic field. The following data presents the achievements of FKIP ULM students at the Regional, National, and International levels.

Table 11: Student Achievement Data

Achievement Level	Year				
	2015	2016	2017	2018	2019
Regional/Provincial	18	9	17	30	97
National	2	3	-	7	31
International	-	-	1	2	-
Total	20	12	18	39	128

Achievement data is also presented in the following diagram.

**Figure 2 Student Achievement Data**

In addition to the programme to improve student achievement in the academic field, FKIP ULM also actively encourages students to compete in the Student Creativity Programme (PKM). One of the efforts made is by holding training and *coaching clinic* for preparing PKM proposals. The speakers invited in the activity were expert speakers including Prof. Dr. Harun Joko Prayitno, M.Hum. and other speakers who are experienced in guiding PKM. There has been an increase in the number of proposals included in the PKM programme based on data on the number of proposals sent in the last 3 years.

Table 12: Number of PKM Proposals Submitted in the Last 3 Years

No.	Year	Number of Titles
1	2017	32
2	2018	39
3	2019	64
Total		135

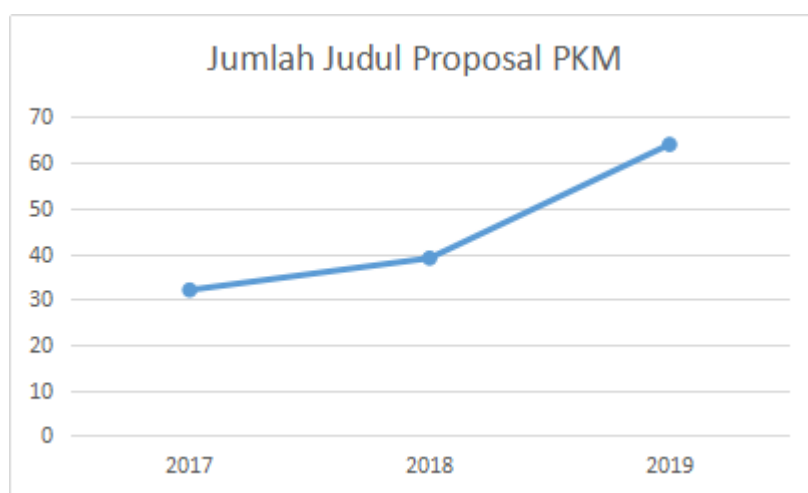


Figure 3 Number of PKM Proposal Titles

2. Scholarships

Scholarships are financial assistance provided to students in accordance with the requirements and conditions for recipients. FKIP seeks to facilitate students who propose scholarship applications for PPA, BBP, IKA BAZNAS, South Kalimantan Provincial Government and other scholarships. Through the Student Affairs Subdivision and study programmes, students can obtain information related to scholarships. The FKIP Student Affairs Subdivision also helps facilitate students who apply for certain scholarships from the government/ministry. The following is presented data on the number of students receiving scholarships from 2015 to 2019.

Table 13: Number of Scholarship Recipients from 2015 - 2019

No.	Scholarship Type	Year				
		2015	2016	2017	2018	2019
1	Bidik Misi	416	372	397	309	500
2	PPA	302	30	227	181	174
3	BBP	199	-	-	-	-
4	Bank Indonesia	-	-	8	-	-
5	Baznas IKA ULM	85	-	62		
6	South Kalimantan Provincial Government Grant	-	-	107	-	70
7	Adaro	-	-	-	46	23
8	Indonesia Bright Future Leaders	-	-	-	-	26
Total		1.002	402	801	536	793



Figure 4 Number of students receiving scholarships

3. Student Dispatch and Exchange

FKIP ULM continues to strive to enrich students' insights and experiences. One of the efforts made is to increase cooperation with both domestic and foreign institutions. One of the implementations of this cooperation is by participating in student exchanges or sending students to study or practice teaching practice. The existence of student delivery and exchange activities can enrich students' insights and experiences, in addition to strengthening the cooperation between FKIP ULM and these institutions.

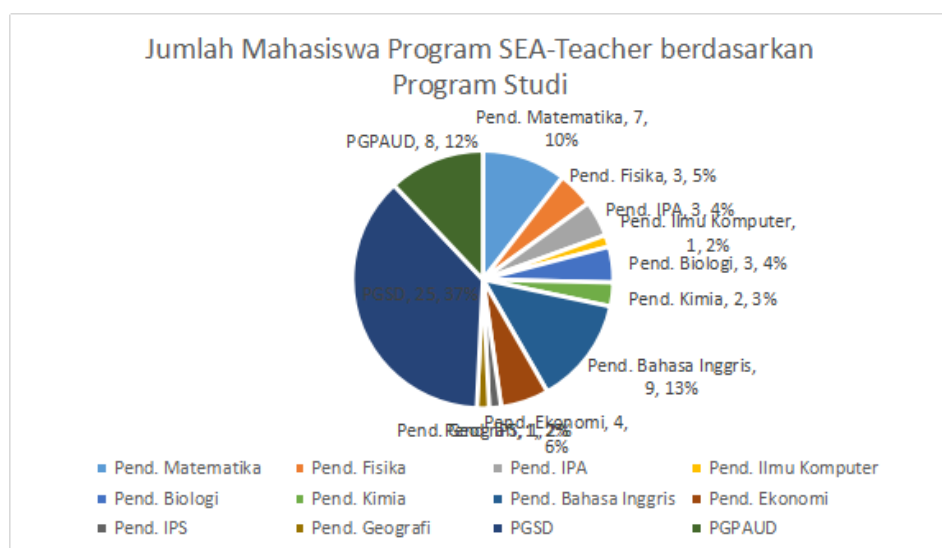
One form of cooperation implementation in student exchange is FKIP ULM's commitment to participate in the success of the Nusantara Student Exchange (Permata) programme. In the 2016/2017 academic year Permata programme, precisely in the odd semester, FKIP ULM sent students to study for one semester at the University of Lampung (Unila) and the Indonesian University of Education (UPI). Conversely, in the same semester, FKIP ULM also received students from Unila and UPI.

Apart from the national level, FKIP ULM has also successfully facilitated and sent students for teaching practice in several countries in the ASEAN region. These countries are Malaysia, Thailand, and the Philippines. The teaching practice is part of the *Pre-Service Student Teacher Exchange in Southeast Asia* or *SEA- Teacher* programme. This programme is an implementation of the cooperation of countries in ASEAN as stipulated in the SEA-MEO (*Southeast Asian Minister of Education Organization*) cooperation. FKIP ULM has been actively sending students to the programme since 2017.

Table 14: Number of students participating in the SEA-Teacher Programme

No.	Study Programme	Year			Total
		2017	2018	2019	
1	Educ. Mathematics	3	2	2	7
2	Educ. Physics	1	1	1	3
3	Science Education	1	1	1	3
4	Computer Science	1	-	-	1
5	Educ. Biology	2	-	1	3
6	Educ. Chemistry	-	1	1	2
7	Educ. English	4	3	2	9
8	Educ. Economics	-	1	3	4
9	Social studies	-	1	-	1
10	Educ. Geography	-	1	-	1
11	PGSD	9	8	8	25
12	PGPAUD	3	3	2	8
Total		24	22	21	67

Data on the distribution of Study Programmes participating in the *SEA-Teacher* Programme can be seen in the following diagram.

**Figure 5 Number of students participating in SEA-Teacher activities**

The data of students from abroad who participated in the *SEA-Teacher* programme to Lambung Mangkurat University is shown in Table 15.

Data on overseas students participating in the SEA-Teacher Programme

No.	Country	Year			Total
		2017	2018	2019	
1	Thailand	12	7	5	24
2	Philippines	11	15	15	41
Total		23	22	20	65

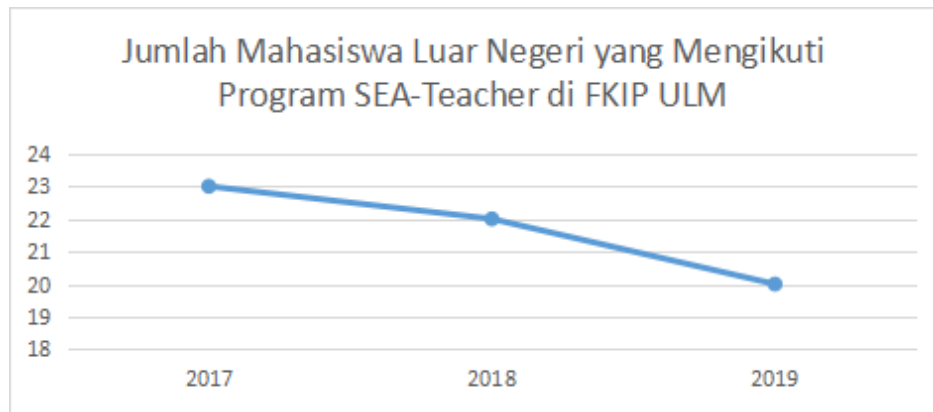


Figure 6 Data on overseas students participating in the SEA-Teacher Programme

4. Student *Life Skill* Development

Life skills are life skills as skills or abilities to be able to adapt and behave positively, which allows a person to be able to face various demands and challenges in life more effectively. *Life skills* are very important for students so that when they graduate from FKIP ULM, students are able to compete and continue to behave positively and be able to adapt to the surrounding environment. The tight competition in the world of work today causes life skills to be one of the key factors in the success of graduates in the world of work in addition to their competence.

