

STRATEGIC PLAN

2026-2030

FACULTY OF TEACHER TRAINING AND

EDUCATION

LAMBUNG MANGKURAT UNIVERSITY

EXECUTIVE SUMMARY

The 2026–2030 Strategic Plan (Renstra) of the Faculty of Teacher Training and Education of Lambung Mangkurat University is a five-year policy direction document prepared to ensure that all tridharma activities, governance, and human resource development are carried out in a directed, measurable manner, and in line with developments in the internal and external environment of higher education. The preparation of this Renstra refers to national regulations, the ULM Statute, the 2026–2030 ULM Renstra, and the actual needs of the faculty in facing the dynamics of globalization, digital transformation, and the demands of a competitive graduate profile. As the oldest and largest faculty at ULM with a long history since 1961, FKIP ULM places experience and institutional capacity as the main foundation in developing programs that are responsive to the needs of the world of education, research, and society.

This strategic plan was formulated through a participatory and collaborative process involving faculty leadership, departments, study programs, educational staff, students, alumni, and external stakeholders such as partner schools, local governments, and professional associations. The resulting vision, mission, and objectives of FKIP 2026–2030 reflect the faculty's orientation to become a superior, adaptive, and globally competitive educational institution for educational staff, while remaining rooted in the values of local wetland wisdom that are a key characteristic of the South Kalimantan region.

The strategic direction of the 2026–2030 Strategic Plan focuses faculty development on several key priorities, namely improving the quality of the Tridharma (Three Pillars) through an Outcome-Based Education (OBE)-based curriculum, strengthening the risk-based quality assurance system and the principles of good university governance, and increasing the capacity of graduates to face the challenges of the 21st century. Strengthening the quality of lecturers and educational staff is carried out through continuous professional development

programs, competency certification, and support for further doctoral studies. In addition, the faculty emphasizes the importance of technology-based learning innovation, the development of learning laboratories and teaching factories, and the use of information systems such as SIMANJA, PANTAU, and SIBISA to support effective governance.

This strategic plan also emphasizes strengthening national and international collaborative networks, including with schools, industry, professional organizations, and globally reputable universities. Efforts to achieve international accreditation, such as through ACQUIN, are a strategic part of enhancing the reputation and competitiveness of study programs. Furthermore, the faculty is committed to developing relevant and impactful research and community service, particularly those based on the local potential of wetlands, so that they can make a real contribution to the development of science, education, and community welfare.

Overall, the FKIP ULM Strategic Plan 2026–2030 serves as a comprehensive guideline for all work units in realizing effective governance, improving the quality of the Tridharma (Three Pillars of Excellence), and strengthening the competitiveness of graduates. This document is expected to ensure the continuity of faculty development while strengthening FKIP ULM's position as a superior and competitive higher education institution at the national and international levels.

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CHAPTER I

INTRODUCTION

A. General Conditions of FKIP ULM

The Faculty of Teacher Training and Education (FKIP) is one of the faculties within the University of Lambung Mangkurat (ULM). The forerunner of FKIP Lambung Mangkurat University began in 1961 in the form of a B1 course covering English, Cultural History, Exact Sciences, and Physical Education. Then it changed to 4 (four) departments, and added another department of Indonesian Language and Literature. FKIP ULM was once the IKIP Bandung Banjarmasin Branch which included the Faculty of Teacher Training in Literature and Arts, the Faculty of Teacher Training in Social Sciences, the Faculty of Teacher Training in Exact Sciences, and the Faculty of Education. In 1968, IKIP Bandung Banjarmasin Branch was reintegrated into ULM into two faculties, namely the Faculty of Teacher Training and the Faculty of Education. Furthermore, in 1983 through Presidential Decree number 65 of 1982, the Faculty of Teacher Training and the Faculty of Education were merged into the Faculty of Teacher Training and Education ULM. The operational permit was issued in 1983 through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0566/O/1983. After going through a long development process, currently FKIP ULM has five departments (Language and Arts Education, Mathematics and Natural Sciences Education, Social Sciences Education, Educational Sciences, and Sports and Health Education) with 21 undergraduate departments (Indonesian Language and Literature Education, English Education, Performing Arts Education, History Education, Economics Education, Pancasila and Citizenship Education, Sociology Education, Geography Education, Social Sciences Education, Mathematics Education, Biology Education, Chemistry Education, Physics Education, Science Education, Computer Education, Elementary School Teacher Education, Early Childhood Education Teacher Education, Guidance and Counseling, Special Education, Educational Technology, and Physical Education).

In 2018, FKIP ULM received a mandate from the Ministry of Research,

Technology, and Higher Education to organize Teacher Professional Education (PPG) with the fields of study opened PG-PAUD, PGSD, Indonesian, English, PPKn, Mathematics, Chemistry, Biology, History, Economics, Physical Education and Health. Teacher Professional Education from 2018-2019 was not yet a study program. But in 2020 when the BAN-PT accreditation form was compiled and obtained results with a Good predicate. Teacher professional education in 2021 when carrying out field assessments became a study program. In 2022, new fields of study that followed the proposal consisted of the following fields of study: Geography Education, Social Studies Education, Science Education. Special Education (special education study field), Guidance and Counseling, Computer Education (can be for the field of study of Information Technology and Computers, or Informatics), Physics Education, Sociology Education. Plant Agribusiness (Vocational-Collaboration) there are a total of 20 fields of study in the Teacher Professional Education program.

In 2018, the Integrated & Utility Classroom Building, Math & Science Laboratory, Social Science Laboratory, and Sport Center Building were built with an area of 1,351 m², 440 m², 677 m², and 1,000 m² respectively. The construction of the four buildings came from a grant from the Islamic Development Bank (IsDB). So currently, FKIP ULM has 4 campus units spread across 2 (two) areas, namely Banjarmasin and Banjarbaru. The Banjarmasin campus is located at Jalan Brigjend. H. Hasan Basry is part of the main campus area of Lambung Mangkurat University. The campus consists of 2 (two) units.

Unit 1 consists of:

- 1) Integrated & Utility Classroom Building
- 2) Math & Science Laboratory,
- 3) Science Laboratory,
- 4) Management room of the Language and Literature Education Department
- 5) Management room of the Mathematics and Natural Sciences Education Department
- 6) Social Studies Education Department management room
- 7) Educational Sciences Department Management Room
- 8) Coordinator's room and lecturer's room of the English Language Education

Department

- 9) Coordinator's room and lecturer's room of the Indonesian Language Education Department
- 10) Coordinator's room and lecturer's room of the Department of Performing Arts Education
- 11) Coordinator's room and lecturer's room of the History Education Department
- 12) Coordinator's room and lecturer's room of the Department of Economic Education
- 13) Coordinator's room and lecturer's room of the Department of Pancasila and Citizenship Education
- 14) Coordinator's room and lecturer's room of the Department of Sociology Education
- 15) Coordinator's room and lecturer's room of the Department of Geography Education
- 16) Coordinator's room and lecturer's room of the Social Sciences Education Department
- 17) Coordinator's room and lecturer's room of the Mathematics Education Department
- 18) Coordinator's room and lecturer's room of the Biology Education Department
- 19) Coordinator's room and lecturer's room of the Chemistry Education Department
- 20) Coordinator's room and lecturer's room of the Physics Education Department
- 21) Coordinator's room and lecturer's room of the Science Education Department
- 22) Coordinator's room and lecturer's room of the Computer Science Education Department
- 23) Coordinator's room and lecturer's room of the Elementary School Teacher Education Department
- 24) Coordinator's room and lecturer's room of the PGPAUD Department
- 25) Coordinator's room and lecturer's room of the Guidance and Counseling Department
- 26) Coordinator's room and lecturer's room of the Department of Educational

Technology

- 27) Teacher Professional Education (PPG) Management Room
- 28) Independent Learning Space Independent Campus (MBKM)
- 29) Lecture hall
- 30) Lab.school PGPAUD Room
- 31) FKIP II Teachers' Hostel

The FKIP Banjarbaru campus is located in North Loktabat and on Jalan Taruna Praja Raya, Sungai Sipai, Banjarbaru with an area of 65,422 m². The FKIP Banjarbaru campus located in North Loktabat is used for lecture rooms and activities for the Special Education Study Program, consisting of:

- 1) Coordinator's room and lecturer's room of the
Special Education Department
- 2) Special Education Department lecture hall
- 3) Lab.school special education room
- 4) Banjarbaru Faculty of Teacher Training and Education Dormitory

Meanwhile, the FKIP Banjarbaru Campus and on Jalan Taruna Praja Raya, Sungai Sipai, consists of:

- 1) Management room of the Department of Sports
Education and Health
- 2) Coordinator's Room and Lecturer's Room of the
Special Education Department 3) Sport Center
Building
- 3) Lecture room of the Department of Sports and Health Education

The Faculty of Teacher Training and Education (FKIP) at ULM has 333 teaching staff, 97 of whom hold doctoral degrees. The professional teaching staff consists of 24 professors, 52 senior lecturers, 92 lecturers, and 110 expert assistants. The quality of the implementation of the Tridharma (Three Pillars) is also a primary concern at FKIP ULM. This is evidenced by the accreditation results of all departments within the FKIP, which have received superior accreditation.

As one of the largest LPTK (Institute for Higher Education) in South Kalimantan, the Faculty of Teacher Training and Education (FKIP) of the State Islamic

University (ULM) continues to strive to improve the quality and standard of its implementation of the Tri Dharma of Higher Education. These efforts to improve quality are also part of FKIP's contribution to realizing the vision of Lambung Mangkurat University, namely to become a leading and competitive university in the wetlands sector. These efforts to improve quality are realized by improving the quality of services and administration in all aspects of higher education. An increase in accreditation ranking is one indicator of increasing quality at FKIP ULM. Efforts to improve the quality of human resources are also continuously carried out by facilitating lecturers in carrying out further studies and regularly holding training for educators and education staff. In addition, FKIP ULM also strives to increase lecturer publication activities and student achievements at the international level. Enhancing networks and collaborations is one effort to support the activities of the Tri Dharma of Higher Education. These various strategies and efforts are systematically outlined in the FKIP ULM strategic plan.

B. Philosophical Basis

One of the philosophical foundations of the FKIP ULM Strategic Plan is the ULM philosophy taken from the struggle of the Banjar people, namely "Waja Sampai Kaputing" which means effort until the end (Volharding). Effort until the end means that all processes and efforts planned and implemented by FKIP must be complete and able to meet all existing challenges, including global issues, the industrial revolution 4.0, and society 5.0. Effort until the end is also interpreted as an effort that is capable and realistic to be realized by the entire academic community within the FKIP environment in meeting existing responsibilities, demands, and challenges.

Another philosophical foundation is the local wisdom of the Banjar people, namely "Baiman, Bauntung, Batuah, and Baadab." Baiman means faith or religious values. Based on this philosophical foundation, the academic community and human resources produced by the Faculty of Teacher Training and Education of the University of Muhammadiyah Malang (FKIP ULM) must possess religious values. This aligns with the educational objectives of Law No. 20 of 2003 concerning the

National Education System, namely to strive for and implement a national education system that enhances faith and devotion to God Almighty and noble character in order to educate the nation.

Bauntunghas has the meaning of being useful or beneficial to others, not only bringing benefits to oneself. This philosophical meaning must be inherent in every effort of the academic community in the FKIP ULM environment in order to produce human resources and innovations in the field of education that bring benefits to others and their environment. *Batuah* has the meaning of being a superior human being and having dignity and honor. Based on this philosophy, all academics and human resources produced by FKIP ULM must be formed to have dignity and honor. This is in accordance with the vision of FKIP ULM, namely "Becoming a Superior FKIP in the Development of Science and Technology with Local Wisdom of Wetland Environment, Entrepreneurial Character and Global Competitiveness".

Baadab means having noble morals or being virtuous. Baadab can also be interpreted as having character. This philosophical foundation demands that the educators and staff produced by the Faculty of Teacher Training and Education (FKIP) of the University of Muhammadiyah Malang (ULM) must possess character. Based on these philosophical values, the Faculty translates them into religious values, bringing benefits and excellence, possessing dignity and honor, and having character. These values underpin the development of the Faculty of Teacher Training and Education's strategic plan for the next five years.

C. Legal Basis

Several legal bases that form the basis for the preparation of the ULM FKIP Renstra are as follows.

1. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia 2003 Number 78, Supplement, State Gazette of the Republic of Indonesia Number 4301).
2. Law No. 14 of 2005 concerning Teachers and Lecturers.
3. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia 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 Number 32 of 2013 concerning Amendments to the Regulations
Government Regulation Number 19 of 2005 concerning National Education Standards (State Gazette)
Republic of Indonesia 2013 Number 71, Supplement, State Gazette
Republic of Indonesia Number 5410).
 6. Government Regulation Number 04 of 2014 concerning the Implementation of Education
Higher Education and Management.
 7. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 13 of 2024 Statute of Lambung Mangkurat University
 8. Regulation of the Minister of Education, Culture, Research and Technology Number 57 of 2023 concerning the Organization and Work Procedures of Lambung Mangkurat University
 9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 03 of 2020 concerning National Standards for Higher Education.
 10. Decree of the Chancellor of Lambung Mangkurat University Number 12 of 2024 concerning the Determination of the Lambung Mangkurat University Strategic Plan for 2025-2029.

D. Objective

The purpose of compiling the FKIP ULM Strategic Plan is to serve as a guide for the entire academic community, in order to achieve the Vision, Mission, and Objectives of FKIP ULM, namely "To Become an Excellent FKIP in the Development of Science and Technology with Local Wisdom of Wetland Environment, Entrepreneurial Character and Global Competitiveness. The mission, objectives and policies that form the basis for the activity plan 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 realized, all academic communities in various organs and units led by faculty leaders must implement the Strategic Plan into work programs. The work program must be implementable and realistic and measurable. This is to facilitate the evaluation of the various programs that have been planned in this Strategic Plan. Thus, it is hoped that all planned programs can be achieved.

E. Thought Flow

The FKIP ULM Strategic Plan is a process that describes the planned activities and development of FKIP ULM for the next five years, referring to the established ULM and Ministry of Education and Culture Strategic Plans. The process of preparing the FKIP ULM Strategic Plan is carried out by deepening the noble values of the university and faculty and referring to the existing legal foundations that govern FKIP ULM. The vision, mission, and objectives are used as the basis for the development of FKIP ULM for the next five years.



Figure 1. Flow of Thought for Preparing the FKIP ULM Strategic Plan

CHAPTER II

PERFORMANCE EVALUATION 2021-2025

A. Accreditation

The Faculty of Teacher Training and Education (FKIP) of ULM, which has 21 undergraduate study programs and the PPG Program, continues to improve its quality in various aspects according to the areas planned in the Strategic Plan. One of these areas, namely education, has become a leading area, considering the position of FKIP as a LPTK tasked with producing qualified prospective educators and education personnel. The success of the education sector is measured, among others, through the achievement of accreditation status for study programs at FKIP and also other factors. Based on the distribution data of study program accreditation within the FKIP ULM environment in 2024, it can be seen that of the total 22 study programs, 21 departments have achieved an Excellent Accreditation rating, while 1 study program, namely Teacher Professional Education (PPG), has received a Good rating. This achievement shows that the majority of study programs/departments at FKIP ULM have met the highest quality standards set by the national accreditation agency, reflecting the quality of superior education delivery in terms of curriculum, human resources, infrastructure, and academic governance. This result also serves as a strong indicator of FKIP ULM's commitment to consistently and sustainably implement an internal quality assurance system, and demonstrates the faculty's readiness to face the challenges of quality improvement towards national and international recognition. This further strengthens the quality of graduates at FKIP ULM, as seen in the table below. All departments (21 departments) have received Excellent accreditation and 1 PPG has received Good accreditation, as shown in Table 2.1. The distribution of accreditation statuses demonstrates recognition of the quality of services at FKIP ULM, including Education services.

Table 2.1. Distribution of Study Program/Department Accreditation within the

Faculty of Teacher Training and Education, ULM

No	Program Type	Name of Study Program	Study Program Accreditation			
			Status/Rank	Decree Number	Decree Date	Expiration Date
1	2	3	4	5	6	7
1	Bachelor	English Language Education	Superior	972/SK/LAMDIK/Ak/S/VII/2025	03-07-2025	03/07/30
2	Bachelor	Geography Education	Superior	420/SK/LAMDIK/Ak/S/X/2022	04/25/22	04/25/27
3	Bachelor	Special Education	Superior	500/SK/LAMDIK/Ak/S/X/2022	05/16/22	05/16/27
4	Bachelor	Primary Teacher Education	Superior	586/SK/LAMDIK/Ak/S/XI/2022	06/06/22	06/06/27
5	Bachelor	Sociology Education	Superior	541/SK/LAMDIK/Ak/S/XI/2022	07/18/22	18/07/27
6	Bachelor	Indonesian Language and Literature Education	Superior	481/SK/LAMDIK/Ak/M/XI/2022	08/01/22	01/08/27
7	Bachelor	Pancasila and Civic Education	Superior	604/SK/LAMDIK/Ak/S/XI/2022	08/15/22	08/15/27
8	Bachelor	Physical Education	Superior	608/SK/LAMDIK/AK/S/XI/2022	09/12/22	12/09/27
9	Bachelor	History Education	Superior	511/SK/LAMDIK/AK/S/X/2022	10/24/22	10/24/27
10	Bachelor	Economic Education	Superior	519/SK/LAMDIK/Ak/S/X/2022	11/28/22	11/28/27
11	Bachelor	Counseling guidance	Superior	397/SK/LAMDIK/Ak/S/	03/02/22	12/27/27

No	Program Type	Name of Study Program	Study Program Accreditation			
			Status/Rank	Decree Number	Decree Date	Expiration Date
				X/2022		
12	Bachelor	Performing Arts Education	Superior	809/SK/LAMDIK/Ak/S/XII/2022	04/10/23	04/10/28
13	Bachelor	Biology Education	Superior	618/SK/LAMDIK/Ak/S/VIII/2023	10/24/23	10/23/28
14	Bachelor	Science Education	Superior	283/SK/LAMDIK/Ak/S/II/2024	09/04/24	09/04/29
15	Bachelor	Early Childhood Education Teacher Education	Superior	318/SK/LAMDIK/Ak/S/II/2024	04/09/24	09/04/29
16	Bachelor	Computer Education	Superior	234/SK/LAMDIK/Ak/S/II/2024	09/04/24	09/04/29
17	Bachelor	Social Studies Education	Superior	216/SK/LAMDIK/Ak/S/II/2024	04/23/24	04/23/29
18	Bachelor	Educational Technology	Superior	210/SK/LAMDIK/Ak/S/II/2024	04/23/24	04/23/29
19	Bachelor	Physics Education	Superior	125/SK/LAMDIK/Ak/S/I/2024	02/18/24	02/18/29
20	Bachelor	Chemistry Education	Superior	256/SK/LAMDIK/Ak/S/II/2024	03/03/24	03/03/29
21	Bachelor	Mathematics Education	Superior	199/SK/LAMDIK/Ak/S/II/2024	03/03/24	03/03/29
22	Profession	Teacher Professional Education	Good			

B. Curriculum

Based on the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI), FKIP ULM continues to strive to improve the quality of study programs in various ways, such as completing Faculty quality documents related to academic fields, completing quality documents in each study program 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 worthy of publication in national and international reputable journals.

The study program curriculum at FKIP ULM has fully used the KKNI-Referenced Competency-Based Curriculum which was ratified through the Rector's Decree and has been implemented starting in 2020, in 2025 based on Outcome Based Outcome (OBE), all Departments have reconstructed the curriculum and have been implemented until now. The implementation of the curriculum revision can be seen in Table 2.2.

Table 2.2 Completeness of the 2020 Study Program Curriculum

No	Nama Prodi	Identitas program studi	Evaluasi kurikulum dan tracer study	Landasan perancangan dan pengembangan kurikulum	Rumusan visi keilmuan, tujuan, strategi dan university value	Rumusan Standar Kompetensi Lulusan / Capaian Pembelajaran Lulusan	Penetapan bahan kajian	Pembentukan mata kuliah dan bobot SKS	Matriks dan peta kurikulum	Rencana Pembelajaran Semester	Rencana Implementasi MBKM
1	Pendidikan Sejarah	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Pendidikan Pancasila dan Kewarganegaraan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Pendidikan Ekonomi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Pendidikan Geografi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Pendidikan Sosiologi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Pendidikan Ilmu Pengetahuan Sosial	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Pendidikan Matematika	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Pendidikan Biologi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Pendidikan Kimia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Pendidikan Fisika	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Pendidikan Ilmu Pengetahuan Alam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Pendidikan Komputer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Pendidikan Guru Sekolah Dasar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Pendidikan Guru Pendidikan Anak Usia Dini	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Bimbingan dan Konseling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Pendidikan Khusus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Teknologi Pendidikan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Pendidikan Bahasa Inggris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Pendidikan Bahasa dan Sastra Indonesia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Pendidikan Seni Pertunjukan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Pendidikan Jasmani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	Pendidikan Profesi Guru	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Each study program is evaluated based on a number of key documents in curriculum development and management. The checklist components include the study program identity, curriculum evaluation and tracer study, the basis for curriculum design and development, the formulation of the scientific vision along with its objectives and development strategies, the formulation of graduate learning outcomes, the determination of study materials, the formation of courses and their credit weights, the curriculum matrix and map, the preparation of the Semester Learning Plan (RPS), and the MBKM implementation plan. The existence of each document is marked with a checkmark symbol (✓) which shows that the component is available in the related study program.

Based on the table, most study programs have fairly complete curriculum documents, as nearly all checklist components have been checked. However, several blank columns remain in a number of study programs, indicating that documents require further completion or revision. Therefore, this table serves as an effective tool for monitoring the progress of curriculum document completion in a structured manner.

This checklist plays a crucial role in ensuring the curriculum's alignment with national education standards and policies, as well as in continuously improving

the quality of learning at the Faculty of Teacher Training and Education (FKIP) at ULM. Through this monitoring, the faculty can identify follow-up needs and ensure that each study program has adequate curriculum documentation to support the quality of education and academic services. By 2025, all departments will have reconstructed their curriculum by prioritizing the KKNi (National Qualifications Framework) and the 2024 KPT (National Qualifications Framework). Table 2.3 clearly describes the completeness of the curriculum of the departments within the FKIP at ULM.

Table 2.3 Completeness of the Department Curriculum in the FKIP ULM environment.

No	Jurusan	CPL	Masa Tempuh	Metode Pembelajaran	Modalitas Pembelajaran	Kualifikasi Calon Mhs	Penilaian Hasil Belajar	Materi Pembelajaran	Tata Cara Penerimaan	Perencanaan Pembelajaran (RPS & Mapping)
1	Pendidikan Guru Sekolah Dasar	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Pendidikan Guru PAUD	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Pendidikan Khusus	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Pendidikan Bahasa dan Sastra Indonesia	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Pendidikan Bahasa Inggris	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Pendidikan Pancasila dan Kewarganegaraan	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Pendidikan Ekonomi	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Pendidikan Geografi	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Pendidikan Sosiologi	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Pendidikan Sejarah	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Pendidikan Jasmani, Kesehatan, dan Rekreasi	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Pendidikan Seni Pertunjukan	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Pendidikan Fisika	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Pendidikan Kimia	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Pendidikan Biologi	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Pendidikan IPA	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Pendidikan IPS	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Pendidikan Komputer	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Teknologi Pendidikan	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Bimbingan dan Konseling	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Pendidikan Matematika	✓	✓	✓	✓	✓	✓	✓	✓	✓

The evaluation results of 21 departments within the Faculty of Teacher Training and Education, Lambung Mangkurat University indicate that, in general, the curriculum documents of all study programs have fulfilled the nine main components as mandated by SN-DIKTI and university policies. All study programs have implemented OBE with a CPL structure that refers to KKNi level 6, and have systematically mapped the relationship between CPL, CPMK, and SubCPMK. In terms of graduate learning outcomes (CPL), all study programs demonstrate alignment with their respective graduate profiles. CPL in the science education cluster study programs (Physics, Chemistry, Biology, and Natural Sciences) emphasizes analytical thinking

skills, scientific literacy, and experiment-based problem solving. Meanwhile, in the social and humanities cluster (Economics, Geography, History, Sociology, PPKn, and Social Sciences), CPL emphasizes pedagogical competencies, communication, and the development of national values. Meanwhile, study programs based on educational professions such as PGSD, PGPAUD, and Special Education display high consistency between CPL and the profile of graduates as professional educators at the elementary level. In terms of curriculum duration, all study programs have established an eight-semester academic structure with a total load of 144–150 credits. The average effective study period for students is around four years. In terms of learning methods and modalities, almost all study programs have implemented student-centered learning through various innovative approaches such as Project-Based Learning (PjBL), Case-Based Learning (CBL), and Research-Based Learning in certain courses. The Computer Education, Educational Technology, and PBSI study programs have shown significant progress in integrating blended learning and interactive digital media as learning tools.

C. Cumulative Grade Point Average, Study Period, and On-Time Graduation

Then, the Monitoring and Evaluation of the GPA and Study Period of Graduates for the 2024/2025 Academic Year was carried out in 21 departments of the Faculty of Teacher Training and Education, University of Muhammadiyah Malang (FKIP ULM). The indicators evaluated were the Average GPA of Graduates, the Average Study Period of Graduates, and the Percentage of Graduates' Study Periods Completed on Time. Each performance indicator is described in more detailed and operational forms.

The following is a recapitulation of the results of monitoring and evaluation of Graduate GPA and Study Period for the 2024/2025 Academic Year in Table 1:

Table 1. Compiled GPA & Study Period Data for the 2024/2025 Academic Year

No	Department Name	2023/2024		2024/2025	
		GPA	Study Period	GPA	Study Period
1	Geography Education	3.63	4.09	3.71	4.2
2	Special Education	3.73	4.27	3.73	4.21
3	primary teacher education	3.86	3.86	3.88	3.88
4	Sociology Education	3.64	4.72	3.68	4.89
5	Indonesian Language and Literature Education	3.65	4.15	3.76	4.44
6	Pancasila and civic education	3.74	3.80	3.78	4.01
7	physical education	3.58	4.15	3.57	4.01
8	History Education	3.59	4.96	3.62	4.43
9	Economic Education	3.64	4.86	3.7	4.62
10	Counseling guidance	3.72	4.36	3.75	4.83
11	Performing Arts Education	3.71	4.70	3.78	4.29
12	Biology Education	3.70	3.79	3.69	3.84
13	Science Education	3.71	3.92	3.75	3.82
14	Early Childhood Education Teacher Education	3.85	3.83	3.91	3.87
15	Computer Education	3.21	5.52	3.58	4.43
16	Social Studies Education	3.62	4.33	3.65	4.32
17	Educational Technology	3.72	4.65	3.79	4.71
18	Physics Education	3.58	4.17	3.6	4.12
19	English language education	3.45	5.33	3.59	4.79
20	Chemistry Education	3.51	4.73	3.62	3.81
21	Mathematics Education	3.48	3.96	3.52	4.00
	Average	3.63	4.39	3.70	4.26

A. Average GPA of Graduates

The results of the Graduation Monitoring and Evaluation (Monev) show an increase in the average Cumulative Achievement Index (GPA) of students at the Faculty of Teacher Training and Education (FKIP) at

Lambung Mangkurat University from 3.63 in the 2023/2024 Academic Year to 3.70 in the 2024/2025 Academic Year. This 0.07 point increase indicates an improvement in the academic quality of students in general, both in terms of the effectiveness of the learning process, the intensity of academic guidance, and the consistency of the implementation of the Outcome-Based Education (OBE) curriculum across all departments.

Overall, the average GPA of 3.70 is considered excellent and above the minimum university graduation standard (≥ 2.75). This value also exceeds the national average GPA for undergraduate education graduates, which ranges from 3.40–3.60, thus concluding that the academic achievements of FKIP students demonstrate competitive quality. The distribution of GPAs across majors is relatively uniform, with a range of 3.52 to 3.91, indicating that no major had a GPA below 3.50. This indicates that all FKIP ULM graduates have good academic qualifications and are ready to compete both in the workplace and at the higher education level.

A more in-depth analysis reveals that most departments show an upward trend in GPA between years, particularly in social studies and humanities. The highest increase occurred in Computer Science Education, from 3.21 to 3.58, a 0.37-point increase. This significant increase indicates improvements in the learning evaluation system and curriculum adaptation to the demands of digital education. Furthermore, increases also occurred in English Language Education (up 0.14 points), Indonesian Language and Literature Education (up 0.11 points), and Economics Education (up 0.06 points). This positive trend demonstrates the success of lecturers in implementing active learning approaches such as Project-Based Learning and Case-Based Methods, which strengthen students' literacy,

communication, and critical thinking skills.

Meanwhile, several majors showed relatively stable GPAs, such as Special Education (remaining at 3.73) and Physical Education (slightly decreasing from 3.58 to 3.57). This stability demonstrates consistent learning quality and established assessment mechanisms. However, slight fluctuations occurred in Biology Education (from 3.70 to 3.69) and Science Education (from 3.71 to 3.75), which are still considered slight increases and remain in the very good category.

In terms of highest achievement, Early Childhood Teacher Education (PGPAUD) recorded a GPA of 3.91, followed by Elementary School Teacher Education (PGSD) with 3.88, and Special Education with 3.73. These three majors demonstrated a planned learning pattern, intensive academic guidance, and optimal student readiness in completing final assignments. In contrast, relatively lower GPAs were obtained in science programs such as Mathematics Education (3.52), Physics Education (3.60), and Chemistry Education (3.62). This can be explained by the complexity of the teaching materials and the high demands of analysis and laboratory experimentation that require precision and accuracy.

This increase in the average GPA in aggregate can be attributed to several key factors. First, the strengthening of academic and final project guidance mechanisms, which help students complete their studies with optimal results. Second, the implementation of competency-based assessments and projects that emphasize conceptual understanding and application of knowledge in real-world contexts, rather than mere memorization. Third, the widespread use of learning technology and digital media during the 2024/2025 Academic Year, which improves access to learning resources, collaboration, and the efficiency of the learning process.

Overall, the results of the GPA Monitoring and Evaluation (Monev) demonstrate that the Faculty of Teacher Training and Education (FKIP) of ULM has experienced consistent and measurable improvements in academic quality. The positive trend across most departments is an indicator of the successful implementation of the OBE-based learning system and the effectiveness of the faculty's SPMI (Integrated Student

Assessment). Furthermore, this achievement also serves as a strategic basis for efforts to strengthen graduate competencies to ensure their relevance to the needs of 21st-century education, in line with the FKIP's vision of producing superior, competitive, and character-driven graduates.

B. Average Study Period of Graduates

The results of the Monitoring and Evaluation (Monev) of Graduation indicate that the average study period for FKIP ULM students has improved from 4.39 years in the 2023/2024 Academic Year to 4.26 years in the 2024/2025 Academic Year. This decrease of 0.13 years (approximately 1.5 months) reflects an increase in the efficiency of the student study process, which indicates improvements in academic planning, the effectiveness of final project guidance, and the coordination of academic activities across departments.

When reviewed by major, most show a downward trend in study duration compared to the previous year. Some of the programs with the most efficient study durations include:

- Chemistry Education with a significant decrease from 4.73 years to 3.81 years,
- Computer Education from 5.52 to 4.43 years,
- English education from 5.33 to 4.79 years.

These three programs previously had study periods above the faculty average, but in 2024/2025, they demonstrated significant improvements in efficiency. This indicates concrete efforts by the departments to improve the thesis supervision system, optimize fieldwork schedules, and expedite the graduation process.

Several other majors also demonstrated consistently efficient study periods, such as Biology Education (3.84 years), Science Education (3.82 years), and Early Childhood Teacher Education (PGPAUD) (3.87 years). These achievements demonstrate the success of effective academic management and a strong student culture of discipline in completing their studies. These programs generally have a stable academic system, a balanced faculty-to-supervisor ratio, and adequate administrative support.

However, there are still several study programs that experienced an increase in study period include

Sociology Education (up from 4.72 to 4.89 years) and Guidance and Counseling (up from 4.36 to 4.83 years). This trend may be caused by non-academic factors such as delays in the final assignment preparation stage, limited time for students to collect research data, and field activities that overlap with thesis preparation.

Overall, the average study period of 4.26 years indicates that most FKIP ULM students have been able to complete their studies within the ideal timeframe. This reduction in study period also indicates a positive improvement in the faculty's academic system, particularly in terms of utilizing the SIMARI academic information system to monitor student progress and expedite academic administration processes. The implementation of more structured academic guidance, improved coordination between advisors, and a more efficient policy for accelerating graduation also contributed to this improvement.

From a quality assurance perspective, these results indicate that the academic process at the Faculty of Teacher Training and Education (FKIP) at ULM has moved toward sustainable efficiency without compromising the quality of learning outcomes. Given this consistent positive trend, the faculty needs to maintain existing good practices and evaluate departments that still have above-average study periods. Recommended improvement strategies include implementing an early warning system to detect study delays, managing the thesis load and fieldwork proportionately, and providing awards to students and supervisors who successfully encourage timely completion of their studies.

C. Percentage of On-Time Graduates

To obtain a comprehensive overview of the effectiveness of the academic process within the Faculty of Teacher Training and Education, Lambung Mangkurat University, an analysis was conducted of the graduation rate of students enrolled in the 2021 intake who completed their studies in the 2024/2025 Academic Year. This analysis includes the number of students who successfully graduated on time compared to the number of new students enrolled in the same year. The data is presented in Table 2 below, which

illustrates the comparison between the number of registered students in 2021, the number of on-time graduates in the 2024/2025 period, and the graduation percentage for each department within the Faculty of Teacher Training and Education, ULM.

Table 2. Percentage of Graduates for the 2024/2025 Academic Year

NO	Department Name	New Student Registration 2021	Graduated on time 2024/2025	Percentage
1	Geography Education	96	53	55%
2	Special Education	96	43	45%
3	primary teacher education	198	179	90%
4	Sociology Education	55	18	33%
5	Indonesian Language and Literature Education	39	28	72%
6	Pancasila and civic education	96	83	86%
7	physical education	131	99	76%
8	History Education	55	28	51%
9	Economic Education	40	28	70%
10	Counseling guidance	35	14	40%
11	Performing Arts Education	57	25	44%
12	Biology Education	88	63	72%
13	Science Education	88	63	72%
14	Early Childhood Education Teacher Education	94	77	82%

NO	Department Name	New Student Registration 2021	Graduated on time 2024/2025	Percentage
15	Computer Education	38	20	53%
16	Social Studies Education	40	24	60%
17	Educational Technology	60	29	48%
18	Physics Education	56	38	68%
19	English language education	100	21	21%
20	Chemistry Education	54	33	61%
21	Mathematics Education	98	70	71%
Total		1614	1036	64%

Graduation data from the Faculty of Teacher Training and Education (FKIP) of Lambung Mangkurat University for the 2024/2025 academic year shows that of the 1,614 registered students from the 2021 intake, 1,036, or approximately 64%, graduated on time. Overall, this achievement reflects quite good academic performance, but remains below the faculty's ideal target of 75%. These results indicate that the majority of students were able to complete their studies within the planned study period, although significant variations between majors remain.

The majors with the highest on-time graduation rates include Elementary School Teacher Education (90%), Pancasila and Citizenship Education (86%), and Early Childhood Teacher Education (82%). The success of these three majors reflects an effective academic system, structured final project guidance, and curriculum implementation consistent with OBE principles. The

implementation of a guidance system and regular monitoring of student progress through academic advisors are also important factors driving efficient study completion. Furthermore, students' discipline and high learning motivation contribute to optimal graduation rates.

Conversely, several majors still show relatively low on-time graduation rates, such as English Language Education (21%), Sociology Education (33%), and Guidance and Counseling (40%). This situation indicates both academic and managerial challenges. From an academic perspective, this low achievement could be due to the long time it takes to complete final assignments due to difficulties in the research process, limited supervisors, or low student involvement in regular academic activities. Meanwhile, from a managerial perspective, factors such as the postponement of the graduation ceremony to the odd semester of 2024/2025 could also extend students' study period.

D. Research Implementation and Student Involvement

Student involvement in lecturer research has several strategic reasons aimed at supporting students' academic development, skills, and insights. Here are some of the main reasons: student involvement in lecturer research is part of an educational process oriented towards learning by doing. In addition to providing valuable experience for students, it also ensures that research results have a broader contribution, both to academic development and practical benefits in society. This involvement is a strategic step towards creating a generation better prepared to face global challenges through research-based education. The table below illustrates student involvement. Data on lecturers conducting research in 2024 includes the following:

Table. Number of Lecturers Involved in Research Activities at the Faculty of

Teacher Training and Education, ULM

No	Major	Number of Lecturers	Lecturers involved	Percentage
1	Mathematics Education	21	21	100%
2	Chemistry Education	20	20	100%
3	Physics Education	15	15	100%
4	Biology Education	17	17	100%
5	Computer Education	9	9	100%
6	Science Education	14	14	100%
7	History Education	14	14	100%
8	Pancasila and Civic Education	13	13	100%
9	Economic Education	14	14	100%
10	Sociology Education	13	13	100%
11	Geography Education	10	10	100%
12	Social Studies Education	12	12	100%
13	Indonesian Language and Literature Education	16	16	100%
14	English Language Education	23	23	100%
15	Performing Arts Education	13	13	100%
16	Physical Education	25	25	100%
17	Guidance and Counseling	11	11	100%
18	Teacher Education and Elementary School	30	30	100%

No	Major	Number of Lecturers	Lecturers involved	Percentage
19	Early Childhood Education Programs	16	16	100%
20	Special Education	14	14	100%
21	Educational Technology	13	13	100%

Based on the data presented in Figure 2.1 above, it is known that all lecturers have carried out research activities. Lecturer involvement in research supports the achievement of Internal Quality Assurance Standards of the Faculty of Teacher Training and Education, Lambung Mangkurat University. Students play an important role in research activities carried out by lecturers. Their involvement not only provides practical experience, but also strengthens the synergy between universities, students, and the community. The following are the main roles of students in community service activities such as (1) As a Knowledge Facilitator, namely Students act as intermediaries in conveying material or innovation results designed by lecturers to the community. For example: Helping explain new concepts or methods to the community in a simple manner. (2) Providing Assistance to the Community with Students often involved in assisting the community in various activities, such as: Providing guidance in certain practices, for example skills training, use of tools, or implementation of technology. Becoming mentors in educational programs, for example helping school children or providing counseling to certain groups.

The role of students in research conducted by lecturers is complementary and strategic. Students not only support the success of research programs but also benefit from hands-on experience,

skill development, and a deeper understanding of their social roles. This involvement creates a mutually beneficial relationship, where the community receives real solutions, students receive practical learning, and lecturers achieve their service goals in accordance with the Tri Dharma of Higher Education.

2.1. Research Output

A. DTPS and Student Publications

DTPS and Student Publication Table

No.	Publication Type	Number of Titles			Amount
		2022	2023	2024	
1	2	3	4	5	6
1	Unaccredited Research Journal	248	334	286	868
2	Nationally accredited research journal	387	661	482	1530
3	International Research Journal	77	86	79	242
4	Reputable international research journal	52	81	53	186
5	Regional/local/college seminars	7	9	2	18
6	National Seminar	98	69	50	217
7	International seminar	111	50	46	207
8	Writings in national mass media	33	24	9	66
9	Articles in international mass media	20	10	0	30
Amount		1033	1324	1007	3364

Accredited National Research Journals are the most dominant publication type, with a total of 1,530 titles published in the last three years (387 in 2022, 661 in 2023, and 482 in 2024). Unaccredited Research Journals are in second place with a total of 868 titles. Publications in national and international seminars are also quite significant, recording 217 and 207 titles, respectively. Publications in reputable international research journals reached

186 titles, representing a contribution to global scientific

publications. Publications in the mass media, both national and international, were smaller, at 66 and 30 titles, respectively.

In the past three years, the Faculty of Teacher Training and Education (FKIP) of ULM has produced 3,364 publications, demonstrating high productivity across a wide range of scientific publications and media. This table reflects the institution's diverse publication output and commitment to disseminating research findings at the local, national, and international levels.

2.2. Implementation of Community Service and Student Involvement

Student involvement in lecturer community service has several strategic reasons that aim to support the development of students' academics, skills, and insights. Here are some of the main reasons: student involvement in lecturer community service is part of the educational process oriented towards learning by doing. In addition to providing valuable experience for students, this also ensures that the results of community service have a broader contribution, both to academic development and practical benefits in society. This involvement is a strategic step to create a generation that is better prepared to face global challenges through research-based education. The table explaining student involvement can be seen in the table below. Data on lecturers who carried out community service in 2024 includes the following:

Table of Number of Lecturers Involved in Community Service Activities at FKIP ULM

No	Major	Number of lecturers	Lecturers involved	Percentage
1	Mathematics Education	21	21	100%
2	Chemistry Education	20	20	100%
3	Physics Education	15	15	100%

No	Major	Number of lecturers	Lecturers involved	Percentage
4	Biology Education	17	17	100%
5	Computer Education	9	9	100%
6	Science Education	14	14	100%
7	History Education	14	14	100%
8	Pancasila Education and Citizenship	13	13	100%
9	Economic Education	14	14	100%
10	Sociology Education	13	13	100%
11	Geography Education	10	10	100%
12	Social Studies Education	12	12	100%
13	Indonesian Language and Literature Education	16	16	100%
14	English language education	23	23	100%
15	Performing Arts Education	13	13	100%
16	physical education	25	25	100%
17	Guidance and counseling	11	11	100%
18	Teacher Education and Elementary School	30	30	100%
19	Early childhood education programs	16	16	100%
20	Special Education	14	14	100%
21	Educational Technology	13	13	100%

Based on the data presented in Figure 2.1 above, it is known that all lecturers have carried out community service activities. Lecturer involvement in community service supports the

achievement of the Internal Quality Assurance Standards of the Faculty of Teacher Training and Education, Lambung Mangkurat University.