Considering the importance of life skills for students, FKIP ULM continues to facilitate and encourage students to continue to be active in organisations both student associations, BEM, and UKM in FKIP. There are 21 HIMA in FKIP ULM. Likewise with UKM, students continue to develop UKM to accommodate their interests and talents, such as UKM FKIP Mengajar which was officially established in 2017. Activities carried out by HIMA in order to train student *life skills* from year to year are also increasing. Another factor that triggers the increase is the obligation of the credit system for students in order to obtain a Certificate of Diploma Companion (SKPI). The increase in the number of activities is fully supported by FKIP by providing facilities such as rooms, halls, pavilions, and so on.

Table 16. Activities of HIMA and UKM in FKIP from 2016-2019

No.	Year	Number of Activities
1	2016	86
2	2017	168
3	2018	267
4	2019	396
Total		917

Data on the increase in the number of HIMA and UKM activities per year can be seen in Figure 7 below.

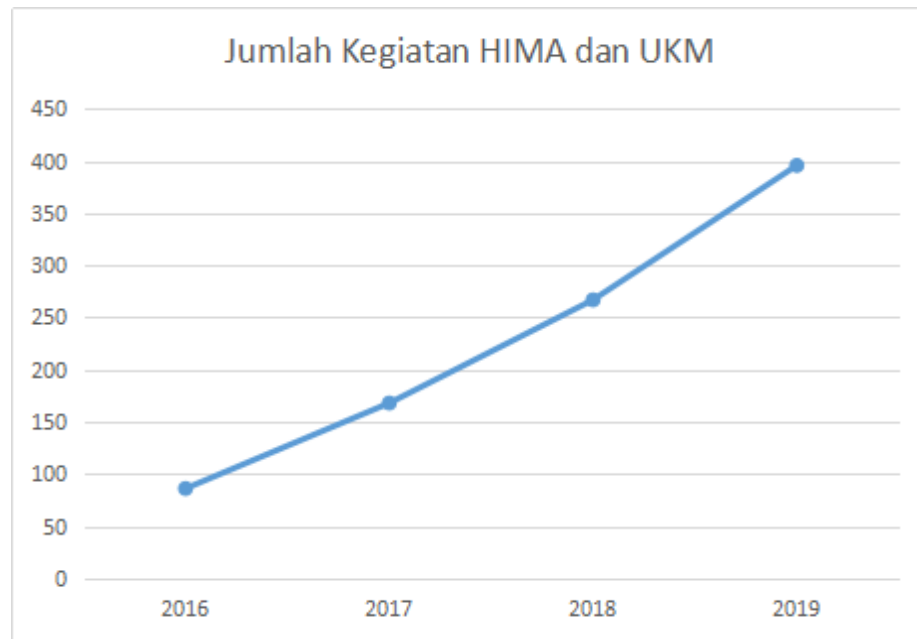


Figure 7 Number of HIMA and UKM activities per year

5. Student Career Development and *Tracer Study*

One of the efforts prepared is by conducting training so that students have the necessary skills and are ready to enter the world of work. The skills needed in this case are additional abilities outside the scientific field or competence so that students are able to attract the interest of job providers.

Since 2015-2017 FKIP ULM has consistently organised training to hone the skills of prospective alumni in facing the world of work. The training materials include how to write a job application letter, introduce the job interview process, introduce psychological tests that are commonly given to job applicants, and how to speak in public. The training was attended by students from representatives of all study programmes in FKIP ULM. In addition to these activities, FKIP ULM is also active in sending students to attend career development training conducted by CDC ULM.

Tracer study research on the situation of alumni, especially in terms of job search, work situation, and utilisation of competency acquisition while studying at FKIP ULM. Until 2019, the alumni tracking questionnaire used by FKIP ULM has not been able to collect data that can be used as a policy consideration in improving the quality and quality of services and learning. The data collected is still too general regarding personal identity and is only limited to information about the institutions where alumni work.

As for data related to the waiting period for graduates, income, suitability of competence to the field of work, input for the improvement of FKIP ULM, and graduate satisfaction, it has not yet been implemented. To obtain this information, each study programme conducts tracking independently. Another way to obtain data and information related to alumni can be done through alumni tracking by the CDC. The data collected by CDC has used a new questionnaire and can be used as a consideration in formulating policies for quality improvement. The following are some data obtained from the CDC ULM related to the tracking process of FKIP ULM alumni (based on the data of 704 alumni collected). Average waiting period = 4.6 months

Suitability between field of study and type/field of work

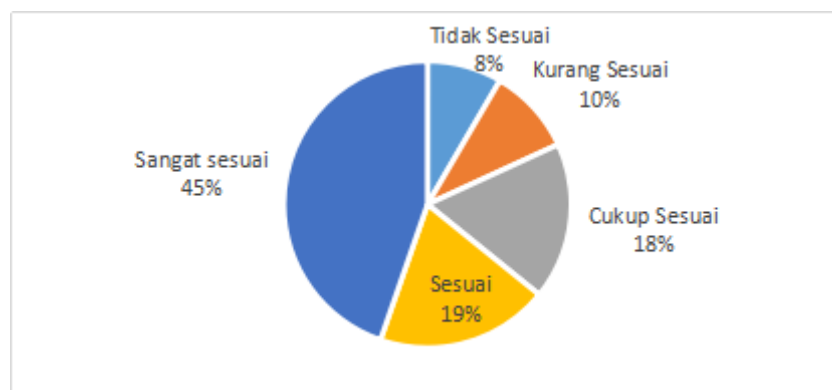


Figure 8 Suitability of Field of Study with Type of Work Suitability of Education Level with Current Job

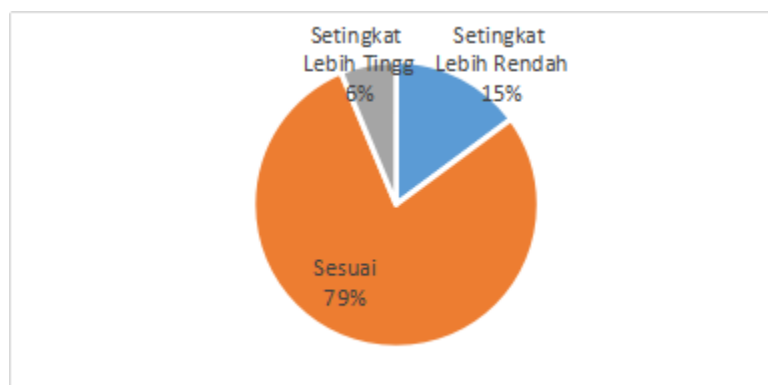


Figure 9 Matching education level with occupation Income per Month



Figure 10 Income per Month Category of company/agency/institution where worked

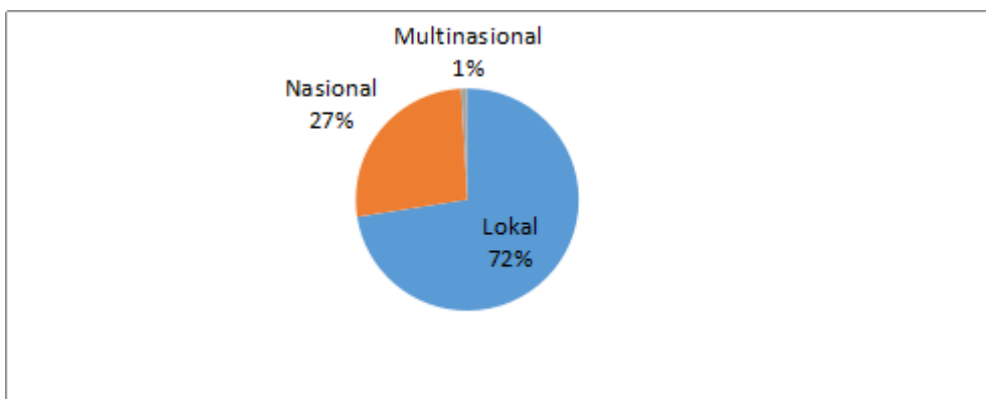


Figure 11 Work Agency Category Type of company/agency/institution where worked

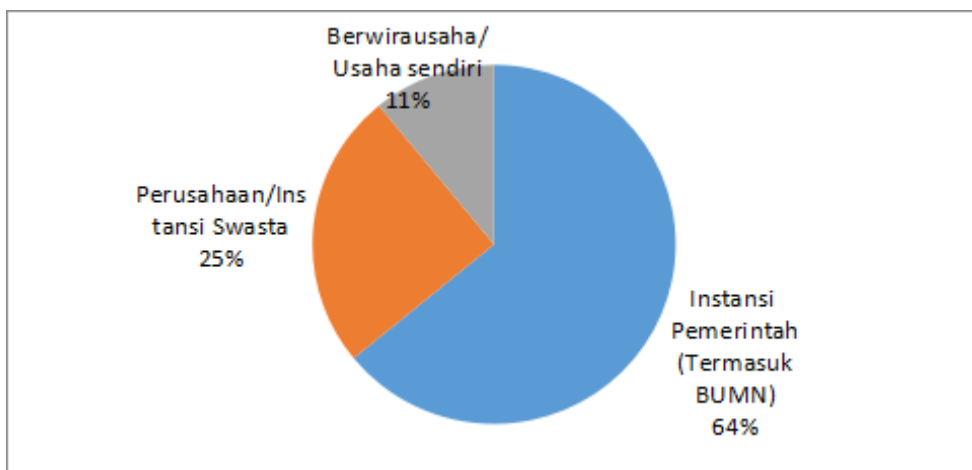


Figure 12 Type of company/agency/institution where employed

D. Management and Resources

1. HR Management and Development

Policies in the field of human resources (HR) are focused on improving the efficiency and effectiveness of HR utilization, recruitment of faculty employees (teaching and education personnel) is selectively carried out according to the real needs of the faculty, the preparation of faculty employee development guidelines and HR structuring in accordance with the FKIP ULM organisational structure. HR development is carried out with various methods such as the provision of training or workshops by faculties, departments and study programmes; assignment of lecturers and teaching staff to attend education and training (diklat), technical guidance (bimtek), workshops and other activities, inside and outside the university that can equip employees with new skills.