Students play an important role in community service activities carried out by lecturers. Their involvement not only provides practical experience, but also strengthens the synergy between universities, students, and the community. The following are the main roles of students in community service activities such as (1) As Knowledge Facilitators, namely Students act as intermediaries in conveying material or innovation results designed by lecturers to the community. For example: Helping explain new concepts or methods to the community in a simple manner. (2) Providing Assistance to the Community with Students often involved in assisting the community in various activities, such as: Providing guidance in certain practices, for example skills training, use of tools, or implementation of technology. Becoming mentors in educational programs, for example helping school children or providing counseling to certain groups.

The role of students in community service programs conducted by lecturers is complementary and strategic. Students not only support the success of community service programs but also benefit from hands-on experience, skill development, and a deeper understanding of their social roles. This involvement creates a mutually beneficial relationship, where the community receives real solutions, students receive practical learning, and lecturers achieve community service goals in accordance with the Tri Dharma of Higher Education.

2.3. Relevance of Community Service Activities

A. Relevance of PkM to the Faculty's Vision and Mission

Each PkM refers to several scientific developments within the Faculty of Teacher Training and Education, Lambung Mangkurat University. Furthermore, the proposed research program titles align with the themes outlined in the Faculty of Teacher Training and Education roadmap. This demonstrates the alignment between lecturers' PkM activities and the faculty's vision and mission. The following is a percentage of the PkM titles' alignment with the vision and mission of FKIP ULM.

Table of Number of Lecturers Involved in Community ServiceIn accordance
with Vision and Mission

No	Major	Number of Lecturer s	Number of PKM that is in accordance with the Vision and Mission	Percentag e
1	Mathematics Education	21	21	100%
2	Chemistry Education	20	20	100%
3	Physics Education	15	15	100%
4	Biology Education	17	17	100%
5	Computer Education	9	9	100%
6	Science Education	14	14	100%
7	History Education	14	14	100%
8	Pancasila and Civic Education	13	13	100%

No	Major	Number of Lecturers	Number of PKM that is in accordance with the Vision and Mission	Percentage
9	Economic Education	14	14	100%
10	Sociology Education	13	13	100%
11	Geography Education	10	10	100%
12	Social Studies Education	12	12	100%
13	Indonesian Language and Literature Education	16	16	100%
14	English Language Education	23	23	100%
15	Performing Arts Education	13	13	100%
16	Physical Education	25	25	100%
17	Guidance and Counseling	11	11	100%
18	Teacher Education and Elementary School	30	30	100%
19	Early Childhood Education Programs	16	16	100%
20	Special Education	14	14	100%

No	Major	Number of Lecturers	Number of PKM that is in accordance with the Vision and Mission	Percentage
21	Educational Technology	13	13	100%

Based on the data presented in Table 2.2 above, it is known that the number of PkM carried out by lecturers is appropriate and relevant to the scientific vision and mission of FKIP ULM. The number of lecturers' involvement in PkM supports the achievement of the Internal Quality Assurance Standards of the Faculty of Teacher Training and Education, Lambung Mangkurat University.

B. Supporting Units

A. Institutions 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 an operating permit. Leadership in FKIP ULM plays an important role that is synergistically supported by all lecturers, students, and administrative staff in coordinating and controlling and implementing program policies. The Dean acts as the person in charge assisted by the Vice Dean for Academic Affairs, the Vice Dean for General Affairs and Finance, and the Vice Dean for Student Affairs and Alumni, in managing programs or activities. Furthermore, the head and secretary of the department assist the faculty leadership in carrying out the functions of planning, organizing, controlling programs/activities, and quality control in their respective departments and departments. These functions at the department and department level within

FKIP ULM have generally been formed into several sections to support the successful implementation of the program, such as academic and student affairs, research, curriculum development, cooperation, thesis examination board, welfare, laboratory, and so on. Meanwhile, the administrative functions of the faculty are handled by the Head of the Academic Sub-Division; Personnel and Finance; and Head of General Affairs and BMN/State Property Sub-Division).

1. Independent Learning Unit Independent Campus (MBKM Unit)

Independent Learning Unit Independent Campus (MBKM Unit) The Faculty of Teacher Training and Education (FKIP) of the State Islamic University (ULM) is a unit that handles the implementation of learning in schools or the teaching of students for teaching practice in schools. This unit was previously known as the Field Experience Practice Management Unit (PPL Unit), which was then changed in 2018. This unit was transformed into the MBKM Unit to improve efficiency and service for teaching practice in schools. This unit contains information about the PPL implementation, from registration to assessment, which is communicated within the unit. The MBKM Unit determines the procedures students follow to participate in the Field Experience Program activities.

The activities that will be undertaken by students participating in the PPL include: making a certificate for the school, managing student PPL activities, registering and establishing cooperation with schools, and all matters related to teaching practice activities at school. The existence of this unit aims to: 1) realize the availability of microteaching facilities and services for departments at FKIP ULM; 2) produce professional, highly competitive and character-based teacher graduates; 3) produce students who can overcome weaknesses and obstacles in learning; and 4) realize the renewal of learning systems and media. The existence of this unit can be accessed online through the website <https://fkip.ulm.ac.id/unit/mbkm/> and has been integrated on the website <https://fkip.ulm.ac.id/>. The main tasks of the MBKM unit include:

- a. Providing services to students in implementing Microteaching

Practice Classes and Field Experience Practice (PPL).

- b. Developing the MBKM Unit administration program.
- c. Prepare administrative equipment for the MBKM Unit.
- d. Compile reports on PPL implementation.
- e. Coordinate and implement MBKM Unit administration.

Meanwhile, the work mechanism activities include the preparation of the MBKM Unit Administration Program, preparation of the MBKM Unit Administration Equipment, coordinating and implementing the MBKM Unit administration, preparing the MBKM Unit Administration Implementation Report, providing services to students for microteaching and PPL activities, establishing PPL cooperation between FKIP ULM and PPL partner schools/institutions, making teacher mentor certificates, and carrying out administration with teacher mentors along with school personnel and supervising lecturers.

2. FKIP Quality Assurance Unit (UPM FKIP)

Since the establishment of the Quality Assurance and Learning Development Institute (LPMPP) at the university level, quality assurance activities have received more attention through various efforts. FKIP has also followed up on programs initiated by LPMPP ULM. One of the organizational structures in FKIP ULM is UPM, which is integrated with LPMPP ULM which is tasked with developing the internal quality of the institution. The faculty UPM functions as a driving force and coordinator that plays a role in quality control and development of the Internal Quality Assurance System (SPMI), the tridharma of Higher Education within 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. As well as faculty regulation Number 205a / UN8.1.2 / SP / 2016 article 15 concerning UPM.

The UPM at FKIP is a special body that handles the quality assurance processes and procedures of higher education institutions at FKIP. This unit

consists of:

- a. a person in charge and as chairman is handed over to the Vice Dean for Academic Affairs whose duty is to coordinate accreditation proposals for faculties and departments;
- b. a unit secretary, held by a lecturer who is tasked with coordinating UPM activities and faculty quality standards;
- c. Team members are tasked with monitoring and evaluation.

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

- a. Compile and submit proposals for improvements to regulatory policy areas in institutional management.
- b. Compile and propose the determination of institutional quality standards to the Dean.
- c. Prepare and propose the determination of Standard Operating Procedures (SOP) to the Dean.
- d. Develop and evaluate quality policies established and implemented by the institution.
- e. Assisting/assisting in preparing accreditation requirements (forms) for faculties and departments.
- f. Conduct periodic evaluations of the implementation of regulations, quality standardization, standard operating procedures and established quality policies.
- g. Create evaluation reports and provide recommendations for improving and enhancing the performance and quality of the institution.

The above description emphasizes the crucial position and function of UPM. Responsibility for quality assurance must be carried out by all sectors and departments in an integrated manner. UPM's responsibilities are outlined in the following sections.

Main Duties of the Quality Assurance Unit

The main tasks of UPM are based on the Decree of the Chancellor of ULM Number 101/UN8/OT/2017 concerning the main tasks and functions

of UPM Faculties within the ULM environment, namely:

1. developing SPMI implementation tools through the preparation of: faculty quality policies, department quality manuals, quality procedures, quality standards, and internal quality audit tools at the faculty level;
3. implementing SPMI in a sustainable, consistent, efficient and accountable manner;
4. manage data and information relevant to improving faculty quality;
5. facilitating and accompanying study programs in preparing, compiling and sending accreditation documents up to visitation activities in the context of submitting study program accreditation applications;
6. provide guidance to the faculty academic community regarding the readiness and implementation of SPMI in each work unit;
7. carry out Internal Quality Audits (AMI) in the faculty environment periodically and in a programmed manner;
8. compile and provide recommendations to faculty leaders regarding quality assurance in the aspects of the Tri Dharma of Higher Education (education and teaching, research and community service), cooperation services, and student and alumni affairs;
9. provide evaluations and recommendations regarding proposals for opening study programs and/or developing study programs to faculty leaders;
10. develop and implement quality policies and documents at the faculty level;
11. encourage the functionalization of the Study Program Quality Assurance Group (GPM);
12. prepare reports and recommendations to LPMPP ULM and the Dean in an effort to continuously improve quality at the faculty level.

Functions of the Quality Assurance Unit (QAU)

The functions of the Faculty Quality Assurance Unit (UPM) within

Lambung Mangkurat University are as follows.

1. Development and Implementation, which includes preparing SPMI devices and documents, as well as implementing faculty SPMI, includes the following.

a) Education Standards

- (1) Graduate competency standards;
- (2) Learning content standards;
- (3) Learning process standards;
- (4) Learning assessment standards;
- (5) Standards for lecturers and educational staff;
- (6) Standards for learning facilities and infrastructure;
- (7) Learning management standards;
- (8) Learning financing standards.

b) Research Standards

- (1) Research results standards;
- (2) Research content standards;
- (3) Research process standards;
- (4) Research assessment standards;
- (5) Researcher standards;
- (6) Standards for research facilities and infrastructure;
- (7) Research management standards;
- (8) Research funding and financing standards.

c) Community Service Standards

- (1) Community Service Results Standards;
- (2) Community Service Content Standards;
- (3) Community Service Process Standards;
- (4) Community Service assessment standards;
- (5) Standards for implementing Community Service;
- (6) Standards for facilities and infrastructure for Community Service;
- (7) Community Service Management Standards;
- (8) Standards for funding and financing of Community Service;

2. Development of mentoring and assistance mechanisms for study programs for the accreditation process.
3. Prepare and develop organizations, work units and personnel/HR who will be assigned to implement SPMI;
4. Carrying out socialization and internalization of SPMI Policy, SPMI Manual, SPMI Standards and SPMI Forms of the faculty to the academic community on an ongoing basis;
5. Implementing SPMI faculty socialization to stakeholders.

The existence of the Faculty of Teacher Training and Education (FKIP) as an institution that interacts directly with the public requires procedures to regulate all activities, thus facilitating the achievement of goals. In this regard, a quality procedure has been developed for the Faculty of Teacher Training and Education, which serves as a reference for the institution's activities. This can be found in the faculty's Standard Operating Procedures (SOP).

The study program accreditation process receives full support from faculty leadership. Furthermore, support from lecturers is evident in the formation of dedicated teams/committees to prepare self-evaluations and fill out forms at each study program level. Accreditation of each study program plays a crucial role in ensuring program quality and can address any deficiencies within the program, based on input from internal 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. The information system is integrated through the simari.ulm.ac.id website. In line with the demands of information technology developments for the implementation of higher education, both for the implementation of administrative management, and the learning system has moved towards e-learning. FKIP ULM continues to strive to develop and utilize advances in information technology.

The development of e-learning has begun to be directed. This can be seen in courses in the Chemistry Education Study Program and Biology Education, and subsequently in other study programs within the Faculty of Teacher Training and Education (FKIP) at ULM. The fast, precise, and accurate online service system is oriented towards customer satisfaction.

This integrated online information system delivers maximum results and is increasingly effective. One of the benchmarks in international assessments in Webometrics is the international assessment of institutional websites based on the number of information accesses made through the website. The innovations and strategies implemented by the ICT Team are supported by a network system and other components. The continued existence of the ICT Team also benefits many aspects of the Faculty of Teacher Training and Education (FKIP) ULM. The following are details related to FKIP ULM's ICT.

The internet network at FKIP ULM is spread across 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 equipped with a hotspot area that aims to check the smoothness of the network. Each entity at FKIP ULM has a special login to access the FKIP ULM hotspot through an authentication application, so that it is protected from unauthorized parties. FKIP ULM's internet connection service collaborates with Telkom or its subsidiaries in the form of Astinet and Indihome with a bandwidth of 35 mbps - 120 mbps for. The network used is fiber optic so that it helps increase the speed of the internet service connection.

Benefit

The existence of ICT is very useful in helping support information systems that can present data so that it can be utilized 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, schedules,

and so on during the lecture process. This task can facilitate the performance of lecturers in assessing students contained in the access data, both in terms of guardianship, lectures, and other data such as lecturer data, data on activities to be carried out at the department, faculty, and university levels. The website <http://simari.ulm.ac.id> This contains various kinds of academic information, announcements, activities, policies, academic calendars, faculty agendas, leadership agendas and so on. For more details, please open the website: www.ulm.ac.id.

4. Cooperation and Public Relations Management Unit (UPKH)

Building collaborative relationships is a crucial aspect in positioning ULM as a world-class university. Collaborations with various institutions and universities, both domestic and international, are continuously forged. Inter-university collaboration focuses on research, community service, and human resource development. Collaborations with domestic government and private institutions include:

- a. improving the qualifications of elementary school/special needs teachers;
- b. improving the quality of inclusive teachers;
- c. improving laboratory management;
- d. Field experience practice;

In relation to 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 Doctoral studies.
- e. LoA Indonesia- Thailand- Philippines in terms of student exchange/collaboration between universities in the 3 ASEAN countries.
- f. The National University of Malaysia in improving the tridharma of

higher education.

- g. SEAMEO in terms of teaching practice of students from/to the Philippines and Thailand in the Project “Pre-service Student Teacher Exchange in Southeast Asia”.
- h. UKM (National University of Malaysia) Exchange of lecturers and holding joint scientific seminars, workshops on writing reputable international journals.
- i. Sangji University Korea in improving the tridharma of higher education.
- j. University of Piraeus (UPRC), Greece joined INDOEDUC4ALL in order to create an inclusive campus.
- k. University of Alicante Spain in terms of assistive technology transfer.
- l. Taiwan University of Science and Technology in terms of improving the quality of research and publications.
- m. Universiti Teknologi Malaysia in the Field of Education and Research.

Graduate Tracking

Table 3.1 Alumni participation statistics

Faculty, Study Program			Target Population	Target Subject	TS Participant			NRR (%)
Faculty of Teacher Training and Education			2.009	1651	Finished	On going	Amount	87.04
1	84202	Bachelor of Mathematics Education	107	89	83	3	86	93.26
2	84204	Bachelor of Chemistry Education	106	86	71	4	75	82.56
3	84203	Bachelor of Physics Education	49	46	44	1	45	95.65
4	84205	Bachelor of Biology Education	79	75	74	1	75	98.67
5	83207	Bachelor of Computer Education	76	67	50	5	55	74.63
6	84206	Bachelor of Science Education	86	70	68	0	68	97.14
7	87201	Bachelor of History Education	46	43	34	0	34	79.07
8	87205	Pancasila and Citizenship Education	148	89	45	3	48	50.56
9	87203	Bachelor of Economics Education	79	79	78	1	79	98.73
10	87204	Bachelor of	94	94	94	0	94	100.00

Faculty, Study Program			Target Population	Target Subject	TS Participant			NRR (%)
Faculty of Teacher Training and Education			2.009	1651	<i>Finished</i>	<i>On going</i>	Amount	87.04
		Sociology Education						
11	87202	Bachelor of Geography Education	62	62	62	0	62	100.00
12	84207	Bachelor of Social Studies Education	61	60	59	1	60	98.33
13	88201	Bachelor of Indonesian Language and Literature Education	93	89	86	2	88	95.51
14	88203	Bachelor of English Education	116	61	8	5	13	13.11
15	88209	Bachelor of Performing Arts Education	66	66	61	0	61	92.42
16	85201	Bachelor of Physical Education	149	141	131	4	135	92.91
17	86201	Bachelor of Guidance and Counseling	94	48	32	0	32	66.67
18	86207	Bachelor of Early Childhood Education Teacher Education	108	82	72	8	80	87.80

Faculty, Study Program			Target Population	Target Subject	TS Participant			NRR (%)
Faculty of Teacher Training and Education			2.009	1651	Finished	On going	Amount	87.04
19	86206	Bachelor of Elementary School Teacher Education	271	235	224	6	230	95.32
20	86202	Bachelor of Special Education	50	45	43	1	44	95.56
21	86203	Bachelor of Educational Technology	69	24	19	0	19	79.17

3.1.1 Ongoing Questionnaire

Ongoing questionnaires are generated by alumni who, after opening the questionnaire, did not complete it, or even completed it completely, but then abandoned it. Ongoing questionnaires are generated because the alumni concerned were simply curious and reluctant to participate, or for other reasons that prevented the alumni from successfully completing the questions in the questionnaire and closing it by clicking the Finished button. It is the Surveyor's job during the questionnaire filling period to monitor this ongoing questionnaire and convey the remainder (if necessary privately) regarding this to the alumni. In further analysis and discussion, this ongoing questionnaire is discarded or no longer included because it is considered a failed questionnaire. Therefore, in the calculation of the Net Response Rate (NRR), this ongoing questionnaire is also not included.

3.1.2 Net Response Rate at the university level

Net Response Rate (or abbreviated as NRR) indicates the degree of success of the ULM 2024 tracer study performance represented by

alumni participation in the ULM 2024 tracer study. The successful output of alumni participation is the output in the form of a questionnaire that is completely and correctly filled out and declared finished by the respondents. Some questionnaires have "holes" in some of the fields but are declared finished by the respondents can be declared as successful output. The holes in the fields may be caused intentionally by alumni as respondents because they did not find the correct answer choices, but it could also be due to online network disruptions that caused the online filling process and recording by the system to not run optimally. Surveyors are reminded to pay attention to this and, if deemed necessary, can contact alumni again to correct their questionnaire contents.

Overall, the performance of the 2024 ULM tracer study for FKIP ULM alumni graduating in 2013 was quite good, as indicated by an NRR of 87.04%, meaning that 87.04% of the target subjects or alumni who could be contacted participated by submitting the completed questionnaire and declaring it complete. The NRR statistical achievement from FKIP also exceeded the previously set target of 60%.

At each stage of monitoring and evaluation (monev) conducted at the end of each month during the questionnaire filling period, the actual NRR achievement obtained was greater than the target set for each monev. There are many factors that support the success of NRR achievement, such as the awareness of the alumni themselves of the importance of data and information obtained from the tracer study and the presence of Surveyors at the faculty level who actively mobilize alumni to participate through the mechanism of broadcast messages and conveying the remainder to participating alumni. The faculty institution also plays a major role because it mobilizes resources under it, including study programs to work together to mobilize alumni. Awareness of the importance of data and information collected through the tracer study for the purposes of the accreditation process provides a

strong impetus for study programs to seriously strive for greater alumni involvement.

3.1. *Net Response Rate* at the study program level

Although the NRR (=87.04%) is classified as good, there are still study programs whose tracer study performance is classified as poor because they have not succeeded in mobilizing more alumni to participate in the 2024 ULM tracer study. The term poor performance is based on the criteria if the actual NRR achievement is smaller than the 2023 tracer study NRR.

3.2 Alumni Employment Status

Higher education, as a platform for self-development, is never free from the process of producing graduates who are in line with the needs of the times. Graduates, who are then referred to as university alumni, need to be continuously monitored for sustainability as part of the university's commitment to oversee, direct, and conduct data collection. The output of data collection regarding alumni employment status is necessary to determine the achievements or difficulties of alumni after studying, so that universities can conduct performance evaluations, obtain data on alumni employment achievements, and also improve networks to increase alumni accessibility to job information. The PKK has conducted research on alumni employment status. The success of university graduates in the world of work is one of the benchmarks for accreditation assessment. Alumni also play a role in improving the quality of education in

Higher education. The process of tracking the employment status of FKIP ULM alumni is carried out on alumni who have been granted access to data compiled by the PKK. The following table shows the statistical data on the employment status of FKIP ULM alumni that has been collected.

Table 3.2 Working status

Status	Amount
Work	638
Self-employed	159
Continue education	377
Not Working or Not Working	264
Amount	1,438

The numerical data regarding alumni employment status in the table above provides information on graduate output that can be used as a reference in determining the FKIP ULM strategy that focuses on increasing alumni access to employment. The numerical data above provides information on the outcomes of alumni who are absorbed into the workforce. Data regarding alumni employment status will provide input for FKIP ULM in determining future policies regarding its alumni. In addition to the numerical table above, the following percentages can be observed in diagram form, to facilitate mapping of alumni employment status.

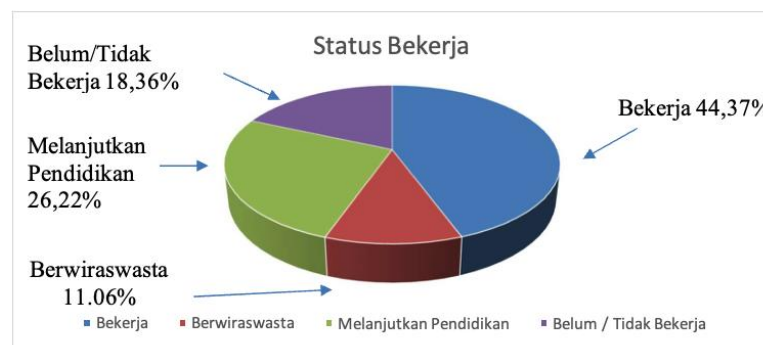


Figure 3.1 Percentage of Alumni Employment Status

A total of 1,438 alumni were successfully traced based on the presented categorization, namely tracing alumni who are already employed, self-employed, pursuing further studies, and alumni who are not yet or not working. Of the 1,438 alumni traced, 638 are employed, or 44.37% have found employment. This data indicates that the

majority of all traced graduates are employed. This data demonstrates the achievements of FKIP ULM for its graduates.

Furthermore, the data shows that 159 alumni are self-employed, or 11.06% of the total number of respondents. Furthermore, of the 1,438 alumni, 377 alumni, or 26.22%, are pursuing further studies. This data demonstrates the interest and commitment of FKIP ULM alumni in increasing their scientific capacity in their fields of study. This data also serves as an achievement of FKIP ULM, because it is able to have a good impact as a facilitator and motivator for alumni to improve their self-benefit through further study. Furthermore, data regarding alumni who are not working or have not yet worked is 264 alumni, or 18.36% of 1,438 alumni. This data indicates that there are still alumni who have not been absorbed in the workforce. Although many factors are suspected to be influencing, this data is sufficient to provide FKIP ULM access to follow-up and determine further strategies so that the number of unemployed alumni becomes more gradual and absorbed in the workforce.

Based on the data above, of the 264 unemployed alumni, some are busy with family due to marriage, have not yet decided on a career path, or are currently looking for work. This data can be used as a reference and research material regarding the information access that FKIP ULM can provide to its alumni. FKIP ULM can respond wisely to this data in determining the path for alumni in accessing employment.

3.3 Scope of the Workplace Unit or Institution

Tracing alumni's workplaces is a crucial factor for institutions, in this case the Faculty of Teacher Training and Education of the University of Muhammadiyah Malang (FKIP ULM), in assessing the relevance and impact of branding. The scope or institution where alumni work needs to be identified as a form of data collection that can show the distribution map of alumni across various institutions and levels. The scope of the unit or institution where alumni work is divided

into local, national, and multinational categories. Local in this report means that the scope of the institution is based on the regional or regional scope within the local dimension. National in this report indicates the basis of the scope of the institution where work is on a national scale and has branches in several regions of Indonesia. Multinational in this report indicates that the institution where work has an international scale based across countries.

3.4 Type of Business Institution Workplace

Alumni are not just students who have completed their studies, but their presence is an important factor for an institution in developing strategies. One important aspect that needs to be explored from alumni is the type of business institution where the alumni work. FKIP ULM in this case, needs to develop a precise strategy to provide contributions to alumni, and vice versa alumni to their institutions by looking at the type of business where alumni work. The types of businesses engaged in by units or institutions where alumni work are divided into: (a) government agencies, including state-owned enterprises; (b) private companies; (c) non-profit organizations/Non-Governmental Organizations (NGOs); (d) entrepreneurs or their own companies. How to Find a Job

There are many ways that alumni can find work, including through relationships (e.g. lecturers, parents, siblings, friends, etc.), searching via the internet/online advertisements/mailling lists, and applying to companies without knowing the vacancies available.

3.5 Waiting Time to Get Your First Job

Data on job waiting times is important to understand. This data can be used as an evaluation tool to assess user needs and alumni competitiveness in securing employment. Therefore, this data is one component of the data collected in the tracer study, with an average alumni waiting time of 3 months (2,115 months/812 data points) for

employment and entrepreneurship data.

Based on information obtained from alumni who are looking for work, most of them need a relatively short waiting time to get their first job; others only need a short time.

3.6 Monthly Salary

Monthly salary is a crucial factor for faculties as it reflects the success of graduates. Therefore, tracking graduate salaries is essential. Alumni receive salaries based on their work, divided into: (1) salary from their primary job; (2) overtime pay or tips; and (3) salary from side jobs. However, alumni are somewhat limited in providing information regarding these salaries. Based on the available information provided by alumni, the average salary received from their primary job is Rp 3,280,426 per month.

3.7 Matching Field of Study with Job

One of the successes of an institution in producing alumni is the absorption of alumni in various fields of work according to their respective fields of expertise or majors.

3.8 Matching Education Level with Job

One thing to consider regarding alumni is whether their level of education is equivalent to or appropriate for the jobs they are applying for. Is the job they are pursuing commensurate with their level of education, or are they leveling down? This means that they don't need as high an education to perform the job they are pursuing. The phenomenon of leveling down arises amidst intense competition in the job market and limited job opportunities. An alumnus might be willing to accept a mediocre job even though the job doesn't require the specific competencies and skills of a bachelor's or diploma.

3.9 Matching Learning Methods with Work

Several learning methods have been developed within the curriculum to facilitate effective teaching and learning and maximize student learning outcomes. These methods include lectures,

demonstrations, participation (in research projects), internships, practicums, fieldwork, and discussions. Alumni participants rated the suitability of these learning methods to their jobs using a scale ranging from 1 (not suitable) to 5 (very suitable).

3.10 Match between Mastered Competencies and Competencies Required by the Job

Students who graduate from college will bring with them competencies that will equip them to compete in the job market. These mastered competencies can be broadly categorized into two categories: hard skills and soft skills. Hard skills are expressed in the form of knowledge of concepts and theories and the skills to implement them related to the scientific field formally studied in college, guided by the applicable curriculum.

Soft skills. It is an accumulation of best practices and experiences gained indirectly from interactions with internal and external parties while still a student. Internal parties include fellow students, lecturers, educational staff, and campus facilities and infrastructure. External parties are stakeholders and partners connected to students, particularly when involved in various extracurricular activities.

The competencies referred to above are detailed in the following points:

1. Knowledge in the field or discipline of science that is mastered
2. Knowledge outside the field or discipline of expertise
3. General knowledge
4. English language skills
5. Computer skills
6. Critical thinking
7. Research skills
8. Learning ability
9. Communication skills
10. Working under pressure

11. Time management
13. Work independently
14. Working in a team
15. Ability to solve problems
16. Negotiation
17. Analytical skills
18. Tolerance
19. Adaptability
20. Loyalty
21. Integrity
22. Working with people from different cultures and backgrounds
23. Leadership
24. Ability to hold responsibility
25. Initiative
26. Project/program management
27. Ability to present ideas/products/reports
28. Ability to write reports, memos and documents
29. The ability to continue learning throughout life

1. Asset and Facility Management

The facilities owned by FKIP ULM until 2025 consist of: 1) Lecture rooms in 5 locations: FKIP 1 and 2 in Banjarmasin, PGSD, Special Education, and Physical Education in Banjarbaru; 2) PMIPA Laboratory Room; 3) Language Laboratory; 4) Art Studio; 5) Microteaching Room 6) Meeting room and Hall; 6) Office space; 7) Lecturer Room; 8) Fields; tennis, soccer, basketball, athletics, swimming pool, futsal, gym, badminton, open space, reading garden; 9) Library; 10) Social Studies Laboratory (IDB); 11) Mathematics and Science Laboratory (IDB); 11) Hima and UKM Room.

The FKIP 1 building consists of 2 floors. The first floor consists of lecture halls, laboratories, lecturer rooms, warehouses, and toilets. The second floor consists of: lecturer rooms, classrooms, meeting rooms, UPM rooms, Professor

rooms, places of worship, laboratories, cooperatives, and toilets. In the FKIP 1 area there are also Microteaching Unit buildings, canteens, halls, fields, and pendopo. The FKIP 2 building consists of 2 floors, the first floor consists of a library, lecture halls, lecturer rooms, administration rooms, places of worship, and toilets. While 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-story office space consisting of a leadership room, administrative room, UPM room, UPKH, MBKM, ICT room, meeting room, place of worship and toilet.

Overall, the academic facilities of FKIP ULM in 2025 consist of 36 lecture halls, 23 laboratories, 22 study program rooms, and 1 library. Each lecture hall is equipped with student chairs, lecturer chairs, lecturer desks, whiteboards, fans, and air conditioning. Each administrative room is equipped with a sufficient number of computers and photocopiers to support the smooth work of educational staff. The use and maintenance of lecture halls are regulated by BMN FKIP. FKIP provides various facilities to support lecture activities such as LCDs, sound systems, laboratory equipment, sports equipment, IT devices, computers, Wi-Fi, and other supporting tools.

The Faculty of Teacher Training and Education has made efforts to add special facilities such as accessibility, floors for the visually impaired, and special toilets for the disabled in lecture halls and offices. Wi-Fi facilities are available throughout the Faculty of Teacher Training and Education buildings, making it easier for lecturers and students to find references and lecture materials. The Faculty has also added facilities to support student activities by building a five-story field, 21 student rooms for student associations and UKM, a mushroom house for entrepreneurship, and a Bauntung stage, so that students can carry out student activities properly.

Laboratory practicals are conducted under the coordination of the Head of

Laboratory, referring to a practical manual prepared by the teaching team. Issues with facilities and infrastructure include updating laboratory equipment, such as software, which is highly dynamic. Furthermore, maintenance must be optimized, given the large number of students using various laboratory facilities at high intensity. Therefore, data updates and additional laboratory equipment are required annually.

The internet network is spread throughout the FKIP building units with a wireless system. All faculty work units are connected to the internet with hotspot areas. Hotspot areas aim to check the smoothness of the network. Each entity at FKIP ULM has a special login to access the FKIP ULM hotspot through an authentication application, so that it is protected from unauthorized parties. The internet connection service is in collaboration with PT. Telkom or 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 academics 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 specific password.

Table of the Number of Departments in the FKIP ULM Environment

No	Study Program/Department Level	Department Name
1	S1	● Economic Education ● Geography Education ● Pancasila and Civic education ● Social Studies Education ● Sociology Education ● History Education ● English Language Education ● Indonesian Language and Literature Education ● Arts and Performing Arts Education ● Guidance and Counseling ● Primary Teacher Education ● Early Childhood Education Teacher Education ● Special Education ● Educational Technology ● Mathematics Education ● Physics Education ● Chemistry Education ● Science Education ● Biology Education ● Computer Education ● Physical Education
2	Profession	Teacher Professional Education
	Amount	21 majors and 1 profession

Based on the table above, it can be seen that the Faculty of Teacher Training and

Education, Lambung Mangkurat University, has two levels of study programs, namely undergraduate and professional, where at the study program/department level there are 21 departments and at the professional program there is teacher professional education (PPG). This composition shows that FKIP ULM has a broad scope of knowledge, covering the fields of social education, humanities, language, arts, guidance and counseling, science, technology, and sports. The diversity of study programs reflects the faculty's commitment to preparing prospective professional educators who are able to meet the needs of educators at various levels and fields of expertise. In addition, the existence of professional programs strengthens the role of FKIP ULM as an institution that produces teachers who are not only academically competent but also have professional certification according to national education standards. This is reflected in the accreditation results for each department and professional study program which can be seen in the table below.

**Number of New Students of the Undergraduate Program of the Faculty of
Teacher Training and Education, ULM, for the 2022-2024 Period**

No	Study Program/Major	Year			
		2022	2023	2024	2025
1	Economic Education	60	54	58	53
2	Geography Education	50	38	55	36
3	Pancasila and Civic Education	96	88	83	83
4	Social Studies Education	59	41	46	51
5	Sociology Education	79	78	78	74
6	History Education	57	53	44	46
7	English Language Education	103	79	108	78

No	Study Program/Major	Year			
		2022	2023	2024	2025
8	Indonesian Language and Literature Education	58	90	98	56
9	Arts and Performing Arts Education	64	38	48	61
10	Guidance and Counseling	96	89	94	87
11	Primary Teacher Education	299	295	323	322
12	Early Childhood Education Teacher Education	89	100	134	90
13	Special Education	58	79	102	74
14	Educational Technology	51	49	54	51
15	Mathematics Education	74	103	109	84
16	Physics Education	31	22	34	23
17	Chemistry Education	27	29	37	38
18	Science Education	40	39	56	54
19	Biology Education	74	66	70	55
20	Computer Science Education	47	47	67	69
21	Physical Education, Health and Recreation	147	161	161	158
22	Teacher Professional	2031	2143	14691	4214

No	Study Program/Major	Year			
		2022	2023	2024	2025
	Education (PPG)				
	Total Number of Students	3690	3781	16550	5861

Number of Lecturers Based on Education at FKIP ULM 2022-2024

No	Study Program/Major	Highest Education			Amount
		Doctor/Applied Doctor/Specialist	Masters/Applied Masters/Specialist	Profes sion	
1	Economic Education	7	8		15
2	Geography Education	6	7		13
3	Pancasila and Civic Education	7	8		13
4	Social Studies Education	3	9		12
5	Sociology Education	4	9		13
6	History Education	5	10		15
7	English Language Education	7	18		25
8	Indonesian Language and Literature Education	8	8		16

No	Study Program/Major	Highest Education			Amount
		Doctor/Applied Doctor/Specialist	Masters/Applied Masters/Specialist	Profes sion	
9	Arts and Performing Arts Education	3	11		13
10	Guidance and Counseling	4	9		13
11	Prmary Teacher Education	7	23		30
12	Early Childhood Education Teacher Education	2	14		16
13	Special Education	9	10		19
14	Educational Technology	2	9		11
15	Mathematics Education	7	12		19
16	Physics Education	7	8		15
17	Chemistry Education	4	15		19
18	Science Education	1	14		15
19	Biology Education	9	13		22
20	Computer Science Education	3	6		9

No	Study Program/Major	Highest Education			Amount
		Doctor/Applied Doctor/Specialist	Masters/Applied Masters/Specialist	Profes sion	
21	Physical Education, Health and Recreation	8	20		28
	Total number	74	278		352

The number of certified lecturers in the FKIP ULM environment in 2024 is shown in the table below.

Number of Certified Lecturers at FKIP ULM in 2022-2024

No	Study Program/Major	Highest Education			Amount
		Doctor/Applied Doctor/Specialist	Masters/Applied Masters/Specialist	Profes sion	
1	Economic Education	7	8		15
2	Geography Education	6	7		13
3	Pancasila and Civic Education	7	8		13
4	Social Studies Education	3	9		12
5	Sociology Education	4	9		13
6	History Education	5	10		15
7	English Language Education	7	18		25

No	Study Program/Major	Highest Education			Amount
		Doctor/Applied Doctor/Specialist	Masters/Applied Masters/Specialist	Profession	
8	Indonesian Language and Literature Education	8	8		16
9	Arts and Performing Arts Education	8	8		16
10	Guidance and Counseling	3	11		13
11	Primary Teacher Education	4	9		13
12	Early Childhood Education Teacher Education	7	23		30
13	Special Education	2	14		16
14	Educational Technology	9	10		19
15	Mathematics Education	2	9		11
16	Physics Education	7	12		19
17	Chemistry Education	7	8		15
18	Science Education	4	15		19
19	Biology Education	1	14		15

No	Study Program/Major	Highest Education			Amount
		Doctor/Applied Doctor/Specialist	Masters/Applied Masters/Specialist	Profession	
20	Computer Science Education	9	13		22
21	Physical Education, Health and Recreation	8	20		28
	Total Number of Lecturers	74	278		352

Number of lecturers based on Functional Position

No	Major	Assistant Expert	Lecturer	Lecturer Head	Professor	Instructor	Total
1	Guidance and Counseling	2	4	4		3	13
2	Indonesian Language Literature Education	5	6	2	2	1	16
3	English Language Education	5	10	4	1	5	25
4	Biology Education	5	4	4	2	7	22
5	Economic Education	2	6		2	5	15
6	Physics Education	3	8	2		2	15

No	Major	Assistant t Expert	Lecture r	Lecture Head	Professor	Instructor	Total
7	Geography Education	4	2	2	2	3	13
8	Science Education	10	2	2		1	15
9	Social Studies Education	3	4	1	1	3	12
10	Physical Education	7	8	5		8	28
11	Special Education	7	6	4	1	1	19
12	Chemistry Education	1	3	6	2	7	19
13	Computer Education	4	2	3	0	0	9
14	Mathematics Education	4	7	4	1	3	19
15	History Education	2	5	2	2	4	15
16	Performing Arts Education	5	5	0	0	4	14
17	Sociology Education	3	8	2	0	0	13
18	PG-PAUD	6	4	1	0	5	16
19	Elementary School Teacher Education	10	8	1	2	9	30

No	Major	Assistant t Expert	Lecturer	Lecturer Head	Professor	Instructor	Total
20	Civics	2	6	2	1	2	13
21	Educational Technology	5	1	0	1	4	11
Total		95	109	51	20	77	352

The ratio of lecturers to students in the FKIP ULM Environment in 2024 is as shown in the Table.

Table of Lecturer to Student Ratio in the Faculty of Teacher Training and Education, ULM, in 2024

No	Study Program/Major	Number of Lecturers	Number of Students	Ratio
1	Economic Education	14	263	14 : 263
2	Geography Education	13	204	13 : 204
3	Pancasila and Civic education	13	360	13 : 360
4	Social Studies Education	12	211	12 : 211
5	Sociology Education	13	355	13 : 355
6	History Education	15	216	15 : 216
7	English Language Education	25	511	25 : 511
8	Indonesian Language and Literature Education	16	322	16 : 322
9	Performing Arts Education	14	255	14 : 255
10	Guidance and Counseling	13	414	13 : 414
11	Primary Teacher Education	30	1295	30 : 1295
12	Early Childhood Education Teacher Education	16	428	16 : 428
13	Special Education	19	363	19 : 363
14	Educational Technology	11	260	11 : 260
15	Mathematics Education	19	388	19 : 388
16	Physics Education	15	116	15 : 116

No	Study Program/Major	Number of Lecturers	Number of Students	Ratio
17	Chemistry Education	19	146	19 : 146
18	Science Education	15	206	15 : 206
19	Biology Education	22	243	22 : 243
20	Computer Education	9	250	9 : 250
21	Physical Education, Health and Recreation	28	306	28:306
22	Teacher Professional Education		4,879	
Total		352	11,991	

C. Potential and Problems

1. Potential

The Faculty of Teacher Training and Education, Lambung Mangkurat University, possesses a number of potential strengths that contribute to improving institutional quality. Alumni participation in the tracer study program has demonstrated excellent response, supported by the faculty's commitment to ongoing monitoring and evaluation, and by the effective and professional work of the tracer study team at the study program level. Furthermore, the faculty's support for off-campus student activities has been further strengthened through the provision of comprehensive information, budget dissemination, and intensive coordination with the study program heads to expand student access to competency development activities.

Another potential is evident in the increasing involvement of lecturers in various Tridharma activities outside their parent universities,

including acting as researchers, consultants, assessors, and practitioners in government institutions and industry. Lecturers' guidance in cross-program student activities is also increasing, particularly with the development of internships and thematic projects that involve direct interaction with the community and the workplace. This has had a positive impact on expanding the academic and professional networks of lecturers and students.