Table 17: FKIP ULM Employee Data as of 31 December 2019

Lecturer		Education Personnel	
PNS	Non-civil servants	PNS	Non-civil servants
231	51	30	69

Table 18: List of Permanent Lecturers of FKIP ULM as of January 2020

No.	Name of Study Programme	Functional Position of Permanent Lecturer				Education Highest Permanent Lecturer			Number of Lecturers
		Expert Assistant	Lecturer	Head Lector	Professor	S1	S2	S3	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	History Education	2	4	4	-	-	10	2	12
2	Civics	1	4	4	1	-	4	7	11
3	Economics Education	-	3	1	2	-	4	4	8
4	Sociology Education	4	1	3	-	-	10	1	11
5	Geography Education	2	2	2	-	-	6	4	10
6	Social studies education	1	4	1	1	-	7	3	10
7	Indonesian Language Education	3	3	4	1	-	5	8	13
8	English Education	7	7	2	2	-	15	6	21
9	Sendratasik Education	2	4	-	-	-	9	1	10
10	Maths Education	4	3	4	1	-	13	4	17
11	Biology Education	1	1	6	1	-	10	3	13
12	Chemistry Education	2	1	9	-	-	9	4	13

13	Physics Education	3	8	1	-	-	10	3	13
14	Communication Science Education	3	1	1	-	-	4	3	7
15	Science Education	4	2	2	-	-	9	1	10
16	Penjaskesrek	6	12	3	-	-	17	6	23
17	Counselling	2	1	4	-	-	4	5	9
No.	Name of Study Programme	Functional Position of Permanent Lecturer				Education Highest Permanent Lecturer			Number of Lecturers
		Expert Assistant	Lecturer	Head Lector	Professor	S1	S2	S3	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
18	PGSD	4	7	6	2	-	21	9	30
19	PG-PAUD	1	3	1	-	-	7	3	10
20	Special Education	4	3	1	-	-	8	2	10
21	Educational Technology	-	-	2	-	-	5	3	8
22	PPG	1	2	9	1	-	5	8	13
Number of permanent lecturers		58	70	70	12	-	192	90	282

Table 19: Human Resource Development in FKIP ULM in the Last 3 Years

No.	Name of PPG Programme and Other Study Programmes	Number of lecturers who are continuing their studies at the doctoral level	Number of Lecturers who Obtained S3 Degree
(1)	(2)	(4)	(6)
1	History Education	2	1
2	Civics	-	1
3	Economics Education	1	2
4	Sociology Education	1	-
5	Geography Education	1	3
6	Social studies education	-	-
7	Indonesian Language Education	1	2
8	English Education	3	1
9	Sendratasik Education	1	1
10	Maths Education	1	3
11	Biology Education	1	1
12	Chemistry Education	1	3
13	Physics Education	2	2
14	Communication Science Education	-	2
15	Science Education	2	-
16	Penjaskesrek	4	1
17	Counselling	-	3
18	PGSD	1	-
19	PG-PAUD	1	1
20	Special Education	3	1
21	Educational Technology	-	1
22	PPG	-	-
Total		26	29

Table 20: Number of Educators Based on Last Education

No.	Type of Education Personnel	Number of Education Personnel in FKIP with Last Education								Work Unit
		S3	S2	S1	D4	D3	D2	D1	SMA/SMK	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1	Librarian*	-	1	17	-	-	5	-	-	University 19 people FKIP 4 people
2	Laboran	-	-	1	-	-	-	-	-	
3	Technician	-	1	7	-	-	-	-	1	
4	Analyst	-	2	6	-	1	-	-	2	
5	Operator	-	5	17	-	3	-	-	1	
6	Programmer	-	-	-	-	-	-	-	-	University Managed
7	Administration	-	3	9	-	-	-	-	15	
Total		-	12	57	-	4	5	-	19	

2. Asset and Facility Management

Facilities owned by FKIP ULM until 2019 consist of: 1) Lecture Rooms are located in 4 locations: FKIP 1 and 2 in Banjarmasin, PGSD and Penjaskres in Banjarbaru location; 2) PMIPA Laboratory Room; 3) Language Laboratory; 4) Art Studio; 5) Microteaching Room 6) Meeting room and Hall; 6) Office room; 7) Lecturer room; 8) Fields; tennis, football, basketball, athletics, swimming pool, futsal, gym room, badminton, open space, reading garden; 9) Library; 10) Social studies laboratory (IDB); 11) Maths and Science Laboratory (IDB); 11) Hima and UKM rooms.

The FKIP 1 building consists of 2 floors. The first floor consists of lecture theatres, laboratories, lecturer rooms, storerooms and toilets. The second floor consists of: lecturer rooms, classrooms, meeting rooms, UPM rooms, professors' rooms, places of worship, laboratories, cooperatives, and toilets. In the FKIP 1 area there is also a Microteaching Unit building, canteen, hall, field, and pavilion. FKIP 2 building consists of 2 floors, the first floor consists of a library, lecture room, lecturer room, administrative room, place of worship and toilet. The second floor consists of classrooms. The New FKIP Building (IDB) which was inaugurated in 2019 consists of a social studies laboratory building, a science mathematics laboratory, and an Integrated Utility building. The social studies laboratory building consists of 2 floors with 5 laboratories and the science laboratory building consists of 2 floors with 4 laboratories. The Integrated Utility building is a one-storey office space consisting of a leadership room, administrative room, UPKH room, ICT room, meeting room, place of worship and toilet.

Overall, FKIP ULM's academic facilities in 2019 consisted of 36 lecture rooms, 23 laboratories, 22 study programme rooms, and 1 library room. Each lecture room is equipped with student chairs, lecturer chairs, lecturer desks, blackboards, fans and air conditioning. Each administrative room is equipped with

computers and photocopiers in sufficient quantities so as to help the smooth work of educational staff. The use and maintenance of lecture rooms are regulated by BMN FKIP. FKIP provides various facilities to support lecture activities such as LCD, sound system, laboratory equipment, sports equipment, IT devices, computers, Wifi, and other supporting tools.

FKIP has made efforts to add special facilities such as accessibility, flooring for the visually impaired and special toilets for the disabled in lecture rooms and office spaces. Wifi facilities are available in all FKIP buildings, making it easier for lecturers and students to find references and lecture materials. FKIP has also added facilities to support student activities by building a *tumpang lima* field, student rooms for student associations and UKM as many as 21 rooms, mushroom houses for entrepreneurship and stage *bauntung*, so that students can carry out student activities properly.

Practical activities in the laboratory are carried out under the coordination of the Head of the Laboratory, with reference to the practical guidebook prepared by the lecturer team. Problems in terms of facilities and infrastructure, among others, are related to updating laboratory facilities, for example software that does have high dynamics. In addition, maintenance issues must also be optimised, considering that various facilities in the laboratory are used by students in large numbers and high intensity. So it is necessary to update data and add laboratory equipment every year.

The Internet network is spread throughout the FKIP building unit with a wireless system. All faculty work units are connected to the internet with a hotspot area. The hotspot area aims to check the smoothness of the network. Each entity in FKIP ULM has a special login to access the FKIP ULM hotspot through an authentication application, so that it is protected from parties who are not entitled to use it. Internet connection services in collaboration with PT Telkom or with its subsidiaries in the form of Speedy and Indihome with a bandwidth of 280 MBPS. Internet *hotspot* access is easily accessible and used by all academicians in the FKIP ULM area. Students can access the *Wifi* provided through "ULM HOTSPOT" and "@FKIPULM", while lecturers and employees can log in through "Lecturers & Employees@FKIPULM" using a certain password.

CHAPTER III

SWOT ANALYSIS AND STRATEGIC ISSUES

Institutional progress is not influenced by a single factor, but is influenced by many factors with many components involved. It is necessary to make various efforts to identify strengths, weaknesses, opportunities, and challenges to make improvements to realise a better institution. The following is a description of the strengths and weaknesses found in FKIP ULM at this time as well as the opportunities and threats that will be faced by FKIP ULM in the future in several aspects, namely education, research and community service, institutions and cooperation, teacher professional education, students and alumni, and resource management.

A. Analysis of Strengths, Weaknesses, Opportunities, and Threats

1. Education, Research, and Service

a) Education

Power	Weaknesses
FKIP ULM is a large faculty that has 21 undergraduate study programmes and 1 Professional Education programme. The existence of 22 study programmes is a great potential for FKIP ULM to advance because the diversity of these study programmes can accommodate variations in community needs.	The proportion of professors is still lacking, namely 14 out of 230 people or 6% of the total. Meanwhile, there are 88 lecturers with doctoral degrees with a percentage of 38%.
Several study programmes at FKIP ULM are in high demand because they are in accordance with the current government mandate, such as Communication Science Education Study Programme, Educational Technology Study Programme, and Special Education Study Programme. One of the study programmes is also the only study programme in Banjarmasin, namely the Pancasila and Citizenship Education Study Programme.	- The ratio of students admitted and students who graduate each year is less balanced in some study programmes. - The competitiveness of graduates against labour market needs is still low.
47.60% of study programmes in FKIP ULM have been accredited A, while other study programmes have been accredited B, making it possible to increase international accreditation.	Foreign language mastery and ICT mastery of lecturers in FKIP ULM in learning are still low.
The number of MoUs in the field of Education both with partner institutions in the country and abroad is increasing.	Realisation of activities based on the MoU is still low
The number of FKIP ULM students is quite large.	The number of scholarship recipients is still fluctuating.
There are students who get scholarships from various scholarship providers and the average GPA of students has increased every year.	Average student study period is more than 4 years
Curriculum education has been in accordance with the needs of society.	Number of lecturers who write textbooks or <i>e-books</i> as a reference for students in learning is still low.
Opportunities	Threats
The variety of study programme options makes FKIP ULM always attractive to prospective students every year. The opportunity for international students to study at FKIP ULM has increased.	Competition with study programmes from other universities that have implemented world class universities

Study programmes that are already accredited A and B have the same opportunity to obtain superior accreditation.	Prepare appropriate resources and facilities and infrastructure for the internationalisation process.
FKIP ULM continues to improve the ability of lecturers in terms of ICT mastery such as taking part in the university programme in the <i>NOVO Learning</i> cooperation programme in the last two years.	Preparing human resources with digital literacy (language and IT)
The increasing number of collaborations, the more opportunities FKIP ULM can utilise for the development of educational facilities, exchange of lecturers and students, and opportunities for cooperation in the field of research and community service with other universities and institutions at home and abroad.	Competition in the world of work is getting tougher and the demands of society are getting higher.

b) Research

Power	Weaknesses
Performance achievements in the field of scientific publications from year to year are increasing.	- The ratio of the number of lecturers to the amount of research is still low. - The results of research and community service have not supported learning innovations in schools and universities. - The ability of lecturers to write scientific articles, both in Indonesian and language international is still inadequate.
The number of articles published by FKIP lecturers in Scopus-indexed international journals has increased since 2015-2019.	- Not all lecturers or research groups have research <i>roadmap</i>. - The number of patents produced by lecturers is still very low. - Lack of ability of lecturers to manage personal <i>online</i> data sources such as Google Scholar, SINTA, and SISTER.
Opportunities	Threats
FKIP ULM always provides support to FKIP ULM lecturers to disseminate research results at international scientific meetings and publications in reputable international journals in terms of facilities and funding.	- Global issues related to the times and technological developments such as the industrial revolution 4.0 require FKIP ULM to participate and play an active role in research activities in the community. - Competitive grant requirements for research and - Other domestic institutions are getting tougher and competition is increasing.

c) Community Service

Power	Weaknesses
Lecturers have the capability to carry out community service	There are still lecturers who have not carried out community service.
Wetland-orientated The community is open to co-operation.	There are still services that have not been integrated with research results.
Faculty leaders support community service activities by providing community service funds.	Budget limitations in carrying out large-scale community service.
Opportunities	Threats
Every lecturer has the same opportunity to do community service	Limited dedication funds allocated in the RAB

There are still many communities that have not been touched by community service programmes	There are people who do not provide complete information related to the situation faced
community service programmes can be carried out in a sustainable manner	There are partners who do not continue the community service programme that has been implemented

2. Management and Resources

Power	Weaknesses
Wifi network is widely available.	Wifi is not optimal with the large number of usage by students at the same time
Efforts to accelerate the construction of building facilities continue to be improved, both through PNBP funds and grants and cooperation.	- Inadequate buildings and lecture rooms as well as rooms for leaders, lecturers and employees, especially in study programmes. - The limited number of presentative parking spaces is not matched by the increasing number of parking spaces of students.
The availability of supporting funds from student UKT payments each semester.	Limited allocation of UKT payment proceeds for development.
Opportunities	Threats
The offer of various grants for the development of facilities and infrastructure, especially the development of laboratory to support learning atmosphere.	The number of competitors with other equivalent institutions (teacher faculties) that have adequate facilities and infrastructure.
Good co-operation with outside agencies and local government for building development and learning support facilities.	Development of FKIP development that competes with other faculties.
Become an educational institution that has highly competitive <i>skills</i> and skills in the field of education in the wetland environment.	Competition with other educational institutions in improving <i>skills</i> for graduates in the development of the world of education
Creating input for funding sources for the development of FKIP in the field of supporting facilities.	- Competition with the private sector, especially in the management of revenue outside the UKT. - High maintenance costs for buildings and equipment to support learning

3. Student Affairs and Alumni

a) Non-academic achievements

Power	Weaknesses
- There are human resources and laboratory facilities in the English study programme that can be used to train students. - The existence of human resources and supporting facilities in the Art Education study programme that can be utilised to train students. - The existence of SMEs in the field of Arts and several HIMA, one of whose work programmes is in the field of arts and the implementation of annual activities in the form of competitions, both language and <i>public speaking</i> competitions, arts, and sports.	Low achievement at the international level.
Opportunities	Threats
FKIP has the highest number of students most compared to other faculties in ULM.	The development of several similar study programmes from other HEIs that are able to develop non-academic achievements.
There is already cooperation with several international organisations and there is cooperation with institutions others in the fields of arts and sports.	The demands of accreditation on academic performance cause other HEIs to compete improve non-academic achievement.
Some of the students are regional athletes and already have experience of achievement at the international level.	LLDIKTI programme for PTS to improve non-academic achievements.

b) Scholarships

Power	Weaknesses
- The large number of students and study programmes means that there are more scholarship allocations and opportunities. - The large number of applicants in the FKIP study programme makes the opportunity for Bidikmisi scholarships even greater. - The existence of a special sub-section of student affairs that specifically serves scholarship requirements and the involvement of FKIP to foster students from affiliated regions	The number of students receiving scholarships from the private sector is still low compared to the number of scholarship recipients from the Government/APBN
Opportunities	Threats
There is cooperation with the World of Business / Industry (DU / DI) which has the opportunity to provide scholarships to students. - Collaboration with local governments (provincial and city/regency governments). - The diversity of students' regions of origin creates opportunities for students to receive a scholarship from the student's home government.	Dissemination of scholarship allocations to PTS through LLDIKTI. Students from other HEIs are also starting to fulfil the requirements to compete for scholarships, especially the requirements in terms of academic grades.

c) Student dispatch and exchange

Power	Weaknesses
- Experience in sending students to the Southeast Asian level. - The large and varied number of study programmes leads to greater opportunities for institutions/agencies receiving student training/study places. - There is a Cooperation and Public Relations Service Unit at the faculty level and an International Affairs Office at the University level. - There is an effort to conduct English language training for students.	There is a limited quota of students accepted for overseas exchange activities.
Opportunities	Threats
- The increasing number of international co-operations, especially at the Southeast Asian level. - Easier access to teaching materials and journals in foreigners in the learning process.	Dynamic regulatory changes especially in the areas of learning and curriculum.

d) Student Life Skill Development

Power	Weaknesses
- The increasing number of SMEs in FKIP. - There is a budget allocation from the study programme for student activities and HIMA. - Increased facilities for SME and HIMA activities.	There are still students who are not actively involved in the management of HIMA and UKM because of the <i>mindset of</i> having to excel in the academic field.

- The types of <i>life skills</i> activities carried out by UKM and HIMA are increasingly diverse. - Increased culture of "positive competition" between HIMAs - in carrying out activities so as to motivate each HIMA to carry out activities.	There are still groups of students who participate in <i>life skills</i> activities only to fulfil SKPI credit points.
Opportunities	Threats
There is a credit point system to obtain a Certificate of Diploma Companion (SKPI).	The lower source of funding for <i>life skills</i> activities that come from outside parties (sponsors).
There is a variety of activity components in the demands of the credit point system to obtain SKPI.	There is a minimum 80% attendance rule in lectures.

e) Student Career Development and *Tracer Study*

Power	Weaknesses
The variety of human resources and personnel who are capable of becoming facilitators or resource persons in training for student career development.	<i>Unsustainability</i> of activity implementation training development career development training activities for students.
- There is a CDC at the university level. - The ICT team supports the process alumni data collection for the <i>tracer study</i>.	<i>Tracer study</i> activities at the faculty level have not obtained sufficient data for decision-making by the leadership.
Opportunities	Threats
Cooperation with external parties that have the opportunity to provide employment.	The demands of the world of work on the competence of graduates are very dynamic.
The existence of Alumni Associations at the university, faculty, and study programme levels.	There is increasing competition from alumni of similar universities.

4. Institutionalisation and Cooperation

a) UMT PPL

Power	Weaknesses
The availability of a microteaching building that can be used for micro teaching practice activities.	Not yet optimal in supporting facilities, so it requires large funds in equipping the equipment needed in making learning systems and media.
Cooperation with overseas universities has been established, especially in the implementation of PPL in Asia, and students have been sent to participate in this activity.	The limitations of overseas PPLs are based on the number of students travelling and the partner schools due to the subsidised funding provided.
Opportunities	Threats
Funding from the local government and support from the provincial education office for facilities and infrastructure.	Competition with private universities in South Kalimantan, especially those based on education.
Expanding network PPL at outside public university and increase the number of students who participate in PPL abroad, so that students' insights and knowledge will develop by getting to know learning abroad and opening sponsorships and independent funds.	The demand for competency standards for students who PPL abroad is getting higher.

b) UPM

Power	Weaknesses
The availability of an adequate internal quality assurance system, both quality policies, quality manuals and quality standards	The internal quality assurance system is not yet comprehensive with limited human resources for lecturers as assessors with national standards.