Institutional support for faculty capacity building also presents significant potential. Faculties prioritize budget allocations and opportunities for faculty to participate in training, competency certification, and other professional development activities, including collaborations with certification bodies and professional associations. Furthermore, faculty collaborations with industry and partner institutions are increasingly being utilized through the initiation of collaborative agreements, expansion of international networks, and exploration of partnerships with globally reputable universities.

The Faculty of Teacher Training and Education (FKIP) of ULM also has strong potential in quality management, demonstrated by the commitment of faculties and study programs in preparing for international accreditation. Several study programs have entered the stage of preparing international accreditation standard documents, with close collaboration between the faculty, the LPMPP (Institute for Quality Assurance), and the study programs. The monitoring and evaluation process conducted at the end of the year provides the basis for improving the curriculum, infrastructure, and other supporting documents to comply with international standards set by global quality assurance institutions.

Furthermore, the faculty continues to demonstrate its commitment to developing human resource quality through policies supporting lecturers' further studies. A dedicated budget for doctoral studies provides opportunities for lecturers to enhance their academic competencies and qualifications. The faculty environment is also supported by the development of information systems such as SIMANJA, PANTAU, and

SIBISA, which strengthen the governance and effectiveness of academic services.

2. Problems

Despite this potential, several issues pose challenges to faculty development. One is the decline in budget allocations in recent years, influenced by declining non-tax state revenues due to the UKT rate adjustment policy and limited revenue sources other than UKT. Policy changes shifting budget management for outsourcing, PPNPN, and procurement of goods/services to the university level have also impacted budget flexibility at the faculty level.

Furthermore, objective conditions indicate that alumni reputation data still does not fully reflect graduate achievements comprehensively. The lack of information on alumni who have achieved success in the workforce, both nationally and internationally, is a barrier to mapping graduate quality. The limitations of the alumni tracking system mean that faculties are unable to identify all potential alumni who could actually demonstrate a strong professional track record.

Another issue is the suboptimal collaboration with industry and leading universities globally. Although collaborations have been established across various study programs, relationships with strategic industrial institutions and universities ranked internationally, such as the QS Top 300, remain relatively limited. Faculties need a stronger and more focused strategy to expand partnerships that directly impact the quality of the Tridharma (Three Pillars of Excellence).

Overall, the potential of the Faculty of Teacher Training and Education (FKIP) at ULM still needs to be strengthened through improved governance, increased human resource capacity, and strengthened external networks. Addressing these challenges will lay a crucial foundation for the faculty to achieve more competitive, adaptive, and nationally and internationally competitive higher education standards.

CHAPTER III

SWOT ANALYSIS AND STRATEGIC ISSUES

Institutional progress is not influenced by a single factor, but rather by multiple factors involving many components. Various efforts are needed to identify strengths, weaknesses, opportunities, and challenges to make improvements to create a better institution. The following is a description of the current strengths and weaknesses of the Faculty of Teacher Training and Education of ULM, as well as the opportunities and threats that the Faculty will face in the future in several aspects: education, research and community service, institutions and collaboration, teacher professional education, student and alumni affairs, and resource management.

A. Analyze Strengths, Weaknesses, Opportunities and Threats

1. Education, Research, and Community Service

a) Education

Strength	Weakness
The Faculty of Teacher Training and Education (FKIP) at ULM is a large faculty with 21 undergraduate majors and one Professional Education study program. This offers significant potential for FKIP ULM's advancement, as its diverse programs are able to accommodate diverse students. variations in community needs.	The proportion of professors is still low, at 24 out of 352, or 6.8% of the total. Meanwhile, lecturers with doctoral degrees are 88, representing 38%.
Several majors at ULM's Faculty of Teacher Training and Education (FKIP) are highly sought after because they align with current government mandates, such as Educational Technology and Special Education. One of these majors, Pancasila and Citizenship Education, is also the only one in Banjarmasin.	·The ratio of accepted students to students who graduate each year is not balanced in several study programs. he competitiveness of graduates in relation to job market needs is still low.

95.45% of the departments at FKIP ULM have been accredited as superior, while other study programs have been accredited B, making it possible to... improve international accreditation.	The foreign language proficiency and ICT mastery of lecturers in the FKIP ULM environment in learning are still low.
The number of MoUs in the field of education with partner institutions both domestically and abroad is increasing.	Realization 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 receive scholarships from various scholarship providers and the average GPA of students increases every year.	The average study period for students is more than 4 years
The education curriculum has been adapted to the needs of society.	The number of lecturers who write textbooks or e-books as references for students in learning is still low.
Opportunity	Threat
The variety of major choices makes FKIP ULM always... attracts prospective students every year. Opportunities for international students to study at FKIP ULM are increasing.	Competition with departments from other universities that have implemented world class universities
Study programs that have been accredited A or B have the same opportunity to obtain superior accreditation.	Preparing appropriate resources and facilities and infrastructure for the internationalization process.
FKIP ULM continues to improve the capabilities of lecturers in terms of mastery of ICT, such as taking part in university programs in the NOVO Learning collaboration program in the last two years.	Preparing human resources with digital literacy (language and IT)
The increasing number of collaborations means that FKIP ULM can utilize more opportunities to develop educational facilities, exchange lecturers and students, and opportunities for collaboration in the field of research and PkM with other universities and institutions at home and abroad.	Competition in the world of work is getting tougher and societal demands are getting higher.

b) Research

Strength	Weakness
The performance achievements in the field of scientific publications have increased from year to year.	➤ The ratio of the number of lecturers to the number of researches is still low. ➤ The results of research and community service have not yet supported learning innovation in schools or universities. ➤ The ability of lecturers to write scientific articles, both in Indonesian and English ➤ International is still inadequate.
The number of articles by FKIP lecturers published in international journals indexed by Scopus has increased.	➤ Not all lecturers or research groups have a research roadmap. ➤ The number of patents produced by lecturers is still very low. ➤ Lack of ability of lecturers to manage personal online data sources such as Google Scholar, SINTA, and SISTER.
Opportunity	Threat
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 developments in the era and technology, 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

Strength	Weakness
Lecturers have the capability to carry out community service	There are still lecturers who have not carried out community service.

Wetland-oriented Communities are open to working together.	There are still community 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.
Opportunity	Threat
Every lecturer has the same opportunity to carry out community service.	Limited community service funds allocated in the RAB
There are still many people who have not been touched by community service programs.	There are people who do not provide complete information regarding the situation they are facing.
community service programs can be carried out sustainably	There are partners who do not continue the community service programs that have been implemented

2. Management and Resources

Strength	Weakness
There is a wide WiFi network available.	<i>Wi-Fi</i> not yet optimal due to the large number of students using it at the same time
Efforts to accelerate the construction of building facilities continue to be increased, both through PNPB funds and grants and cooperation.	➤ The existence of buildings and lecture rooms as well as rooms for leaders, lecturers and employees is inadequate, especially in study programs. ➤ The limited parking is not balanced with the increasing number of students.
Availability of supporting funds from student UKT payments each semester.	Limited allocation of UKT payment proceeds for development.
Opportunity	Threat
There are offers of various grants for the development of facilities and infrastructure, especially the development of laboratories to support the learning atmosphere.	There is a lot of competition with other institutions of the same level (teaching faculties) which have adequate facilities and infrastructure.
Good cooperation with external agencies and local government for the development of buildings and learning support facilities.	Development of FKIP development that competes with other faculties.

To become an educational institution that has highly competitive skills and expertise in the field of education in wetland environments.	Competition with other educational institutions in improving skills for graduates in developing 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 managing income outside UKT. ➤ The cost of maintaining buildings and learning support equipment is quite high.

3. Student Affairs and Alumni

a) Non-academic achievements

Strength	Weakness
➤ The existence of human resources and laboratory facilities in the English study program that can be used to train students. ➤ The existence of human resources and supporting facilities in the Arts Education study program that can be utilized to train students. ➤ The existence of UKM in the field of Arts and several HIMA, one of whose work programs is in the field of arts and the holding of annual activities in the form of competitions, both language and public speaking competitions, arts, and sports.	Still low achievement at the international level.
Opportunity	Threat
FKIP has the largest number of students, compared to other faculties at ULM.	Several similar study programs from other universities have begun to develop which are capable of developing non-academic achievements.
Collaboration has been established with several international institutions and there is collaboration with other institutions in the fields of arts and sports.	Accreditation demands for non-academic achievements cause other universities to compete to improve their non-academic achievements.
Some students are regional athletes and already have experience of achieving success at the international level.	The existence of the LLDIKTI program for PTS to improve non-academic achievements.

b) Scholarship

Strength	Weakness
➤ The large number of students and study programs results in greater allocation and opportunities for scholarships. ➤ The large number of applicants for the FKIP study program makes the opportunity for Bidikmisi scholarships even greater. ➤ There is a special sub-section for student affairs which specifically serves scholarship requirements and FKIP's involvement in mentoring students from affiliated area	The number of students receiving scholarships from the private sector is still low compared to the number of scholarship recipients from the government/APBN.
Opportunity	Threat
There is cooperation with the Business World/Industrial World (DU/DI) which has the opportunity to provide scholarships to students.	Distribution of scholarship allocations to PTS through LLDIKTI.
➤ There is cooperation with local governments (provincial governments and city/district governments). ➤ The diversity of students' regions of origin creates opportunities for students to ➤ receive a scholarship from the local government of the student's home country.	Students from other universities are also starting to meet the requirements to compete for scholarships, especially requirements in terms of academic grades.

c) Student sending and exchange

Strength	Weakness
➤ Have experience in sending students to Southeast Asia level. ➤ The large and varied number of study programs means that the opportunities for institutions/agencies to receive students for training/study are increasing.	Limited quota of students accepted in student exchange activities abroad.

➤ There is a Cooperation and Public Relations Service Unit at the faculty level and an International Affairs Office at the university level. ➤ There are efforts to provide English language training to students.	
Opportunity	Threat
➤ The increasing number of international cooperation, especially at the Southeast Asian level. ➤ Increasingly easier access to teaching materials and journals in English ➤ unfamiliar in the learning process.	Dynamic regulatory changes, especially in the areas of learning and curriculum.

d) Student Life Skill Development

Strength	Weakness
➤ The increasing number of SMEs in FKIP. ➤ There is a budget allocation from the study program for student activities and HIMA. ➤ Increasing facilities for UKM and HIMA activities.	There are still students who are not actively involved in HIMA and UKM management because they have a mindset that they must achieve academically.
➤ The types of life skills activities carried out by UKM and HIMA are increasingly diverse. ➤ Increasing the culture of “positive competition” between HIMA in carrying out activities so as to motivate each HIMA to carry out activities.	There are still groups of students who participate in life skills activities only to fulfill SKPI credit points.
Opportunity	Threat
There is a credit point system to obtain a Diploma Accompanying Certificate (SKPI).	The decreasing sources of funding for life skills activities from external parties (sponsors).
There are variations in activity components in the credit point system requirements for obtaining SKPI.	There is a minimum attendance rule of 80% in lectures.

e) Student Career Development and Tracer Study

Strength	Weakness
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The diversity of human resources and personnel who are able to become facilitators or resource persons in training students' career development.	<i>Unsustainability</i> (unsustainability) of the implementation of career development training activities for student.
· The existence of CDC at the university level. · The presence of an ICT team supports the process of collecting alumni data for tracer studies.	Tracer study activities at the faculty level have not yet obtained sufficient data for decision-making by the leadership.
Opportunity	Threat
There is collaboration with external parties who have the opportunity to provide employment opportunities.	The demands of the world of work on graduate competencies are very dynamic.
The existence of Alumni Associations at the university and faculty levels and majors.	Increasingly tight competition from university alumni similar height.

4. Institutions and Cooperation

a) MBKM Unit

Strength	Weakness
The availability of a microteaching building that can be used for microteaching practice activities.	Supporting facilities are not yet optimal, so large funds are needed to complete the equipment needed to create learning systems and media.
Cooperation has been established with universities abroad, especially in implementing PPL in Asia and there have been students sent. participate in this activity.	Limitations on the implementation of overseas PPL based on the number of students departing and school partners due to funding subsidies which are given.
Opportunity	Threat
There is financial assistance from the regional 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 the PPL network abroad and increasing the number of students who participate in PPL abroad, so that students' insights and knowledge will develop by	The demands on competency standards for students who are doing PPL abroad are increasingly high.

getting to know learning abroad and opening up opportunities. sponsors and independent funds.	
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b) UPM

Strength	Weakness
The availability of an adequate internal quality assurance system, including quality policies, quality manuals and quality standards.	The internal quality assurance system is not yet comprehensive due to the limited number of lecturers as assessors who meet national standards.
Study program mentoring through well-managed Benchmark and Sharing activities with FKIP departments in maintaining and improving the accreditation that has been achieved.	➤ The availability of study program data is not yet optimal for following up on this activity. ➤ Study program mentoring is not optimal and study program preparation is not adequate for international accreditation.
➤ Establishment of adequate standard operating procedures for quality assurance and a good internal monitoring and evaluation system. ➤ Each study program has quality standards that regulate all activities in the department, in addition to the policies, procedures and quality standards of the faculty that have been prepared.	Suboptimal review of policies, manuals, and quality standards that are routinely adjusted to developments so that the graduates produced can be competitive.
The SPMI evaluation system is well organized, implementation by the university and good coordination with departments at FKIP are also established and running well, and follow-up at FKIP has been coordinated well.	It is necessary to adjust the conditions of the study program to the SPMI instrument which does not yet accommodate activities in the study program.
Has 11 study programs that are accredited A (60% of the total study programs at FKIP) and other study programs that have been accredited B.	The study program's preparation for A accreditation is not yet optimal, due to the limited number of lecturers with Doctoral and Professor degrees in the study program

	concerned, as well as limited facilities and infrastructure as learning support in study programs accredited B.
Already has an internal monitoring and evaluation guide that is prepared and implemented by the study program.	Monitoring and evaluation in study programs regarding learning is not yet optimal, especially that carried out by the GPM study program, and coordination is not yet optimal with UPM faculty.
Opportunity	Threat
All study programs have received superior accreditation and are moving towards becoming a world-class university.	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 maintenance for study programs that have received A accreditation. ➤ Study programs that have been accredited A have ➤ opportunity to proceed to international accreditation	The development of society 5.0 will also demand the renewal of SPMI so that it can adapt to developments and produce graduates who are competitive and have character in the world of work.
➤ Availability of human resources in the study program, especially the Quality Assurance Group, which is good in carrying out all the specified duties and functions to ensure that the quality standards of the department run well and regularly. ➤ Good coordination from all parties in ➤ The preparation of SPMI in the faculty will form a complete and good SPMI system.	The increasingly comprehensive demands of BAN PT accreditation guidelines require departments to be able to adapt.

c) ICT

Strength	Weakness
Adequate internet support facilities and the availability of units specifically managing online services make it easier for the public to access.	➤ Limited human resource capabilities in online system management. ➤ Services that are not yet comprehensive in one door management and network maintenance are still limited.
Having a strong relationship with adequate bandwidth can support and help in emergency network conditions if the university network experiences problems, especially those supporting FKIP.	Management is still separate and each network has not been integrated into one-stop management.
The internal network at FKIP was adequate and highly connected before integrating with the university, and servers were spread across FKIP.	The limited number of human resources capable of managing online systems, especially those who are experts in the networking field.
Opportunity	Threat
Many universities have implemented the system and <i>software</i> maximally in public services <i>on line</i> .	The formation of a single online system service doors comprehensively and without limits, especially online-based public services.
Many agencies can be recruited to collaborate in providing software in public services.	It requires a large amount of funds to equip the server for the network.
Many agencies can improve their human resources in terms of networking.	Competition in human resource development.
Improving public services with a strong network and adequate server backup at FKIP will increase ease of access widely.	Funding that has not been fully managed and is still limited to temporary network management.
Improving public services with increasingly extensive and easy servers at FKIP.	The increasing number of students due to the high public interest in studying at FKIP will increase public use, so it requires a stronger network.

d) UPKH

Strength	Weakness
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The organization's commitment and work culture for institutional progress is very high, as evidenced by various product and institutional innovations.	The integration of academic activities in study programs has not been running effectively, especially in terms of cooperation with other universities. country.
The PT has provided adequate human resources and financial resources to establish cooperation with domestic PTs.	➤ Utilization of resources and funding sources that are not yet optimal. ➤ Business units and asset utilization are still not established internally.
In 2025, 95.45% of study programs will be accredited as superior.	➤ The internalization of the FKIP community towards university autonomy is still not fully understood.
The status of FKIP ULM as a faculty that specializes in education is a strength for the development of various fields of educational science to increase competitiveness on the international stage.	➤ Utilization of foreign funds has not been maximized.
Opportunity	Threat
The high level of public commitment and trust in FKIP ULM is an opportunity to increase cooperation and explore funding sources.	State and private universities are increasing in number and growing more professional and competitive.

There are quite large offers of cooperation from within and outside the country in the context of networking, benchmarking, twinning, sister universities and double degrees.	➤ Competition with other universities, especially in expanding cooperation networks abroad, outside the Asian region, FKIP in other universities, has a strong international network. ➤ <i>Stakeholders</i> not yet fully understand the existence of FKIP ULM as an institution that produces professional educators and education personnel.
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B. Strategic Issues

1. Digital Transformation, Generative AI, and Society 5.0

The development of digital technology and the emergence of generative artificial intelligence (AI) tools such as Chat GPT, Gemini, Claude, and other AI tools have transformed the paradigm of learning, research, and administration in higher education. The Society 5.0 era places humans at the center of innovation, with technology as the primary supporter of complex problem-solving. This situation demands that the Faculty of Teacher Training and Education (FKIP) of ULM prepare graduates who are not only ICT literate but also able to use technology to design innovative learning, analyze educational data, and utilize AI ethically and productively.

This digital transformation also impacts the reconstruction of learning methods, the provision of digital content, the development of an integrated Learning Management System (LMS), and the accessibility of FKIP (Teaching and Training Colleges) online. Furthermore, lecturers and educational staff are required to possess higher digital competencies. From the use of learning software,

interactive videos, virtual laboratory simulations, to the development of digital-based micro-credentials. Without adequate human resources and infrastructure, FKIP will struggle to compete with other LPTKs at the national and international levels.

2. Strengthening 21st Century Skills, Character, and Soft Skills

Students as future educators must master 21st-century skills, including creativity, critical thinking, collaboration, communication, problem-solving, digital literacy, and cultural literacy. The challenges of this century require the Faculty of Teacher Training and Education (FKIP) to design learning programs that foster these skills through curricular, co-curricular, and extracurricular activities. Beyond academics, student organizations, student activity units (UKM), and competitive activities are crucial for character development, leadership, responsibility, and adaptability. FKIP must ensure that all these activities are systematically integrated with the department's CPL (Creative Learning) and the needs of the workforce, so that graduates are prepared to face rapid global change.

3. The Challenges of Globalization and Foreign Language Mastery

Global competition and the demands of the educational world require FKIP students to have adequate foreign language skills, particularly English. Foreign language proficiency is no longer a plus, but rather a basic requirement for future teachers facing the digital generation. The SEA-Teacher program, which FKIP has participated in, has shown positive impacts in improving students' international competencies. However, its scope remains limited and needs to be expanded to other countries and strengthened with adequate funding and facilities.

In addition to foreign language skills training, the Faculty of Teacher Training and Education needs to design specialized programs such as English for Teaching (EfT), international classes, language learning communities, AI-based language laboratories, and TOEFL/IELTS

preparation courses. These efforts will ensure students have sufficient foreign language competency for global mobility and competitiveness in the job market.

4. Branding Strengthening, Information Publication, and Alumni Networking

A faculty's reputation is greatly influenced by its ability to disseminate information accurately, quickly, and in a structured manner. In the digital era, the Faculty of Teacher Training and Education's (FKIP) presence must be strengthened through effective branding and public communication strategies, including optimizing social media, the academic website, publishing activities, and disseminating academic achievements of students and faculty. However, FKIP's exposure to the public remains uneven, particularly in the remote areas of South Kalimantan.

The Faculty of Teacher Training and Education's (FKIP) alumni network, spread across all regencies/cities, is a significant strategic asset. However, the faculty's alumni organization is not yet functioning optimally. Strengthening the alumni network will help increase the institution's credibility, expand collaboration, support tracer study activities, and open up recruitment and partnership opportunities in various fields. A professional communication strategy must be developed to increase FKIP's public recognition and trust.

5. Equalizing Teacher and Education Personnel Competencies in South Kalimantan

There are still gaps in the competency and quality of teachers and education personnel in various regions of South Kalimantan, particularly in remote areas with minimal training, technology, and mentoring. As the largest LPTK (teaching and training institution) in South Kalimantan, the Faculty of Teacher Training and Education (FKIP) has a strategic responsibility to play a role in providing services,

improving teacher competency, providing academic supervision, and providing school management training.