Assistance of study programme via Well-managed <i>Benchmark and Sharing</i> activities with FKIP study programmes in maintaining and improve the accreditation already achieved.	- The availability of study programme data is not yet optimal to follow up on this activity - Study programme assistance that has not been maximised and inadequate preparation of study programmes for international accreditation.
- The establishment of adequate quality assurance standard operating procedures and a good internal M&E system. - Each study programme already has a quality standard that regulates all activities in the study programme, in addition to the following of faculty policies, procedures and quality standards that have been developed.	Review of policies, manuals, and quality standards that routinely adjust to developments so that the graduates produced can be competitive.
The SPMI evaluation system is well organised, implementation by the university and good coordination with study programmes in FKIP is also established and running well, and the follow-up in FKIP is coordinated well.	Need to adjust to programme conditions study of SPMI instruments that have not been accommodate activities in the study programme.
Having 11 A-accredited study programmes (60% of the total study programmes in FKIP) and other study programmes that have been accredited B.	The study programmes have not maximised their preparation for A accreditation due to the limited number of lecturers with doctoral degrees and professors in the study programmes, as well as the limited facilities and infrastructure to support learning in B accredited study programmes.
Have internal M&E guidelines developed and implemented by the study programme.	M&E in study programmes has not been maximised on learning, especially conducted by the GPM of the study programme, and the lack of coordination with the faculty UPM.
Opportunities	Threats
All study programmes obtained excellent accreditation and are heading towards a <i>world class university</i> .	The demands of the requirements set by BAN PT to implement all the specified guidelines are already high.
- Maximum achievement for study programs that have not yet received A accreditation and maintaining for study programs that have received A accreditation. - A-accredited study programmes have opportunity to proceed to international accreditation	The development of <i>society 5.0</i> will also require SPMI renewal in order to adapt to developments and form graduates who are competitive and have character in the world of work.
- The availability of human resources in the study programme, especially a good Quality Cluster by carrying out all the tasks and functions determined to ensure the quality standards of the study programme run well and regularly. - Good coordination from all parties in preparation of SPMI in the faculty will form a complete and good SPMI system.	The demands of BAN PT accreditation guidelines are increasingly complete, demanding that study programmes must be able to adjust.

c) ICT

Power	Weaknesses
Adequate internet support facilities and the availability of a specialised unit to manage the service <i>online</i> , making it easier for the public to access.	- Limited human resource capacity for <i>online</i> system management. - Services that are not yet comprehensive in one door management and maintenance network that is still limited.

There is a strong relationship with <i>bandwidth</i> can adequately sustain and assist emergency conditions network if the university network is experiencing problems, especially FKIP supporters.	Management that is still separate and each each network has not been integrated in one-stop management.
The internal network in FKIP is adequate and connect high before integrate with university, and servers spread across FKIP.	Limited number of human resources capable of managing <i>online</i> systems, especially those that is indeed an expert in the field of networking.
Opportunities	Threats
Many universities have implemented systems and <i>software</i> to the fullest in <i>online</i> public services.	The establishment of a comprehensive and unlimited one-stop <i>online</i> system service, especially <i>online-based</i> public services.
Many agencies can be recruited to cooperate in providing <i>software</i> for public services.	Requires a large amount of funds in equipping the server for the network.
Many agencies can improve human resources in terms of networking.	Competition in HR improvement.
Improved public services with a strong network and adequate server backup in FKIP will increase the ease of access widely.	Funding has not been fully managed and is still limited to temporary network management.
Improved public services with more extensive and easier servers in FKIP.	The increasing number of students due to the high public interest in studying at FKIP will increase public usage, thus requiring an increasingly robust network.

d) UPKH

Power	Weaknesses
Organisational commitment and work culture for progress institution is very high, evidenced by various product and institutional innovation.	Integration of academic activities in study programme has not been effective, especially in terms of cooperation with other domestic HEIs.
Available and adequate human resources and financial resources have been provided by HEIs in collaborating with domestic HEIs.	- The utilisation of resources and funds has not been maximised. - Business units and asset utilisation are still not established internally.
In 2019, 50% of study programmes will be accredited A (excellent).	The FKIP community's internalisation of university autonomy is still not fully understood.
FKIP ULM's status as a faculty in charge of education is a strength for the development of various fields of educational science to increase competitiveness in the international arena.	The utilisation of foreign funds has not been maximised.
Opportunities	Threats
The high commitment and trust of the community towards FKIP ULM is an opportunity to increase cooperation and explore funding sources.	More and more public and private universities are growing more professional and competitive.
Considerable domestic and international offers of cooperation in <i>networking</i> , <i>benchmarking</i> , <i>twining</i> , <i>sister universities</i> , and <i>double degrees</i> .	- Competition with other HEIs, especially in expanding the network of cooperation with foreign countries, outside the Asian region FKIP in other universities, has a strong international network. <i>Stakeholders</i> do not fully understand the existence of FKIP ULM as an institution that produces professional educators and education personnel.

e) EDC

Power	Weaknesses
It has educators who are experts in various fields and has many doctors who are qualified in their fields.	Facilities are still inadequate and networking is still limited. There is also limited information dissemination about the unit's vision and mission.
Having many experts in their fields as training instructors, adequate training and guidance.	There is a lack of information about the depth of knowledge of teaching and education personnel in the regions because there has been no evaluation of this.
FKIP alumni who have worked are spread across all remote schools in Kalimantan, especially in South Kalimantan.	Networking is not yet evenly distributed to all schools in South Kalimantan and Kalimantan.
The number of schools in South Kalimantan at all levels of education, ranging from kindergarten, elementary / equivalent, junior high school/equivalent, to senior high school/equivalent.	in general, due to access difficulties, especially in remote areas.
Opportunities	Threats
The spread of alumni in all regions, especially in Kalimantan and also spread in various provinces outside Kalimantan.	The establishment of similar training institutions or units such as UPD whose existence is not yet widely known.
With so many alumni scattered all over South Kalimantan, information will be easily disseminated by conventional dissemination by building a FKIP alumni association.	Dissemination of information on the existence of this unit so that it functions as intended, and the need for managers in each province to expand the network.
There are more relationship schools and they can be used as FKIP ULM fostered schools.	There is a lot of competition with other agencies organising this in remote schools.
Expanding the network of alumni ties to facilitate access to training, technical assistance and training activities to improve the professionalism of FKIP ULM.	• There are universities or agencies that conduct training, technical guidance and training for teaching and education personnel. • Competition with other agencies conducting similar activities, especially those in the districts/cities.

f) UPD

Power	Weaknesses
Established good cooperation with the South Kalimantan Regional Government.	• Information that has not been widely and thoroughly disclosed, especially in South Kalimantan. • Only receives training in collaboration with the provincial government and district governments, which is still limited and not available to all school principals in South Kalimantan.
Available and supportive facilities and instructors who are experienced in management and have sufficient insight and knowledge.	There are not enough instructors for each school level, due to different levels of education.
Several trainings, training and technical assistance have been carried out for teaching and education personnel with instructors in FKIP at several well-coordinated school levels.	The presentation of material adapts to the development of management, but has not been maximised in the review of training materials, training and technical guidance, and has not been maximised in the review of training materials. all school levels in South Kalimantan.

Opportunities	Threats
Opened training independently by spreading comprehensive information about the unit in Kalimantan, especially South Kalimantan.	Competition with other agencies that also organise training, training and technical assistance, especially those in districts/cities.
Opening training or training to improve the quality of school principals, supervisors and education personnel through community service.	Competition with other agencies, especially in training, training and technical guidance, especially agencies in regencies / cities in South Kalimantan.
Many lecturers in FKIP can be trained as instructors by increasing human resources through instructor training programmes for each school level.	Competition for human resources for training and technical assistance instructors with other agencies, especially those in districts/cities in South Kalimantan.
The availability of adequate instructors with a large number of lecturers who are professionals in their fields.	Competition with other LPTKs, especially in the provision of training instructors, training and technical assistance.

B. Strategic Issues

1. The industrial revolution 4.0 and *society 5.0 era* require students and alumni to have additional skills in using ICT. These skills are expected to support daily activities including the learning process for students and competition in the world of work for alumni.
2. 21st century skills that include creative, collaborative, critical thinking and problem solving, as well as being able to communicate well must be owned by students in order to be ready to face world competition. This requires FKIP to facilitate students to develop 21st century skills that are not only limited to academic activities, but also in non-academic/extracurricular activities, for example in the form of SMEs that can improve students' *life skills*.
3. The existence of competition at the global level requires students to be able to master foreign languages. Several programmes to address this have been implemented by FKIP ULM, such as actively participating in the *SEA-Teacher* programme. This needs to be maintained and improved. In addition, other strategic efforts are also needed to improve students' ability to speak foreign languages.
4. The improvement and widespread dissemination of FKIP information, especially in South Kalimantan, must be evenly received by the public, especially through social media, to remote areas, it is necessary to have a wide alumni network covering all districts / cities in South Kalimantan, this is considering that FKIP alumni spread widely throughout South Kalimantan. However, the alumni association has not run optimally, so it is necessary to maximise efforts to disseminate FKIP information, so that FKIP will be better known in the community.
5. Equalisation of knowledge and insights for educators and education personnel who are competent in their respective fields in an effort to improve public services, especially at all school levels for the Kal-Sel region, has not been thoroughly obtained.

information, so that FKIP needs a breakthrough in addressing services to teaching and education personnel according to established standards. Therefore, FKIP needs to open opportunities for cooperation with provinces or districts / cities in South Kalimantan, especially in services, training and technical guidance, and improving the quality of public servants for existing educators and education personnel.

6. The improvement of public services, especially in terms of supporting network systems, must always be improved, especially in providing excellent services to the public in all fields, and ICT-based developments. This requires FKIP to further improve the network system available through one-stop service. This effort is made to facilitate the coordination of activities and monitor developments, so that the integration of network systems will be easier for the public.
7. The development of internet-based access is growing along with the industrial revolution 4.0 is expected to make information more accessible to the public. Efforts made in this regard are to improve devices and human resources who master the development of the internet and *software*. Thus, FKIP is expected to improve network-based public services that are more adequate and have human resources who are able to design systems in line with the times.
8. The development of network-based learning is necessary, especially in learning that anticipates emergency conditions. In order for learning to continue and the desired goals can be achieved properly, a qualified learning system based on the network or internet is needed. FKIP is expected to have an adequate and supportive network-based (*online*) learning system. Moreover, the development of *society* 5.0 requires internet-based learning and produces products that are in accordance with the times. So that distance learning obstacles can be overcome and the process and learning objectives can be carried out properly and optimally.
9. Students' insights and knowledge of learning and school conditions in South Kalimantan are still lacking. This is related to the uneven condition of schools in all regions, especially supporting facilities and infrastructure. FKIP graduates are expected to be able to provide learning in accordance with the circumstances and conditions of schools in South Kalimantan. Therefore, the PLP (School Field Practice) programme needs to deploy students to teach outside the municipality, so that students have experience of learning in remote areas of South Kalimantan.
10. Increasing the teaching of students to take part in overseas learning, not only domestic learning, requires students to have

broad learning insights and knowledge. This requires an increase in the quantity of participants who are included in PLP learning abroad, considering that FKIP graduates also have the opportunity to work abroad. Thus, support is needed in the form of funding and facilities for students for these activities. FKIP is expected to be able to find the best solution so that the quantity of PPL participants abroad increases by opening cooperation with other institutions outside PT.

11. The title of the industrial revolution 4.0 which prioritises technology and product development requires universities to produce technology-based innovations. This requires study programmes in their fields to shape the competitiveness of graduates who are capable and master technology. This will also have an impact on the field of education, especially the demands of study programmes to prepare students (graduates) to compete in a more developed world of work. The demands of BAN PT accreditation forms demand products in study programmes in their fields that are able to participate in industry 4.0, especially in the established SPMI.
12. The establishment of SPMI that follows the development of the industrial revolution 4.0 requires quality policy guidelines, quality manuals, and educational quality standards to be more developed, so that the SPMI provisions that have been prepared must be reviewed again in order to play an active role in the development of technology-based learning and the completeness of the devices used during the learning process.
13. The demands for professionalism in educators and education personnel are evenly distributed at all levels of education, both teachers and principals must have good and correct knowledge and insights about education management. This requires FKIP as an educational institution to facilitate the professionalism of educators and education personnel to be evenly distributed, especially in South Kalimantan to remote areas. FKIP bridges this by opening broad and equitable public services through cooperation with provinces, districts / cities in South Kalimantan to carry out training activities, training and technical guidance as an effort to improve professionalism for educators and education personnel.
14. The industrial revolution 5.0 demands that graduates can compete in the world of work both abroad and in the country, with broad insights and knowledge about learning, demanding FKIP to expand cooperation, both domestically and abroad, especially with universities. This activity is related to academic community activities (education, research and community service).
15. Global workplace competition requires students to be able to master and have extensive foreign language skills. This experience can be gained through

cooperation with various universities abroad, especially in teaching practice, such as the *SEA-Teacher* programme. This needs to be maintained and improved by increasing the quantity of students who can practice abroad, even not only in Asia. Funding limitations and limited support require FKIP to find solutions to overcome this, such as opening cooperation with sponsors and district / city offices in South Kalimantan.

16. One of the Independent Campus policies launched by the Ministry of Education and Culture in 2020 is that students are given the right to study 3 semesters outside the study programme with the MBKM programme. The MBKM policy applied to higher education has implications for the demands of developing study programme curriculum with MBKM implementation which includes learning period patterns, learning loads, course distributions, forms and learning activities, learning participant requirements, learning implementation mechanisms, and partnerships. Curriculum development requires a curriculum development policy that considers the relationship with the vision and mission of the university, the development of science and the needs of *stakeholders*; there are curriculum development guidelines; there are curriculum implementation guidelines that include monitoring and reviewing the curriculum that consider feedback from stakeholders, achieving strategic issues to ensure suitability and updating, in this case the MBKM policy.
17. The implementation of MBKM in higher education can be supported by integrating research, service and learning activities in FKIP to support the MBKM programme.

CHAPTER IV

FKIP ULM VISION, MISSION AND GOALS 2021-2025

A. Vision and Mission Formulation

The preparation of FKIP's vision initially went through a process involving several related elements, both internal and external to the FKIP environment. This is related to graduates and *stakeholders* who are able to compete in the world of work, both at home and abroad. The basis of consideration and reference in the preparation and determination of this vision is closely related to external conditions, such as globalisation issues, human resource development policy issues, higher education development stage plans (2005-2025), as well as internal conditions at ULM itself, such as the qualifications and quality of human resources and supporting infrastructure contained in the Lambung Mangkurat University Strategic Plan 2020-2024.

The mechanism for preparing the vision and mission begins with the appointment of a faculty vision and mission drafting team through Dean Decree No. 1393/UN8.1.2/KP/2021 to prepare a *draft/plan* by receiving input from all parties involved. This preparation also refers to the ULM Vision and Mission as the FKIP umbrella in determining the steps and goals of the faculty, especially for graduates. Furthermore, the draft/plan that has been prepared is submitted to the academic community of FKIP (*internal*) and outside agencies/parties (*external*) to request input from various sources. All input from all parties both internal and external to the academic community of FKIP ULM was submitted to the FKIP ULM Senate forum to ask for input and consideration. After going through several stages, revisions and improvements were finally made.

The vision and mission that had gone through the revision process was again submitted by the Dean at the faculty senate meeting forum, and was approved on 17 September 2021. The vision and mission of the faculty were then socialised to the entire academic community by inviting the following parties.

1. Faculty Leaders.
2. Educators.
3. Education Personnel.
4. Student.
5. Society.
6. Local Government.
7. Alumni.

8. Education Office and other relevant agencies.

The FKIP Vision that has been approved and socialised is, "**To become a leading FKIP in the development of education and learning based on local wisdom of the wetland environment in 2025**". The existence of this vision adjusts to the vision of the university which is always reviewed, along with the current industrial era. This vision then became a developing study in the FKIP ULM senate meeting, with efforts and desires to find clear benchmarks, so that the final evaluation in the Dean's position in carrying out his vision could be assessed for success.

FKIP's vision means

- a. The word **Leading** is a statement of excellence to become the best faculty and become a reference in the development of education and learning based on local wisdom of wetland environment in Asia Pacific. Excellent quality is measured according to the National Higher Education Standards. The institutional excellence includes the competence of graduates, educators and education personnel, facilities and infrastructure, management, financing, assessment of education and teaching, research, service to cooperation, and cooperation. FKIP ULM prepares itself to be a pioneer in the field of education and teaching, and plays an active role in leading the nation towards a superior society in the Asia Pacific.
- b. Development is interpreted as the act of providing something from unavailable to available or making improvements and improvements from something that is available to be more suitable, more appropriate, and more effective. Education can be defined as the process of changing the attitudes and behaviour of a person or group of people in an effort to mature through teaching and training efforts. **Learning** is the process of interaction between students, educators, and learning resources in a learning environment. Innovative Learning is a process of creating a learning atmosphere where students learn about new things, question them, and think about new ideas independently which can be implemented through various learning models, including *Problem Based Learning*, *Project Based Learning*, and *Case Study*.
- c. Local wisdom comes from local wisdom, local knowledge, and local intelligence that is strongly embedded in the community. The implementation of **local wisdom in the wetland environment** is closely related to the noble values of the community in the wetland environment by adopting the noble values of management and utilisation. One of the noble values inspired by the community is **wasaka** character. *Wasaka*

It means being diligent in doing everything with a full sense of ability and consequence without stopping in the middle of the road. Local wisdom in the wetland environment gives birth to the values of participation, mutual cooperation, collaboration, and unyielding in the management of wetland environment-oriented learning.

B. Basis for the establishment of the Vision and Mission FKIP

The basis for the preparation of the FKIP Vision is related to several things that encourage FKIP to set a vision to produce graduates who are able to compete in the world of work globally, including

1. Advances in science and technology provide challenges and pressure on every university to be able to compete and compete in order to produce quality *outputs / graduates* so as to be able to produce technological products that can compete in the world economy. In order to achieve the ability to compete and compete for the human resources it produces (*output / graduates*), the Ministry of National Education compiled a strategic plan and was approved through Permendiknas No. 32 of 2005 concerning the Ministry of National Education Strategic Plan, namely:
 - a. The years 2005-2010 were capacity building and modernisation;
 - b. 2010-2015 is the strengthening of higher education services;
 - c. 2015-2020 is to increase competitiveness in the regional scope;
 - d. 2020-2025 is the ability to compete internationally. ULM's vision is "***The realisation of Lambung Mangkurat University as an international university***".

Leading and Competitive University in the Field of Wetland Environment." ULM's mission is the umbrella of FKIP that serves as a reference in achieving the expected higher education goals, especially for graduates.

The milestones of Lambung Mangkurat University that have been developed can be observed in the following figure.