The Teacher Training and Education Faculty (FKIP) needs to strengthen collaboration with provincial and district/city governments, as well as partner schools, in providing training, teacher certification, continuing education, technical guidance, and school quality assurance. With this strategy, FKIP will not only produce quality teachers but also serve as a reference center for improving the quality of regional education.

6. Improving Public Services and Integrating FKIP Information Systems

Public service transformation is a key requirement for creating fast, accurate, standardized, and accountable services. The Faculty of Teacher Training and Education (FKIP) needs to build a digital-based one-stop service system integrated with SIMARI (Symbolic Information System), correspondence systems, academic services, MBKM (Communication and Community Empowerment), finance, and SPMI (Student Empowerment and Community Empowerment Information System). System integration enables more transparent performance monitoring, minimizes manual errors, accelerates administrative processes, and supports data-driven governance. However, challenges include limited ICT human resources and suboptimal network infrastructure. Strengthening both must be a priority.

7. Strengthening Network Infrastructure and TIM HR Competencies

ICT infrastructure development is a crucial part of an institution's development strategy. Internet speed, stable servers, network devices, and cybersecurity technology determine the quality of academic and learning services. The Faculty of Teacher Training and Education (FKIP) requires network renovation, additional equipment, and user capacity mapping to ensure smooth service delivery. Beyond

infrastructure, ICT human resource competency is a key factor. Intensive training is required in network management, security, programming, application development, cloud services, and digital system design. Without adequate competency, even good infrastructure cannot be optimally managed.

8. Readiness for Online Learning and Hybrid Learning

Online learning has become a permanent necessity in higher education. The Faculty of Teacher Training and Education (FKIP) must ensure the availability of an integrated Learning Management System (LMS), digital studio space, digital question banks, and multimedia learning content. This readiness is not only for emergency needs but also to expand access to learning, accommodate working students, and increase learning flexibility. Hybrid learning models that combine face-to-face and online learning are also becoming the new learning standard in line with the demands of the modern world and Society 5.0. Lecturers need to be trained in creating learning videos, digital modules, synchronous-asynchronous classes, and authentic digital-based assessments. FKIP must have robust online learning policies, guidelines, and standard operating procedures (SOPs).

9. Student Knowledge Gap about School Conditions in South Kalimantan

Not all students have experience teaching in remote areas or schools with limited infrastructure. Yet, the majority of FKIP graduates will be placed in these areas. Therefore, the PLP program must be expanded to a wider range of districts/cities, so students understand the real-world conditions and are prepared to teach in diverse socio-cultural contexts.

10. Expansion of the International PLP/PPL Program

International mobility for students through internships (PPL) or internships (PLP) represents a strategic opportunity to enhance global competency and international cultural exposure. The SEA-Teacher program is already underway, but the number of participants is still

limited and does not yet cover a wide range of destination countries. To expand opportunities, the Faculty of Teacher Training and Education (FKIP) needs to develop new partnerships with international universities, open up external funding opportunities, and establish scholarship or cost-sharing schemes. FKIP also needs to prepare students through foreign language and cultural training to ensure effective mobility.

11. Demands for Technological Innovation and Graduate Readiness for Industry 4.0–5.0

Future teachers are expected to be able to produce digital learning media, simple applications, interactive modules, and multimedia content that support innovative learning. The world of work demands computational thinking skills, data literacy, and a stronger understanding of technology. This requires study programs to reorient their curriculum, strengthen technology-based courses, and develop digital learning laboratories. BAN-PT and ACQUIN accreditation requirements also require study programs to have innovations and superior products as indicators of quality.

12. Improving the Professionalism of Teachers and Education Personnel

As a Teacher Training Institution (LPTK), the Faculty of Teacher Training and Education (FKIP) must serve as the primary reference for improving teacher professionalism. Training programs on learning models, educational management, academic supervision, the use of learning technology, and teacher certification must be implemented systematically. These activities will help local governments improve the overall quality of education. Collaboration with provincial and district/city education offices must be strengthened through MoUs, MoAs, and ongoing programs. FKIP must establish a standardized and adequate teacher competency improvement center.

13. Strengthening National and International Cooperation Networks

Collaboration with various educational institutions, research institutions, the industrial sector, and government institutions is crucial for enhancing faculty capacity. International partnerships open up opportunities for collaborative research, co-teaching, student mobility, and accreditation readiness. Increasing the number of MoUs/MoAs must be accompanied by monitoring of outcomes to ensure they are not merely administrative in nature. The Faculty of Teacher Training and Education (FKIP) needs to have an internationalization roadmap and a measurable implementation strategy.

CHAPTER IV

VISION, MISSION, AND GOALS OF FKIP ULM 2026-2030

A. Developing Vision and Mission

The development of the FKIP vision was initially carried out through a process involving several related elements, both internal and external to the FKIP environment. This relates to graduates and stakeholders who are able to compete in the world of work, both domestically and internationally. The basic considerations and references in the development and establishment of this vision are closely related to external conditions, such as globalization issues, human resource development policy issues, plans for higher education development stages, as well as internal conditions at ULM itself, such as the qualifications and quality of human resources and supporting infrastructure as outlined in the Lambung Mangkurat University Strategic Plan 2024-2029.

The mechanism for developing the vision and mission begins with the appointment of a faculty vision and mission drafting team through Dean's Decree No. 1318/UN8.1.2/KP/2025 to draft a plan by receiving input from all parties involved. This drafting also refers to the ULM Vision and Mission as the umbrella for FKIP in determining the steps and objectives of the faculty, especially for graduates. Next, the draft/plan that has been prepared is submitted to the FKIP academic community (internal) and external agencies/parties (external) to solicit input from various sources. All input from all parties, both internal and external to the ULM FKIP academic community, is submitted to the ULM FKIP Senate forum to solicit input and consideration. After going through several stages, revisions and improvements are finally made.

The vision and mission that had gone through the revision process were again presented by the Dean at the faculty senate meeting forum, and were ratified on July 7, 2025. The faculty's vision and mission were then socialized to the entire academic community by inviting the following parties.

1. Faculty Leaders.
2. Educational Staff.
3. Educational Personnel.
4. Student.
5. Public.
6. Local government.
7. Alumni.
8. Department of Education and other related agencies.

The FKIP Vision that has been approved and socialized is, "Making ULM a center for the development of science, technology, arts and culture, and having a superior entrepreneurial character based on a wetland environment." The existence of this Vision is in accordance with the University's Vision which is always being reviewed, in line with the current developing industrial era. This Vision then became a study that developed in the FKIP ULM senate meeting, with the effort and desire to find a clear benchmark, so that the final evaluation in the Dean's position in carrying out his vision can be assessed for its level of success.

The description of the vision, mission, goals, targets and motto of FKIP ULM is as follows:

1. Vision of FKIP ULM

Lambung Mangkurat University's vision, "To establish ULM as a center for the development of science, technology, arts, and culture, with a superior entrepreneurial character based on wetland environments," provides a strategic framework that guides all work units, including faculties, to consistently contribute to realizing institutional excellence. This vision emphasizes four key elements: the development of science, technology, and culture, entrepreneurial character, academic excellence, and strengthening the local context based on wetland environments.

The vision of FKIP ULM is formulated in harmony and synergy with the vision of the university, by placing the role of education and teaching as a strategic element in achieving ULM's goals. The vision statement of FKIP

ULM: "To become a leading FKIP in the development of science and technology with local wisdom of the wetland environment, with an entrepreneurial character and global competitiveness" reflects the faculty's commitment to making the development of science, technology, and art an integral part of the learning, research, and community service process based on the ecological and cultural identity of South Kalimantan.

The vision of the Faculty of Teacher Training and Education (FKIP) of ULM strongly aligns with the policy direction of Lambung Mangkurat University through four main dimensions: developing science and technology-based education, strengthening local wisdom, integrating entrepreneurial character, and fostering global competitiveness. This vision reflects the faculty's commitment to implementing the Tri Dharma (Three Pillars) that are superior, contextual, innovative, and relevant to the demands of the 21st century.

The keyword "excellence" emphasizes FKIP ULM's commitment to achieving quality education, research, and community service that exceeds national standards and meets international quality frameworks. This excellence is measured through achievement of the KPI, implementation of an OBE-based curriculum, strengthening quality assurance, and productive academic collaboration.

Commitment to the development of science and technology (IPTEKS) is reflected in curriculum updates aligned with the KKNI (National Qualifications Framework), the integration of research into learning, the use of educational technology, and the adoption of project-based and transdisciplinary approaches. IPTEKS is positioned not merely as teaching materials, but as an innovative framework for creatively and practically solving educational problems.

South Kalimantan's local wisdom values, such as Haram Manyarah Waja Sampai Kaputing and Gawi Sabumi, serve as the foundation for student character formation and contextual curriculum development. Local wisdom is seen as a source of ethics, identity, and pedagogical approaches

that strengthen the relevance of education to community needs and preserve local culture.

The wetland ecosystem serves as the basis for the thematic excellence of the Faculty of Teacher Training and Education (FKIP) at ULM. Wetlands are understood as ecological, social, and cultural spaces with rich potential for contextual learning, educational research, and community empowerment. Ecological literacy, conservation, and interdisciplinary approaches foster the development of educators who are sensitive to environmental issues and play a role in achieving the SDGs.

Entrepreneurial character values are emphasized to develop graduates who are creative, independent, innovative, and capable of adaptive problem-solving. Through project-based learning, extracurricular activities, entrepreneurship programs, and soft skills development, FKIP ULM produces graduates who act as change agents in education and society.

Finally, the global competitiveness orientation affirms the faculty's commitment to contributing to international educational networks. This effort is realized through curriculum internationalization, foreign language competency enhancement, learning digitalization, global partnerships, and academic community involvement in international conferences and publications. This vision prepares ULM's FKIP graduates to become adaptive, digitally literate, globally-minded educators capable of competing internationally.

Overall, the vision of FKIP ULM combines local characteristics with a global orientation to form future educators who are superior, innovative, have character, and are relevant to the demands of modern developments.

A. The basis for the formation of the FKIP Vision and Mission

The basis for compiling the FKIP Vision is related to several things that encourage FKIP to establish a Vision to produce graduates who are able to compete in the global world of work, including:

1. Advances in science and technology present challenges and pressures for every university to compete and compete to produce quality output/graduates,

thus producing technological products that can compete in the global economy. This is to achieve competitiveness and competitiveness for the human resources they produce (output/graduates). ULM's vision is "*ULM as a center for the development of science, technology, arts and culture, and has a superior entrepreneurial character based on a wetland environment.*". ULM's mission as an umbrella for FKIP is to be a reference in achieving the desired higher education goals, especially for graduates.

The milestones achieved by Lambung Mangkurat University that have been compiled can be observed in the following image.

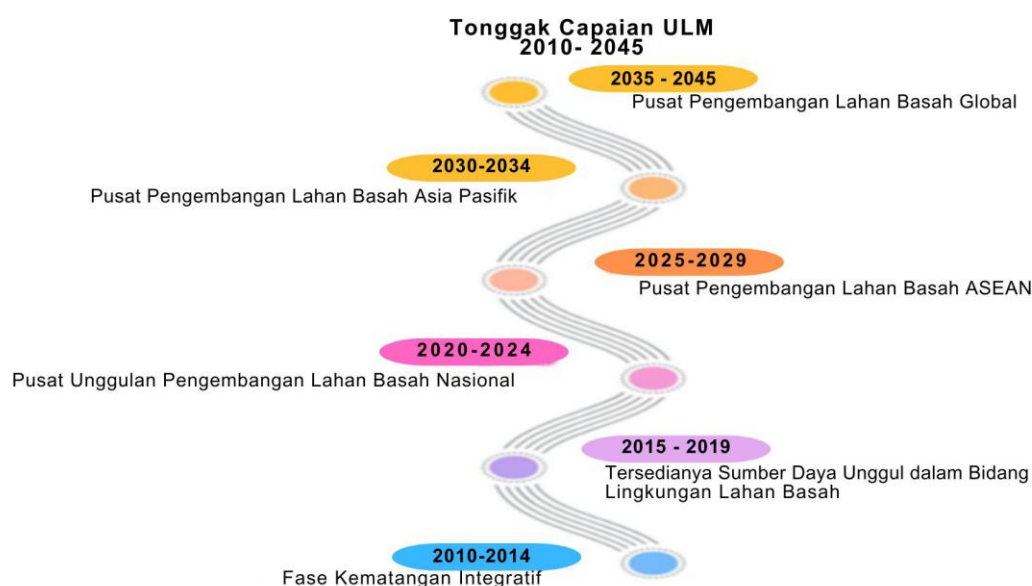


Figure 13 Milestones of Achievements of Lambung Mangkurat University

The FKIP milestones are compiled based on the ULM milestones. The FKIP ULM milestones can be seen in the following image.

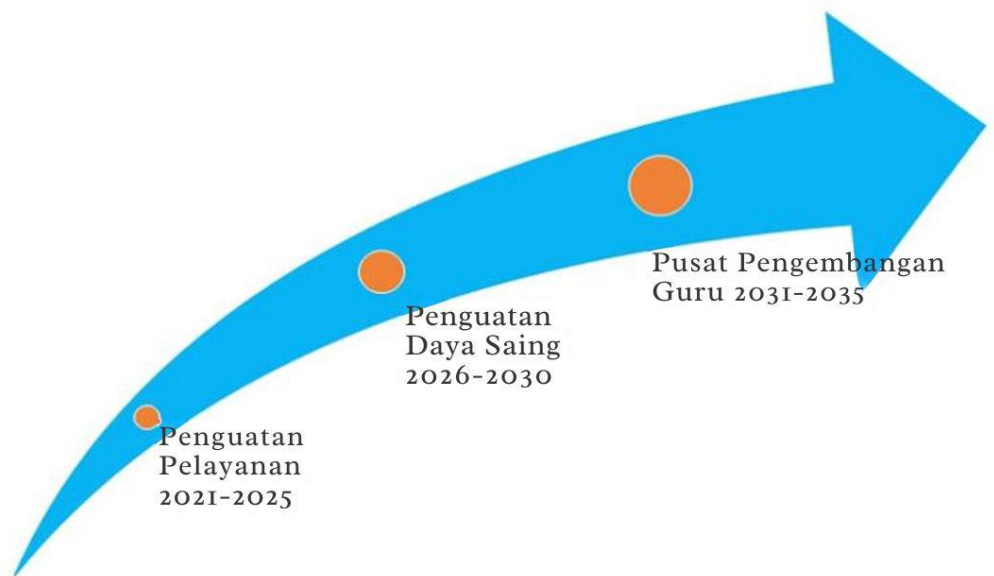


Figure 14 Milestones of FKIP ULM Achievements

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

1. 2021-2025: Strengthening Services

Target : (1) Implementation of a character-based learning system that supports graduate competitiveness, (2) Increasing Research & Community Service Capacity, (3) Increasing ICT Capacity

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

2. 2026-2030: Strengthening Competitiveness

- Target : (1) Graduates are more qualified and display superior character, (2) Improved quality of research and community service at national and international levels, (3) Superior human resources for teaching staff
- Indicator : (1) Graduates with high GPA and short study period and character, (2) Number of research and number of publications, (3) Number of qualified human resources with doctoral degrees and professorships.

3. **2031-2035:** Teacher Development Center

- Target : The realization of a superior and character-based faculty that has the ability to compete at the national and ASEAN levels.
- Indicator : More than 50% of the departments at FKIP ULM are internationally accredited

As an institution with noble aspirations for educational development, a foundation is needed to guide the formulation of its programs and activities. This framework, established by the institution as a shared guideline, is embodied in the institution's mission statement. Once the vision is established, the FKIP's mission statement, which outlines the institution's tasks and functions in achieving educational goals across various disciplines, is developed.

2. **Mission of FKIP ULM**

The formulation of the FKIP Mission is based on the Mission of Lambung Mangkurat University, which is the umbrella institution. In accordance with Dean's Decree No. 1318/UN8.1.2/KP/2025 concerning the Determination of the Vision and Mission of FKIP ULM, the Mission of FKIP ULM is:

- 1) Organizing the Tridharma of Higher Education in the field of teaching and educational science based on the principles of good university governance (GUG) and being proactive in the development of science and technology by providing an innovative and humanistic learning environment.
- 2) Creating an independent FKIP ULM environment that is able to synergize in managing human resources, finances, and faculty institutions.

- 3) Producing educational graduates who are adaptive, intelligent, have entrepreneurial character, and are globally competitive.
- 4) Implementing and disseminating the development of education, learning, research, and community service based on local wisdom of wetland environments.
- 5) Expanding quality collaboration networks with national and international partners in the field of the tridharma of higher education and developing information systems in an equal and mutually beneficial manner.

3. Objectives of FKIP ULM

The formulation of the FKIP Vision and Mission, which have been completed and become a shared guideline, must align with the FKIP's objectives. This is expected to ensure the implementation of the duties and functions of the academic community is directed. The scope of these objectives encompasses all FKIP academics and encompasses all elements related to the institution (both domestic and international). The existence of these objectives is expected to direct all existing activities to run well. In line with this, objectives are formulated as an elaboration of the FKIP's mission, as outlined below.

Mission 1: Organizing the Tridharma of Higher Education in the field of teaching and educational science based on the principles of good university governance (GUG) and being proactive in the development of science and technology by providing an innovative and humanistic learning environment.

Objective:

1. Improving the quality of the implementation of the Tridharma of Higher Education in the field of teaching and education in a professional and sustainable manner in accordance with the principles of good university governance (GUG).
2. Providing and developing an innovative, creative learning environment that supports an effective learning process for the academic community.
3. Creating a humanistic and inclusive learning atmosphere that supports

the development of the character and potential of students as a whole.

Mission 2: Creating an independent FKIP ULM environment that is able to synergize in managing human resources, finances, and faculty institutions.

Objective :

1. Increasing the capacity and participation of lecturers and educational staff through competency development programs based on performance and institutional needs.
2. Realizing transparent, accountable, and sustainable financial governance and utilization of infrastructure in supporting the achievement of the Tri Dharma and institutional strengthening.
3. Develop an integrated institutional management information and regulatory system to build a collaborative and quality-oriented work culture across all work units.

Mission 3: Producing educational graduates who are adaptive, intelligent, have entrepreneurial character and are competitive in the world of work.

Objective :

1. Improving the academic and professional competencies of graduates to be adaptive to changes and developments in educational science through the use of technology and educational innovation.
2. Enhancing the development of students' entrepreneurial character through innovative learning and support programs oriented towards real practice.
3. Improving the professional skills of graduates in the fields of education and related sciences through training, field practice, and other student mobility activities on a national and international scale.

Mission 4: Implementing and disseminating the development of education based

on local wisdom of wetland environments.

Objective :

1. Improving the quality of research results and community service results in the field of wetland environments to support the development of science, technology, art, and culture based on local potential and wetland environmental wisdom.
2. Improving the capacity and competence of human resources through the dissemination of science, technology, art and culture relevant to the characteristics of wetland environments.
3. Integrating research and community service results into the learning process to create innovative and dynamic learning in the preservation and utilization of wetland resources.

Mission 5: Expanding quality cooperation networks with national and international partners in the field of the tridharma of higher education and developing information systems. equally and mutually beneficial.

Objective

1. Strengthening collaborative cooperation with national and international partners to be more focused, measurable, and impactful in improving the quality of the Tri Dharma of Higher Education.
2. Utilization of effective, open, and integrated technology-based information systems to support the development of cooperation in the field of the tridharma of higher education.
3. Enhancing strategic partnerships with national and international institutions in the field of sustainable and mutually beneficial tridharma of higher education.

4. FKIP ULM's Targets

Based on the vision, mission and objectives of ULM, to measure the level of

achievement of the objectives of FKIP ULM, a number of strategic targets are required to be achieved by 2030.