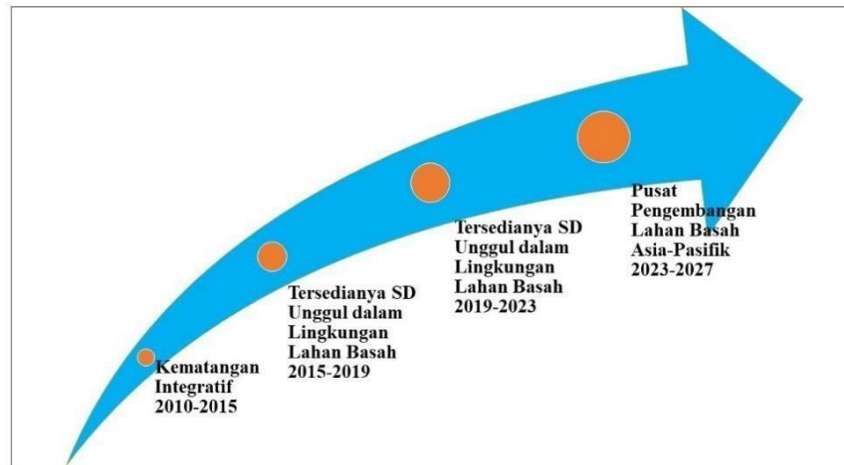


Figure 13 Lambung Mangkurat University Milestones

FKIP milestones are based on the umbrella of ULM milestones. The milestones of FKIP ULM can be seen in the following figure.

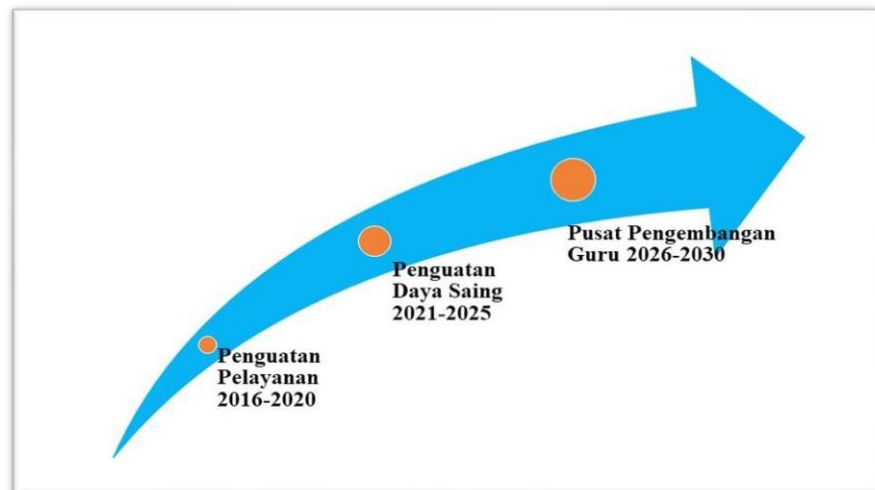


Figure 14 FKIP ULM Milestones

Based on the above milestones, it can be explained as follows:

1. **2016-2020 : Strengthening Services**

Target : (1) Implementation of a characterised learning system that supports the power of learning.
competitiveness of graduates , (2) Increased Capacity Building for Research & Community Service , (3) ICT Capacity Building

Indicators : High student IP, shorter study period, and integrated services in the form of an Information System.

2. **2021-2025** : Strengthening Competitiveness

Target : (1) Graduates are more qualified and display superior character, (2) Improved Quality of Research & Community Service at the National level & International, (3) Excellent teaching human resources

Indicators : (1) Graduates with high IP and short study period and character, (2) Number of research and number of publications, (3) Number of human resources with doctoral qualifications and professors.

3. **2026-2030** : Teacher development centre

Target : The realisation of faculty excellence and character that have the ability to compete at the national and ASEAN levels

Indicators : more than 50% of study programmes in FKIP ULM are internationally accredited

As an institution that aspires to be noble in the development of the field of education, it is necessary to have a basis that serves as a guide in formulating the institution's programmes and activities. The container formed by the institution as a joint guideline is manifested in the description of the institution's mission. After the vision is compiled, it is then continued with the preparation of the FKIP Mission which is a step in the duties and functions of the institution in achieving educational goals in various fields of science.

The formulation of the FKIP Mission was based on the **Lambung Mangkurat University Mission**, which is the umbrella institution. The understanding obtained from the meaning of the University's Vision and Mission was followed up to formulate the **FKIP Mission** as follows.

1. Organising innovative education and learning to produce graduates who are competitive, professional and have a global outlook.
2. Organising research and development of learning to improve the quality of education based on local wisdom of the wetland environment
3. Organising service to community based research and learning development to improve the quality of education.
4. Organising mutually beneficial cooperation with various parties at home and abroad.

The realisation of the above mission must be supported by good, effective and optimal faculty management, as well as sustainability. The formulation of the Vision and Mission of FKIP, which has been formulated and become a common guideline, must be in line with the objectives of FKIP. It is expected that the implementation of the tasks and functions of the academic community will be directed. Along with this, the objectives are formulated as an elaboration of the FKIP mission which is stated as follows.

Mission 1 with objectives:

- 1) Carry out innovative education and learning to produce qualified and competent graduates;
- 2) Producing graduates who are devoted to God Almighty, have noble character, have special expertise/skills, and have high performance in the application and development of science and technology.
- 3) Producing graduates who are able to keep up with the development of information in order to overcome various problems in society.

Mission 2 with Objectives:

- 1) Produce development research in the field of education and learning with higher quality and quantity;
- 2) Produce development research in the field of education and learning that is oriented towards local wisdom of the wetland environment.

Mission 3 with Objectives:

Carry out community service as an implementation of research results in accordance with community needs.

Mission 4 with Objectives:

- 1) Building a network of cooperation with the government, private sector and other agencies at the national and international levels in the fields of education, research, and community service.
- 2) Carry out cooperation as the implementation of cooperation agreements with partners.
- 3) Maintain the continuity of co-operation within the agreed timeframe.

The scope of this goal covers all FKIP academicians and covers all elements related to the agency (both domestic and foreign). The existence of goals that have been prepared is expected that all existing activities will be directed to run well.

The vision, mission and objectives of FKIP that have been determined are then socialised to all elements of the academic community, *stakeholders*, and the public, so that this information can support the continuity of FKIP as an agency in the field of education, which is done in various ways, including as follows.

1. The vision and mission board in front of the faculty building.
2. Inclusion of vision, mission and objectives on the faculty website (<http://fkip.ulm.ac.id/>).
3. Creation and dissemination of FKIP ULM profile videos containing vision, mission, and goals, through social media (*WhatsApp, Facebook, Line, Instagram and Twitter*).

4. Screening of FKIP ULM profile videos at every scientific activity/forum (national and international seminars, technical guidance, *workshops* and *workshops*) held by study programmes, departments and faculties.
5. Distribution of *banners* and *leaflets*, to schools and the general public in conjunction with the announcement of new student admissions.
6. Socialisation of FKIP ULM's vision, mission, and goals during new student orientation.
7. Learning Preparation Programme activities for PPG students conducted by PPG managers and FKIP ULM leaders.
8. Dissemination of ULM academic guidebooks to all new students (S1) in P2B which is routinely carried out every year.
9. FKIP working meeting activities that are routinely carried out at the end of each year, involving the leadership, lecturers and staff of FKIP ULM.
10. Socialisation of FKIP cooperation activities to various institutions.
11. Comparative studies and *benchmarking* activities to various regions, both national and international.

CHAPTER V

ACHIEVEMENT STRATEGY

The policy direction developed by FKIP ULM is focused on supporting university policies in order to accelerate the achievement of international reputation. Programme and activity priorities are aligned with the Menristekdikti performance contract, Rector Performance Contract, Dean Performance Contract, Accreditation Standards, and university clustering by QS STARS, QS AUR/WUR, Times Higher Education (THE) Ranking, UI Greenmetrics, and Webometrics.

Table 21: Priority Programmes for 2021-2025

Strategic Objectives	Priority Programme	2021	2022	2023	2024	2025
Producing graduates who are skilled in science and technology, have a competitive advantage at the global level, and are able to compete on a national and international scale.	Improved curriculum and learning quality	++	++	++	+	+
	Increasing the quantity and quality of teaching and labour resources education	++	++	++	+	+
	Strengthening HR insightful International	++	++	++	++	++
	Improving the quality of graduates internationally competitive	++	++	++	++	++
	Improving quality achievements student	++	++	++	+	+
	Development Services Career Students and Alumni	++	++	++	++	++
Producing superior innovation in the field of science and technology that based on on the wetland environment	Increased quantity and quality research	++	++	++	+	+
	Improved quality of facilities and learning support infrastructure	++	++	++	++	++
	Increased publication of scientific papers	++	++	++	++	++
	Increased innovation in FKIP ULM	++	++	++	++	++
Realising the management of faculty based on the principles of <i>good university governance</i>	Improved management effectiveness faculty	++	++	++	+	+
	Improvement value Budget implementation performance	++	++	++	+	+
Increasing the active role of FKIP ULM in addressing problems education and	Improved lecturers who guide thematic KKN and PPM activities	++	++	++	++	++
	Increased quantity and quality community service	++	++	++	++	++

Strategic Objectives	Priority Programme	2021	2022	2023	2024	2025
contribute to the regional development of Kalimantan, Indonesia, and internationally which focuses on environment wetland.						
Realising cooperation with various institutions, both at the regional level, national, and international based on principles of equality and mutual favourable	Cooperation Network Development	++	++	++	++	++
	Improved International Reputation	++	++	++	++	++

Table 22: Performance Indicators of FKIP ULM 2021-2025

No.	Performance Indicators	Unit	Baseline (2020)	Target				
				2021	2022	2023	2024	2025
Improved curriculum and learning quality								
1	Number of collaborations per study programme (KPI 6)	Percent	68	78	88	100	100	100
2	Percentage of courses that utilise <i>case method</i> or <i>team-based</i> project as part of the weighting. (KPI 7)	Percent	35	40	55	70	85	100
3	Percentage of study programmes that collaborate with partners in the field of curriculum development (KPI 6)	Percent	50	60	70	100	100	100
4	Percentage of study programmes that collaborate with partners for student internships (KPI 6)	Percent	15	35	55	75	95	100
No.	Performance	Unit	Baseline	Target				

	Indicators		(2020)	2021	2022	2023	2024	2025
5	Percentage of study programmes that collaborate with partners for student internships (KPI 6)	Percent	15	45	75	100	100	100
6	Percentage of courses for which materials are available online (<i>open courseware</i>) (IKK)	Percent	50	60	70	80	90	100
Increasing the quantity and quality of teaching and education resources								
1	Percentage of lecturers who carry out tri dharma activities in other universities, work as practitioners in other universities, or work as practitioners in other universities the industrial world (KPI 3)	Percent	10	15	18	23,13	35,2	55,25
2	Percentage of lecturers who guide students in activities outside the study programme within the last 1 (one) year (KPI 3)	Percent	10	15	18	23,13	35,2	55,25
3	Number of lecturers who improve their academic quality (KPI 4)	People	25	35	42	52	65	62
4	Number of lecturers who follow lecturer certification (Current year) (KPI 4)	People		6	8	10	12	14
5	Number of lecturers who participated in lecturer certification (Current year)	People					-	-
6	Percentage of lecturers with doctoral qualifications (KPI 4)	Percent	38	40	43	46	49	52
7	Percent of lecturers with Associate Professor (KPI 4)	People	14	7	9	11	13	15
8	Percent of lecturers with professors (KPI 4)	People	3	5	7	10	13	16

9	Percentage of lecturers who have a certificate of competence/profession recognised by the business world and the industrial world; (KPI 4)	Percent	0	52,6	67,9	77,6	88,7	89,7
No.	Performance Indicators	Unit	Baseline (2020)	Target				
				2021	2022	2023	2024	2025
10	Percentage of lecturers who come from professional practitioners, world business, or the industrial world (KPI 4)	Percent	0	13	15,8	17,5	19,8	21,5
11	Percentage of lecturers who participated in training/internship/work abroad domestic and/or in the industry (KPI 4)	Percent	0	13	15,8	17,5	19,8	21,5
12	Percentage of lecturers who have teaching certificates (KPI 4)	Percent	75	78	80	82	84	86
13	Percentage of personnel education staff attending training programmes (IKK)	Percent	40	50	60	70	80	90
14	Percentage of education personnel with competency certificates (KPI)	Percent	12,5	15	20	25	30	35
Strengthening human resources with an international outlook								
1	Number of students participating in <i>student exchange</i> programme (KPI 2)	People	10	20	25	30	35	40
2	Number of students participating in international scientific or training activities (KPI 2)	People	20	30	40	50	60	70
3	Number of lecturers as <i>visiting scholar</i> (teaching) at overseas universities (KPI 4)	People	0	1	2	3	4	5
4	Number of international seminars organised (KPI)	Seminar	3	5	7	9	11	13
5	Number of international speakers at activities in FKIP (IKK)	People	5	8	11	14	16	18
Improved quality of internationally competitive graduates								

No.	Performance Indicators	Unit	Baseline (2020)	Target				
				2021	2022	2023	2024	2025
1	Percentage of S1 graduates who successfully find jobs, continue their studies or become self-employed (KPI 1)	Percent	60	60	70	80	90	100
2	Percentage of undergraduate students who carry out learning activities outside study programme (KPI 2)	Percent	10	20	25	30	35	40
3	Number of students who entrepreneurship (KPI 1)	People	21	25	30	40	50	60
4	Average- Average Time Study - S1 graduates (KPI 1)	Year	4,5	4,48	4,46	4,44	4,42	4,40
5	Average Student GPA S1 (KPI 1)	GPA	3,40	3,43	3,46	3,49	3,52	3,55
Improved quality of student achievement								
1	Number of students who excel at the national level (KPI 2)	People	11	45	48	52	58	62
2	Number of students who excel at the international level (KPI 2)	People	5	1	2	3	4	5
3	Number of students winning medals in competitions / championships / contests / competitions / recognition at the regional / national / international level (KPI 2)	People	11	69	70	75	79	80
4	Number of national and international student activities (KPI 2)	Activities	15	20	25	30	40	50

No.	Performance Indicators	Unit	Baseline (2020)	Target				
				2021	2022	2023	2024	2025
5	Number of students involved in lecturer research (KPI 2)	People	150	180	200	240	280	320
6	Number of students involved in community service through KKN (KPI2)	People	90	95	100	105	110	115
7	Percentage of students receiving student scholarships (KPI 2)	Percent	27,2	27,60	28,0	28,4	28,8	29,2
Development of Student and Alumni Career Services								
1	Number of qualities PKMs that are funded to Dikti (IKK)	Title	21	25	28	31	34	21
2	Percentage of graduates who obtained their first job with a waiting time of less than 6 months (IKK)	Percent	35	40	50	60	70	80
Increased quantity and quality of research								
1	Total research that obtain national level funding (IKK)	Title	2	4	6	8	10	12
2	Total research that integrated in learning (IKK)	Title	21	40	60	80	100	120
Improving the quality of facilities and infrastructure supporting learning								
1	Number of learning support facilities revitalised (KPI)	Unit	100	110	120	130	140	150
2	Total infrastructure support revitalised learning (KPI)	Unit	6	9	12	15	18	21
No.	Performance Indicators	Unit	Baseline (2020)	Target				
				2021	2022	2023	2024	2025

Increased publication of scientific papers								
1	Number of international publications (KPI 5)	Publications	45	25	30	35	40	45
2	Number of citations of scientific papers (KPI 5)	Citation	2000	10000	15000	20000	25000	30000
3	Number of articles in globally indexed reputable journals (KPI 5)	Article	63	10	15	20	25	30
4	Number of articles in nationally indexed reputable journals (SINTA 2 - SINTA 6)	Article	60	118	122	125	128	131
5	Number of textbooks and book chapters (KPI)			74	84	147	157	167
FKIP ULM Innovation Enhancement								
1	Total Rights Intellectual Rights registered (KPI 5)	Title	69	58	76	81	88	90
Improved performance scores for Budget implementation								
1	Budget absorption rate (IKK)	Percent	99	100	100	100	100	100
Increase in lecturers guiding thematic KKN and PPM activities								
1	Percentage of lecturers who guide Thematic KKN (KPI 3)	Percent	10	19	20	21	22	23
2	Percentage of lecturers who carry out PPM activities (KPI 3)	Percent	75	89	90	91	92	93
Increased quantity and quality of community service								
1	Total community service activities community national competition (KPI 5)	Title	3	5	7	9	11	13
2	Number of community service outputs	Title	23	97	98	99	100	101
No.	Performance Indicators	Unit	Baseline (2020)	Target				
				2021	2022	2023	2024	2025

	successfully received national recognition (KPI 5)							
3	Number of community service outputs that are implemented by the community (KPI 5)	Title	230	240	260	280	300	320
4	Percentage of community service activities carried out based on research results (KPI 5)	Percent	15	25	40	60	80	100
Cooperation Network Development								
1	Number of study programmes that collaborate with domestic and foreign universities (KPI 6)	Prodi	6	8	9	10	11	12
2	Number of collaborations with universities/related agencies/business world in National scene (IKK)	Partner	63	18	20	22	24	26
3	Number of international co-operations with universities/related agencies and the business world (IKK)	Partner	15	18	20	22	24	26
Improved International Reputation								
1	Number of international students studying at FKIP ULM	People	3	5	9	11	13	15
2	Percentage of undergraduate study programmes that have accreditation or certification international recognised by the government (KPI 8)	Percent	0	0	0	0	1	3
3	Percentage of superior accredited study programmes	Percent	0	0	12	20	21	22

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CLOSING

The FKIP ULM Strategic Plan 2021-2025 was prepared as an effort to plan various programmes that will be implemented both to continue previous programmes and development programmes. The existence of this strategic plan is expected to be a reference in implementing the programme so that it can realise FKIP that has competitiveness in accordance with the milestones that have been launched from 2021 to 2025. Some of the strategic targets are to produce quality and superior graduates who are able to compete at the international level, improve the quality of research, community service, and publication of lecturers' work both at the national and international levels, and improve human resources, especially superior teaching staff.

The strategic targets are expected to make FKIP one of the LPTKs that can compete at the national level and as a reference at the Kalimantan regional level supported by good quality management. Apart from being a continuation of faculty development in the 2015-2019 strategic plan, this Strategic Plan is also an important part of the medium and long-term plans that have been launched by FKIP ULM. The existence of this strategic plan is expected that the milestones of the next 5 years can be achieved, with these achievements it is expected that FKIP can contribute significantly to the achievement of the programmes set by the University and FKIP will support the achievement of ULM milestones.

The achievement of this strategic plan is important because it can be one of the determinants of the success of the FKIP ULM strategic plan in the next period. In the next period, FKIP plans to become a teacher development centre. This will be difficult to achieve if the strategic plan at this stage is not well implemented. The successful implementation of this strategic plan is highly dependent on the understanding, willingness to be involved, and serious efforts of the entire academic community within FKIP ULM. In addition, support from the university, government, stakeholders, partner institutions, and society in general is also highly expected so that this strategic plan can be implemented properly. For the sake of development and advancement of education, it is hoped that this strategic plan can be implemented well. The entire academic community must be truly involved and serious in efforts to achieve the ideals that have been written in this strategic plan. The key to the success of these efforts is to consistently work hard while always praying to Allah SWT.