- 1) The target related to the first objective to be achieved is
- 2) The target related to the first objective to be achieved is

The targets or indicators of the FKIP ULM Strategic Plan for 2026-2030 based on the Faculty's strategic objectives are as shown in the following table:

Table of Targets of the FKIP ULM Strategic Plan for 2026-2030 Based on the Objectives of FKIP ULM

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
1	Organizing the <i>Tridharma</i> of Higher Education in the field of teaching and educational science based on the principles of good university governance (GUG) and being proactive in the development of science and technology by providing an innovative and humanistic learning environment.	Improving the quality of the implementation of the <i>Tridharma</i> of Higher Education in the field of teaching and education in a professional and sustainable manner in accordance with the principles of good university governance (GUG).	1. Percentage of majors with “International” accreditation 2. Number of publications indexed by Scopus 3. Number of community service based on research results 4. Percentage of majors that received a minimum score of 80 on AMI 5. Number of undergraduate and

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			undergraduate study programs that have international accreditation or certificates recognized by the government (IKTS1.2). 6. Percentage of integrity zones built in the faculty (IKTS3.3) 7. Percentage of majors accredited as superior (IKSS1.1)
		Providing and developing an innovative, creative learning environment that supports an effective learning process for the academic community.	1. Percentage of classrooms with digital interactive hardware 2. Number of innovation labs & teaching factories 3. Number of PKM & student learning innovations

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			4. Student satisfaction index towards campus environment 5. Number of revitalized learning support facilities (IKSS1.9) 6. Number of revitalized learning support infrastructure (IKSS1.10) 7. Number of revitalized laboratory support facilities (IKSS1.11)
		Creating a humanistic and inclusive learning atmosphere that supports the development of the character and potential of students as a whole.	1. The number of DIPA revisions in the form of budget shifts in terms of fixed or changing budgets (IKSS 3.24) 2. Budget absorption rate (IKSS 3.25)

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			3. The amount of grant or collaboration funds managed by the faculty 4. Preparation of annual financial evaluation report on implementation of follow-up recommendations
2	Creating an independent FKIP ULM environment that is able to synergize in managing human resources, finances, and faculty institutions.	Increasing the capacity and participation of lecturers and educational staff through competency development programs based on performance and institutional needs.	1. Percentage of lecturers who have competency/professional certificates recognized by the business world and industry (IKSS 3.4) 2. Percentage of lecturers with doctoral qualifications (IKSS3.9) 3. Percentage of

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			lecturers with the position of Senior Lecturer (IKSS3.10) 4. Percentage with professorship (IKSS3.10) 5. Number of lecturers who participated in international level training 6. Percentage of lecturers who have experience working in industry/business/ work world 7. Percentage of lecturers who are involved in tri dharma activities at other campuses, in QS 100-300 based on field of science (QS100-300 by subject), working

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			as practitioners in the industrial world 8. Percentage of lecturers who participated in lecturer certification (IKSS3.8) 9. Percentage of educational staff who participate in competency development activities (further studies, competency certification from BNSP or international certification bodies, workshops/training of at least 16 hours that are relevant) that support the development of educational staff

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			(IKSS 3.12) 10. Academic community perception index regarding service
		Realizing transparent, accountable, and sustainable financial governance and utilization of infrastructure in supporting the achievement of the Tri Dharma and institutional strengthening.	1. The number of DIPA revisions in the form of budget shifts in terms of fixed or changing budgets (IKSS 3.24) 2. Budget absorption rate (IKSS 3.25) 3. The amount of grant or collaboration funds managed by the faculty 4. Preparation of annual financial evaluation report on implementation of follow-up recommendations

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
		Develop an integrated institutional management information and regulatory system to build a collaborative and quality-oriented work culture across all work units.	1. Number of work units that utilize information systems in planning and reporting 2. The number of institutional regulations updated in accordance with national policy developments 3. Percentage of work units implementing PPEPP in tridharma activities
3	Producing educational graduates who are adaptive, intelligent, have entrepreneurial character and are competitive in the	Improving the academic and professional competencies of graduates to be adaptive to changes and developments in educational science through the use of technology and	1. Ratio of students/departments participating in student exchange 2. Ratio of students/departments participating in student exchange 3. Percentage of

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
	world of work.	educational innovation.	classes that held guest lectures 4. Percentage of classes that had teaching practice 5. Percentage of undergraduate and undergraduate courses that use case-solving learning methods (case method) or team-based project learning as part of the evaluation weight (IKTS.1.1). 6. Bachelor's and Diploma 4/Diploma 3/Diploma 2 graduates who successfully find employment, continue their studies, or become self-employed. (IKTS 1.3)

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			7. Number of students involved in lecturer research (IKSS 4.5) 8. Number of students involved in Community Service activities by lecturers (IKSS 4.4)
		Enhancing the development of students' entrepreneurial character through innovative learning and support programs oriented towards real practice.	1. Number of PKM funded by third parties 2. Ratio of students/majors participating in entrepreneurial internships 3. Number of students who are entrepreneurs (IKSS 4.6)

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
		Improving the professional skills of graduates in the fields of education and related sciences through training, field practice, and other student mobility activities on a national and international scale.	1. Number of courses based on competency certification 2. Ratio of students / majors who do internships 3. Lecturers who provide guidance for Thematic KKN (IKTS 4.1) 4. Bachelor's and Bachelor's students who undertake learning activities outside their study program or achieve the lowest national level achievement. (IKTS 4.2) 5. Ratio of students: majors who do internships in industry 6. Ratio of students: majors who do internships abroad

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
4	Implementing and disseminating the development of education based on local wisdom of wetland environments.	Improving the quality of research results and community service results in the field of wetland environments to support the development of science, technology, art, and culture based on local potential and wetland environmental wisdom.	1. percentage of courses that integrate research results 2. percentage of community participation in training and local businesses 3. percentage of courses that are integrated with community service results 4. The ratio of lecturer output that has successfully received international recognition or been implemented by the community/industry/government per number of lecturers (IKTS.2.3.)

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
		Improving the capacity and competence of human resources through the dissemination of science, technology, art and culture relevant to the characteristics of wetland environments.	1. number of lecturers certified by BNSP/KAN 2. the number of lecturers who attended the seminar according to their respective fields of science 3. number of wetland-based exhibition and festival activities 4. Lecturers who carry out PPM activities (IKTS.2.4.)
		Integrating research and community service results into the learning process to create innovative and dynamic learning in the preservation and utilization of wetland resources.	percentage of courses that integrate research results percentage of community participation in training and local businesses percentage of courses that are integrated with community service results The ratio of lecturer output that has successfully

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
			received international recognition or been implemented by the community/industry/government per number of lecturers (IKTS.2.3.) Number of research outputs that have successfully received international recognition (IKSS.2.1.) Number of Intellectual Property registered with IPR Facilitation and assistance (IKSS.2.3.) Community service output that has successfully received national recognition (IKSS.2.4.) Intellectual property applied in the business and industrial world (IKSS.2.7.)
5	Expanding quality cooperation networks with	Strengthening collaborative cooperation with national and	Number of active MoUs/MoAs for community service activities and funded by

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
	national and international partners in the field of the tridharma of higher education and developing information systems. equally and mutually beneficial.	international partners to be more focused, measurable, and impactful in improving the quality of the Tri Dharma of Higher Education.	ULM partners (IKSS.2.6.) number of exchange programs and visiting scholars number of lecturers participating in the collaborative teaching program
		Utilization of effective, open, and integrated technology-based information systems to support the development of cooperation in the field of the tridharma of higher education.	Number of collaborative information systems in the field of the Tri Dharma of Higher Education the number of digital portals and online platforms related to cooperation in the field of the Tri Dharma of Higher Education with national and international universities
		Enhancing strategic partnerships with national and international	1. Percentage of achievement of the realization of

No	Mission of FKIP ULM	Objectives of FKIP ULM	Targets/Indicators 2026-2030
		institutions in the field of sustainable and mutually beneficial tridharma of higher education.	cooperation between FKIP ULM and Cooperation Partners and institutions within and outside the country 2. Percentage of sustainability of cooperation between FKIP ULM and Cooperation Partners and institutions within and outside the country

A. Goals and Target Performance Indicators

Based on the objectives of the Faculty of Teacher Training and Education, Lambung Mangkurat University, the performance indicators of the objectives to be achieved in 2030 are as shown in the table below.

Table of Objectives and Performance Indicators Objectives

Objective	Indicator
Improving the quality of the	Percentage of majors with “International” accreditation

Objective	Indicator
implementation of the Tridharma of Higher Education in the field of teaching and educational science in a professional and sustainable manner in accordance with the principles of Good University Governance (GUG).	Number of publications indexed by Scopus
	Number of community service based on research results
	Percentage of majors that received a minimum score of 80 on AMI
	Number of undergraduate and undergraduate study programs that have international accreditation or certificates recognized by the government (IKTS1.2).
	Percentage of integrity zones built in the faculty (IKTS3.3)
	Percentage of study programs accredited as superior (IKSS1.1)
Providing and developing an innovative, creative learning environment that supports an effective learning process for the academic community.	Percentage of classrooms with digital interactive hardware
	Number of innovation labs & teaching factories
	Number of PKM & student learning innovations
	Student satisfaction index towards campus environment
	Number of revitalized learning support facilities (IKSS1.9)
	Number of revitalized learning support infrastructure (IKSS1.10)
	Number of revitalized laboratory support facilities (IKSS1.11)
Creating a humanistic and inclusive learning atmosphere that supports the development of the character and potential of students as a whole.	Number of integrated character education activities
	Percentage of disability-friendly services
	percentage of students, lecturers and staff participating in the socialization of the code of ethics and PPKS.
	Number of students participating in the soft skills program
	Percentage of students using counseling services
Increasing the capacity and participation of lecturers and educational staff through competency development	Percentage of lecturers who have competency/professional certificates recognized by the business world and industry (IKSS 3.4)
	Percentage of lecturers with doctoral qualifications (IKSS3.9)

Objective	Indicator
programs based on performance and institutional needs.	Percentage of lecturers with the position of Senior Lecturer (IKSS3.10)
	Percentage with professorship (IKSS3.10)
	Number of lecturers who participated in international level training
	Percentage of lecturers who have experience working in industry/business/work world
	Percentage of lecturers who are involved in tri dharma activities at other campuses, in QS 100-300 based on field of science (QS100-300 by subject), working as practitioners in the industrial world
	Percentage of lecturers who participated in lecturer certification (IKSS3.8)
	Percentage of educational staff who participate in competency development activities (further studies, competency certification from BNSP or international certification bodies, workshops/training of at least 16 hours that are relevant) that support the development of educational staff (IKSS 3.12)
	Academic community perception index regarding service
Realizing transparent, accountable, and sustainable financial governance in supporting the achievement of the tri dharma and institutional strengthening.	The number of DIPA revisions in the form of budget shifts in terms of fixed or changing budgets (IKSS 3.24)
	Budget absorption rate (IKSS 3.25)
	The amount of grant or collaboration funds managed by the faculty
	Preparation of annual financial evaluation report on implementation of follow-up recommendations
Developing an integrated institutional management information and regulatory system, as well as building a collaborative and quality-oriented work culture across all	Number of work units that utilize information systems in planning and reporting
	The number of institutional regulations updated in accordance with national policy developments
	Percentage of work units implementing PPEPP in tridharma activities

Objective	Indicator
work units.	
Improving the academic and professional competencies of graduates to be adaptive to changes and developments in educational science through the use of technology and educational innovation.	Ratio of students/departments participating in student exchange
	Ratio of students/departments participating in student exchange
	Percentage of classes that held guest lectures
	Percentage of classes that had teaching practice
	Percentage of undergraduate and undergraduate courses that use case-solving learning methods (case method) or team-based project learning as part of the evaluation weight (IKTS.1.1).
	Bachelor's and Diploma 4/Diploma 3/Diploma 2 graduates who successfully find employment, continue their studies, or become self-employed. (IKTS 1.3)
	Number of students involved in lecturer research (IKSS 4.5)
	Number of students involved in Community Service activities by lecturers (IKSS 4.4)
Enhancing the development of students' entrepreneurial character through innovative learning and support programs oriented towards real practice.	Number of PKM funded by third parties
	Ratio of students/majors participating in entrepreneurial internships
	Number of students who are entrepreneurs (IKSS 4.6)
Improving the professional skills of graduates in the fields of education and related sciences through training, field practice, and other student mobility activities on a national and international scale.	Number of courses based on competency certification
	Ratio of students / majors who do internships
	Lecturers who provide guidance for Thematic KKN (IKTS 4.1)
	Bachelor's and Bachelor's students who undertake learning activities outside their study program or achieve the lowest national level achievement. (IKTS 4.2)
	Ratio of students: majors who do internships in industry
	Ratio of students: majors who do internships abroad
Applying research and	percentage of courses that integrate research results

Objective	Indicator
community service results in the field of wetland environments to support the development of science, technology, arts, and culture based on local potential and wetland environmental wisdom.	percentage of community participation in training and local businesses
	percentage of courses that are integrated with community service results
	The ratio of lecturer output that has successfully received international recognition or been implemented by the community/industry/government per number of lecturers (IKTS.2.3.)
	Number of research outputs that have successfully received international recognition (IKSS.2.1.)
	Number of Intellectual Property registered with IPR Facilitation and assistance (IKSS.2.3.)
	Community service output that has successfully received national recognition (IKSS.2.4.)
	Intellectual property applied in the business and industrial world (IKSS.2.7.)
Improving institutional capacity and competence through dissemination of science, technology, art and culture relevant to the characteristics of wetland environments.	number of lecturers certified by BNSP/KAN
	the number of lecturers who attended the seminar according to their respective fields of science
	number of wetland-based exhibition and festival activities
	Lecturers who carry out PPM activities (IKTS.2.4.)
Strengthening collaboration between national and international partners in the application of science and technology to create dynamic and competitive innovative solutions in the conservation and utilization of wetland resources.	Number of active MoUs/MoAs for community service activities and funded by ULM partners (IKSS.2.6.)
	number of exchange programs and visiting scholars
	number of lecturers participating in the collaborative teaching program

Objective	Indicator
Strengthening collaborative cooperation with national and international partners to be more focused, measurable, and impactful in improving the quality of the <i>Tri Dharma</i> of Higher Education.	Number of regional, national and international collaborations in the field of the tridharma of higher education (Research and PPM) IKSS 5.3
	Percentage of National Cooperation in the Tri Dharma of Higher Education with Universities that are members of KUUB
	percentage of regional, national and international collaboration in the curriculum field between study programs and partners in the field of the Tri Dharma of Higher Education (IKSS 5.1)
	Percentage of regional, national and international collaboration in the field of internships between study programs and partners in the field of the tridharma of higher education (IKSS 5.1)
	Number of international collaborations with foreign universities that have achieved QS300
	Percentage of national and international cooperation with private/industrial institutional partners.
Utilization of effective, open, and integrated technology-based information systems to support the development of cooperation in the field of the tridharma of higher education.	number of collaborative information systems in the field of the Tri Dharma of Higher Education
	the number of digital portals and online platforms related to cooperation in the field of the Tri Dharma of Higher Education with national and international universities
Enhancing strategic partnerships with national, international and industrial institutions in the field of sustainable and mutually beneficial tridharma of higher education.	Percentage of achievement of the realization of cooperation between FKIP ULM and Cooperation Partners and institutions within and outside the country
	Percentage of sustainability of cooperation between FKIP ULM and Cooperation Partners and institutions within and outside the country

CHAPTER IV

ACHIEVEMENT STRATEGY

Mission 1 Organizing the Tridharma of Higher Education in the field of teaching and educational science based on the principles of good university governance (GUG) and being proactive in the development of science and technology by providing an innovative and humanistic learning environment.

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
Goal 1 Improving the quality of the implementation of the Tridharma of Higher Education in the field of teaching and educational science in a professional and sustainable manner in accordance with the principles of Good University Governance (GUG).									
1	Cumulative number of Scopus indexed article publications	Improving article writing capacity through workshops, writing clinics, and mentoring from experienced reviewers. Encourage research collaboration with national and international researchers to	Vice Dean for Academic Affairs & Deputy for General Affairs and Finance	100	150	200	250	300	350

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		produce reputable publications. Provision of incentives and financial support including proofreading, translation, and Article Processing Charge (APC) costs.							
2	Number of community service based on research results	Integration of lecturer research results as a basis for preparing community service programs that meet community needs. Strengthening external partnerships with local governments, schools, industry, and local communities for the implementation of community	Vice Dean for Academic Affairs	42	45	50	55	58	60

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		service. Dissemination of community service results in the form of scientific publications, IPR, or applied products to expand the impact of benefits.							
3	Percentage of majors that received a minimum score of 80 on AMI	Strengthening the internal quality assurance system through compliance with document standards, regular monitoring, and direct coaching to departments. Increasing the capacity of department managers in understanding AMI instruments through training, workshops, and assistance in	Vice Dean for General Affairs & Finance	100%	100%	100%	100%	100%	100%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		preparing evidence. Implementation of timely and measurable follow-up of AMI results to ensure continuous improvement in each quality cycle.							
4	Number of undergraduate programs that have international accreditation or certificates recognized by the government (IKTS1.2).	Mapping the readiness and priorities of departments that are directed towards international accreditation/certification according to scientific characteristics. Technical assistance and mentoring in document preparation, compliance with international standards, and	Vice Dean for Academic Affairs Vice Dean for General Affairs & Finance	0%	10%	20%	30%	40%	50%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		external assessment simulations. Providing funding support and enhancing international cooperation, including academic collaborations that strengthen the global recognition of the department.							
5	Percentage of integrity zones built in the faculty (IKTS3.3)	Strengthening leadership commitment and a clean work culture through the socialization of integrity values, enforcement of regulations, and exemplary behavior in public service. Implementation of a transparent and digitalized	Vice Dean for General Affairs & Finance	50%	50%	55%	60%	65%	70%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		service system to minimize the potential for corruption, collusion and nepotism and accelerate service quality. Continuous monitoring and evaluation of areas of change in the Integrity Zone, accompanied by measurable follow-up improvements.							
6	Percentage of study programs accredited as superior (IKSS1.1)	Improving the quality of governance and education services through meeting national quality standards and preparing data-based performance evidence. Intensive accreditation assistance for each department	Vice Dean for Academic Affairs And Vice Dean for General Affairs & Finance	95%	100%	100%	100%	100%	100%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		to ensure optimal fulfillment of LAMDIK performance indicators. Optimizing the implementation of tracer studies, collaboration, publications, and student achievements to improve scores on accreditation instruments.							
Goal 2 Providing and developing an innovative, creative learning environment that supports an effective learning process for the academic community.									
7	Percentage of classrooms with digital interactive hardware	Gradual improvement of digital learning facilities, starting from priority classrooms according to	Deputy Dean for General Affairs and Finance	5%	10%	15%	20%	25%	30%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		learning needs. Maintenance and updating of devices through routine budget allocations and technical support from the ICT unit. Training lecturers and education staff to optimally utilize digital interactive hardware for learning.							
8	Number of innovation labs & teaching factories	Development of laboratories based on industrial and work world needs that support students' practical skills. Collaboration with external partners for funding, facility	Deputy Dean for General Affairs and Finance	2 lab	3lab	3lab	3lab	3lab	4lab

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		development, and ensuring the relevance of the teaching factory. Integration of innovative practices into the curriculum, so that laboratories are utilized consistently and produce real outputs.							
9	Number of PKM & student learning innovations	Strengthening the development of student creativity through PKM proposal workshops and competent mentoring. Provision of incentives and financial support for student teams in developing learning	Vice Dean for Student Affairs and Alumni	50 PKM	55	57	60	62	65

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		innovations and PKM. Collaboration between lecturers and students in research to encourage the birth of innovations that can be competed at the national/international level.							
10	Student satisfaction index towards Faculty Services	Improving the quality of physical facilities and campus comfort, including cleanliness, security, accessibility, and open spaces. A regular feedback survey system to identify student needs and complaints quickly	Deputy Dean for General Affairs and Finance	70%	75%	83%	85%	87%	90%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		and responsively. Improved digital-based campus services for easy access to information, administration, and academic services.							
11	Number of revitalized learning support facilities (IKSS1.9)	Mapping the need for revitalization of facilities through an audit of the condition of learning facilities in all learning spaces. Gradual revitalization of facilities based on the level of urgency, utilization, and contribution to the quality of learning.	Deputy Dean for General Affairs and Finance	5 Unit	7 Unit	10 Unit	13 Unit	16 Unit	19 Unit

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Budget optimization and collaboration with external partners to support continuous improvement of facilities.							
12	Number of revitalized learning support infrastructure (IKSS1.10)	Infrastructure development and maintenance planning includes space, electricity network, internet, and physical comfort of the campus. Supervision of the quality of construction and renovation according to the standards of suitability and safety of educational facilities. Utilization of environmentally friendly technology in	Deputy Dean for General Affairs and Finance	1 Unit	3 Unit	5 Unit	7 Unit	9 Unit	11 Unit

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		infrastructure revitalization to support green campuses and operational efficiency.							
13	Number of revitalized laboratory support facilities (IKSS1.11)	Modernization of laboratory equipment in accordance with scientific developments and student practical needs. Calibration, maintenance, and replacement of equipment to ensure safety and reliability in practical work. Strengthening cooperation with industry and research institutions to support the improvement of laboratory	Deputy Dean for General Affairs and Finance	1 Unit	2 Unit	3 Unit	4 Unit	5 Unit	6 Unit

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		facilities based on professional competencies.							
Goal 3 Creating a humanistic and inclusive learning atmosphere that supports the development of the character and potential of students as a whole.									
14	Number of integrated character education activities	Integration of character values into classroom learning, practicums, and co-curricular activities through project-based approaches and hands-on experiences. Organizing character internalization activities through student organizations, social awareness activities, cultural literacy, and character	Vice Dean for Academic Affairs	25	26	27	28	29	30

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		strengthening programs. Collaboration with external partners such as schools, communities, and religious institutions to expand the implementation of character values in students' real lives.							
15	Study room equipped with disabled-friendly facilities	Provision of physical and technological accessibility, including disability-friendly campus facilities, adaptive learning media, and assistive technology support. Improving the competence of lecturers and education staff in providing inclusive services	Deputy Dean for General Affairs and Finance	20%	25%	30%	35%	40%	45%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		through training and guidelines for services for people with disabilities. A system of assistance and special services for students with disabilities, such as academic assistance, counseling, and assessment adaptations as needed.							
16	Percentage of students, lecturers and staff participating in the socialization of the code of ethics/PPKS.	Holding regular socialization through seminars, workshops, and Learning Management System (LMS) which must be attended by all academics. Integration of code of ethics and PPKS materials into	Vice Dean for Student Affairs and Alumni	50%	60%	70%	80%	90%	100%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		academic and non-academic activities, including new student orientation and lecturer/staff meetings. Data-based participation monitoring through an integrated attendance system to ensure optimal participation achievement.							
17	Number of students participating in the soft skills development program	Developing structured soft skills programs through leadership, communication, entrepreneurship training, and student organization activities. Collaborate with external partners such as industry,	Vice Dean for Student Affairs and Alumni	500	700	900	1100	1300	1500

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		professional institutions, and alumni to provide competitive training. Providing incentives or recognition in the form of SKPI (Diploma Accompanying Certificate) or converting activities to credits.							
18	Percentage of students using counseling services	Strengthening academic and psychological counseling services that are easily accessible, safe, and maintain student confidentiality. Ongoing mental health and well-being literacy campaigns to raise awareness of the importance of counseling	Vice Dean for Student Affairs and Alumni	30%	31%	32%	33%	34%	35%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
1	Percentage of lecturers who have competency/professional certificates recognized by the business world and industry (IKSS 3.4)	Encourage lecturers to participate in competency and professional certification according to their field of expertise through training, competency tests, and collaboration with official certification institutions (BNSP, professional associations, and partner industries). Provision of financial support and facilities for the certification process, including preparatory training, exam fees, and easy access to certification information. Integration of certification results into lecturer performance through awards, credit points, and	Deputy Dean for General Affairs and Finance	23%	25%	27%	29%	30%	32%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		requirements for promotion to the next level to increase motivation and sustainability of certification achievements.							
2	Percentage of lecturers with doctoral qualifications (IKSS3.9)	Supporting doctoral study funding through internal scholarship assistance Proactively improve the service of submitting letters and administration for Assignments and Study Permits Proactively improve the service for submitting applications for the inclusion of degrees for lecturers who have completed their studies.	Deputy Dean for General Affairs and Finance	31%	32%	33%	34%	35%	36%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Strengthening the research and academic climate that supports faster and higher quality completion of doctoral studies. Incentives and awards for lecturers who have doctoral qualifications.							
3	Number of lecturers with the position of Senior Lecturer (IKSS3.10)	Assistance in accelerating academic career advancement through credit score assessment clinics and assistance in preparing rank documents. Providing assistance to encourage research productivity, publications, and IPR, which are the main requirements for applying for Senior Lecturer.	Deputy Dean for General Affairs and Finance	109	112	115	118	121	124

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Incentive and affirmative policies for lecturers who apply for and achieve the position of Senior Lecturer to increase motivation and participation.							
4	Number with professorships (IKSS3.10)	Provide internal mentors and reviewers for publications and credit points Intensive assistance in preparing promotion documents Academic position achievement-based incentives	Deputy Dean for General Affairs and Finance	20	22	24	26	28	30

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
5	Number of lecturers who participated in international level training	Facilitating international training participation through funds (BOPTN and PNBP), global MoUs, and short courses Strengthening foreign language skills and global competence	Vice Dean for Academic Affairs & Vice Dean for General Affairs and Finance	1%	2%	3%	4%	5%	6%
6	Percentage of lecturers who have experience working in industry/business/work world	Provision of research and publication facilities that support the acceleration of professors Award system for internationally outstanding lecturers Academic culture based on innovation, research and international networks	Deputy Dean for General Affairs and Finance	7	8	9	10	11	12

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
7	Percentage of lecturers who are involved in tri dharma activities at other campuses, in QS 100-300 based on field of science (QS100-300 by subject), working as practitioners in the industrial world	Develop strategic partnerships with QS 100–300 universities and leading industries. Providing lecturer mobility programs: joint research, guest lectures, industrial immersion. Provide incentives based on collaborative output (publication, innovation, IPR, professional recognition).	Deputy Dean for General Affairs and Finance	10%	10%	12%	13%	14%	15%
8	Percentage of lecturers who participated in lecturer certification (IKSS3.8)	Organize periodic mentoring and portfolio clinics for lecturer certification. Strengthening academic career development according to certification requirements (Tri	Deputy Dean for General Affairs and Finance Vice Dean for Academic Affairs	50%	51%	52%	53%	54%	55%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Dharma & publication). Facilitate administrative and system support to accelerate the certification process.							
9	Percentage of educational staff who participate in competency development activities (further studies, competency certification from BNSP or international certification bodies, workshops/training of at least 16 hours that are relevant) that	- Develop an annual competency training program that is relevant to the duties and career development of educational staff. - Facilitate competency certification (BNSP/international institutions) and support further studies according	Deputy Dean for General Affairs and Finance	100%	100%	100%	100%	100%	100%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	support the development of educational staff (IKSS 3.12)	to work unit needs. Provide incentives and awards based on competency development achievements and ensure monitoring of training participation of at least 16 hours.							

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
11	The number of DIPA revisions in the form of budget shifts in terms of fixed or changing budgets (IKSS 3.24)	More accurate budget planning based on faculty priority needs from the start of preparation. Strengthening coordination and synchronization between planning, finance, and program implementation units. Monitor budget realization periodically to minimize the need for mid-year revisions.	Deputy Dean for General Affairs and Finance	3	3	3	3	3	3
12	Budget absorption rate (IKSS 3.25)	Preparation of a clear budget execution timeline that is monitored by each person responsible for the activity.	Deputy Dean for General Affairs and Finance	93%	93%	94%	94%	95%	95%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Optimizing the acceleration of activity implementation since the beginning of the budget year. Rapid evaluation and reallocation of budget for activities that cannot be realized.							
13	The amount of grant or collaboration funds managed by the faculty	Increased external collaboration by strengthening networks with government, industry, and donor agencies. Provision of mentoring and grant proposal writing teams for lecturers and implementing units. Reward system for lecturers/units who successfully obtain grants or funding collaboration.	Deputy Dean for General Affairs and Finance	10	11	12	13	14	15

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
14	Preparation of annual financial evaluation report on implementation of follow-up recommendations	Establish a schedule for preparing structured financial evaluation reports and overseen by the faculty financial monitoring team. Ensure that every recommendation in the report is executed through a clear action plan: person in charge, timeline, and success indicators. Conduct regular follow-up meetings to evaluate the progress of implementing recommendations	Deputy Dean for General Affairs and Finance	1	1	1	1	1	1

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		and make continuous improvements.							
Goal 3 Developing an integrated institutional management information and regulatory system, as well as building a collaborative and quality-oriented work culture across all work units.									
15	Number of work units that utilize information systems in planning and reporting	Encourage the use of integrated information systems with regular training for all work units. Optimizing digital reporting features to make them easier to use and tailored to unit needs. Monitoring and evaluation of the use of information systems as a	Deputy Dean for General Affairs and Finance	2	2	3	3	4	4

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		requirement for reporting and assessing unit performance.							
16	The number of institutional regulations updated in accordance with national policy developments	Conducting regular regulatory reviews to adapt to national policy developments and higher education quality standards. Formation of a regulatory drafting team involving experts and related units to ensure implementation and context. Effectively disseminate new regulations to the entire community so that implementation can run optimally.	Deputy Dean for General Affairs and Finance	3	3	2	2	1	1

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
17	Percentage of work units implementing PPEPP in tridharma activities	Strengthening the capacity of work units through training and assistance in preparing PPEPP documents. Integration of PPEPP in every planning, implementation, evaluation, control, and improvement of the tridharma program. Standardized monitoring, internal audits, and follow-up reports across all work units.	Vice Dean for Academic Affairs	75%	75%	100%	100%	100%	100%

Mission 3 Producing educational graduates who are adaptive, intelligent, have entrepreneurial character and are competitive in the world of work.

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
Goal 1									
Improving the academic and professional competencies of graduates to be adaptive to changes and developments in educational science through the use of technology and educational innovation.									
1	The ratio of students per department who participate in student exchanges	Expanding national and international partnerships to open more student mobility quotas. Provide administrative, academic, and financial support to exchange participants. Intensive socialization of the exchange program through PA lecturers, faculty media, and student units.	Vice Dean for Academic Affairs	One student per study program	One student per study program	One student per study program	One student per study program	Two students from each study program	Two students from each study program
2	Percentage of classes that held guest lectures	Establish a minimum guest lecture policy for each core course per academic year.	Vice Dean for Academic Affairs	20%	20%	25%	30%	35%	40%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Utilizing alumni networks and industry/agency partners to present relevant speakers. Documentation and reporting of guest lectures as part of learning evaluation.							
3	Percentage of classes that had teaching practice	Collaboration with industry and professional institutions to support practicing lecturers in teaching. Alignment of practitioner materials with course learning outcomes (CPL). Incentives and administrative simplification for practitioners who contribute to teaching.	Vice Dean for Academic Affairs	20%	20%	25%	30%	35%	40%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
4		Strengthening lecturer capacity through workshops on the application of case methods and project-based learning. The integration of these learning methods in the RPS includes measurable evaluation weights. Monitoring the implementation of methods in class and evaluating success based on learning outcomes	Vice Dean for Academic Affairs	20%	20%	25%	30%	35%	40%
5	Percentage of undergraduate courses that use case-solving learning methods (case method) or	Lecturer training in case and project-based learning design and its integration into RPS. Collaboration with partners (industry/community) to provide real	Vice Dean for Academic Affairs	60%	60%	65%	70%	75%	80%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	team-based project learning as part of the evaluation weight (IKTS.1.1).	cases as learning materials. Monitoring implementation in each course and providing incentives for lecturers who consistently implement it.							
6	Bachelor's degree graduates who successfully find employment, continue their studies, or become entrepreneurs. (IKTS 1.3)	Strengthening career services, tracer studies, and industry networks to expand graduate employment opportunities. Integration of soft skills and entrepreneurship development activities into the curriculum and student activities.	Vice Dean for Students and Alumni	65%	65%	70%	75%	80%	85%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Career preparation assistance such as internships, competency certification, and job-matching services.							
7	Number of students involved in lecturer research (IKSS 4.5)	Prioritize student involvement in competitive research, applied research, and scientific publications with lecturers. Provision of incentives and BKP/SKPI recognition for students who participate in research. Optimization of internal funding and grants that require student involvement.	Vice Dean for Academic Affairs Deputy Dean for General Affairs and Finance	800	800	850	900	950	1000
8	Number of students involved in Community Service	Encourage the integration of lecturers' PkM activities with MBKM programs, Thematic KKN, and student	Vice Dean for Academic Affairs	800	800	850	900	950	1000

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	activities by lecturers (IKSS 4.4)	community projects. Providing facilities and logistical support so that students can be active in PkM across departments and regions. Publication and recognition of PkM output as a portfolio and fulfillment of students' SKPI.							
Goal 2 Enhancing the development of students' entrepreneurial character through innovative learning and support programs oriented towards real practice.									

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
9	Number of PKM funded by third parties	Strengthen partnerships with industry, government, and donor agencies to support PKM funding. Prepare PKM proposals based on partner needs and local potential to be more competitive in external funding. Optimizing publication and promotion of PKM output as added value for supporting partners.	Vice Dean for Student Affairs and Alumni	13	15	20	25	30	35
10	Ratio of students/majors participating in entrepreneurial internships	Organizing entrepreneurial internship programs through collaboration with MSMEs, business incubators, and start-up companies. Integration of entrepreneurial internship activities into the curriculum	Vice Dean for Academic Affairs	0	5	10	15	20	25

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		as part of learning outcomes. Monitoring and recognition of internship results as student portfolios and SKPI.							
11	Number of students who are entrepreneurs (IKSS 4.6)	Strengthening the entrepreneurial ecosystem through campus business incubators and access to student entrepreneurial funding. Ongoing training related to digital entrepreneurship, business management, and marketing for students. Organizing competitions, exhibitions, and business mentoring to encourage the birth of new student businesses.	Vice Dean for Academic Affairs, Vice Dean for General Affairs and Finance	61	66	71	76	80	85

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
Goal 3 Improving the professional skills of graduates in the fields of education and related sciences through training, field practice, and other student mobility activities on a national and international scale.									
12	Number of SKKNI-based courses	Integration of certification schemes (BNSP/international) into the curriculum and course RPS. Cooperation with LSP or external certification bodies in implementing competency tests.	Vice Dean for Academic Affairs	63	70	77	94	102	109

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Training for lecturers to become assessors/certification organizers according to their field of expertise.							
13	Ratio of students in the department who do internships	Strengthening industrial and agency partnership networks to expand internship quotas. Internship scheduling integrated into the curriculum to become a mandatory part of CPL. Monitoring and evaluation of internship performance through industrial supervisors and lecturers.	Vice Dean for Academic Affairs	0	2:5	2:8	2:11	2:13	2:15
14	Lecturers who provide guidance for	Lecturer assignments are based on competency and the distribution of	Vice Dean for Academic Affairs	20%	25%	25%	25%	25%	25%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	Thematic KKN (IKTS 4.1)	thematic KKN areas. Increasing the capacity of lecturers through community empowerment mentoring training. Provision of incentives and recognition from BKD for involvement in KKN guidance.							
15	Undergraduate students who undertake learning activities outside their study program or achieve the lowest national level achievement. (IKTS 4.2)	Encourage student participation in MKBT programs and academic/non-academic competitions. Provision of funding support, guidance, and administrative assistance for competitions/exchanges.	Vice Dean for Academic Affairs and Vice Dean for Student Affairs and Cooperation	5%	10%	15%	20%	25%	30%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		Collaboration with national partners to provide independent study programs and collaborative projects.							
16	Ratio of students: majors who do internships in industry	Ensure at least one semester of industrial internship in the curriculum for relevant majors. Centralized internship placement system based on industry needs and student interests. Evaluate internship effectiveness through industry feedback as a basis for program improvement.	Vice Dean for Academic Affairs	0	2:5	2:8	2:11	2:13	2:15
17	The ratio of students majoring in internships abroad	Expanding international collaboration with industry, global organizations, and partner institutions to open up opportunities for overseas internship placements.	Vice Dean for Academic Affairs Vice Dean for General Affairs & Finance	1:9	2:5	2:8	2:11	2:13	2:15

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
1	Percentage of courses that integrate research results	Integration of lecturer research results into RPS and teaching materials each semester. Research dissemination program to encourage the use of research in learning. Monitoring the implementation of research-based learning in core and elective courses.	Vice Dean for Academic Affairs	30%	50%	70%	80%	90%	100%
2	Percentage of lecturer participation in local training and businesses	Collaboration with local governments/local communities to organize community empowerment training. Promotion and mentoring of local business sustainability based on regional	Vice Dean for Academic Affairs	40%	45%	50%	55%	60%	65%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		potential. Monitoring system for participation and impact of training on increasing community capacity							
3	Percentage of courses that integrate community service results	Integration of lessons learned from community service into learning, case studies, and student projects. Developing teaching grants to encourage lecturers to incorporate community service outputs into teaching materials. Documentation and evaluation of the implementation of community-based learning in courses.	Vice Dean for Academic Affairs	30%	35%	40%	45%	50%	55%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
4	The ratio of lecturer output that has successfully received international recognition or been implemented by the community/industry/government per number of lecturers (IKTS.2.3.)	Assistance in accelerating research outputs (IPR, prototypes, innovative products) until they are ready for implementation. Promote strategic collaboration with industry, government and international institutions for output recognition. Incentives for lecturers who have applied work or obtain international recognition.	Vice Dean for Academic Affairs	1	1	1	1	1	1
5	Number of research outputs that have successfully received international	Strengthening the quality of publications and patents through international collaboration and global research funding support.	Vice Dean for Academic Affairs	174	179	184	189	194	199

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	recognition (IKSS.2.1.)	Active participation in international scientific conferences and networks to increase external exposure. Selection and incubation of potential research innovations to be directed towards international recognition.							
6	Number of Intellectual Property registered with IPR Facilitation and assistance (IKSS.2.3.)	Provide regular legal and technical assistance on IPR for lecturers and students. Providing funding support for IPR registration for research and innovation outputs. Evaluate research outputs every semester to identify potential innovations worthy of IPR registration.	Vice Dean for Academic Affairs Deputy Dean for General Affairs and Finance	237	242	247	252	257	262

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
7	Community service output that has successfully received national recognition (IKSS.2.4.)	Encourage community service programs that are oriented towards innovation and have a direct impact on society. Publication of community service results in national media/competitions and collaboration with the government/external partners. Assistance in preparing outputs and evidence of recognition for the national award application process.	Vice Dean for Academic Affairs	166	171	176	181	186	191

Goal 2

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
Improving institutional capacity and competence through dissemination of science, technology, art and culture relevant to the characteristics of wetland environments.									
8	Number of lecturers certified by BNSP/KAN	Providing scheduled competency certification programs according to the lecturer's field of expertise. Facilitation of funding and assistance for the certification process including competency assessment. Establish cooperation with LSP and certification bodies to facilitate implementation on campus.	Vice Dean for Academic Affairs Deputy Dean for General Affairs and Finance	64	80	90	100	110	120
9	The number of lecturers who attended the seminar according to their respective fields of science	Providing incentives and financial support for lecturers' participation in scientific seminars. Encourage active participation through BKD policies and publication	Deputy Dean for General Affairs and Finance	107	115	120	125	130	135

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
11	Number of active MoUs/MoAs for community service activities and funded by ULM partners (IKSS.2.6.)	Establish and strengthen strategic partnerships with government, industry, and community organizations for PPM funding. Develop collaborative PPM programs that align with partner needs and regional potential. Monitoring the effectiveness and sustainability of MoU/MoA with clear output reporting for partners.	Vice Dean for Student Affairs and Alumni	30	40	45	50	55	
12	Number of lecturers participating in the collaborative teaching program	Facilitating collaborative teaching schemes across campuses and across countries in each lecturer's field of expertise.	Vice Dean for Academic Affairs Deputy Dean for General Affairs and Finance	96	100	105	110	115	120

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
1	Number of regional, national and international collaborations in the field of the tridharma of higher education (Research and PPM) IKSS 5.3	Expanding strategic partnership networks with regional, national and international institutions relevant to the fields of research and PPM. Develop and implement collaborative Tridharma programs such as joint research, joint PPM, and publication outputs. Strengthening the management of MoU/MoA implementation by monitoring achievements and providing incentives for units/lecturers who actively collaborate.	Vice Dean for Student Affairs and Alumni Vice Dean for Academic Affairs	25%	26%	27%	28%	29%	30%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
2	Percentage of regional, national and international collaboration in the curriculum field between study programs and partners in the field of the tridharma of higher education (IKSS 5.1)	Developing curriculum with partners through joint curriculum, dual degree, credit transfer, and practitioner-based learning. Involving partners (industry/universities/institutions) in the preparation, review and implementation of the curriculum. Enhance collaborative learning activities such as guest lectures, teaching practitioners, and joint projects integrated into the curriculum.	Vice Dean for Student Affairs and Alumni Vice Dean for Academic Affairs	17%	17%	18%	19%	20%	21%

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
3	Percentage of regional, national and international collaboration in the field of internships between study programs and partners in the field of the tridharma of higher education (IKSS 5.1)	Enhance apprenticeship partnerships with industry, government agencies, and professional organizations at regional, national, and international levels. Develop a structured internship program that is integrated into the curriculum and meets the competency needs of the world of work. Strengthening the monitoring, evaluation and recognition system for internship outcomes as part of learning outcomes.	Vice Dean for Student Affairs and Alumni Vice Dean for Academic Affairs	18%	18%	19%	20%	21%	22%
4	Number of international collaborations with foreign universities that	Establish academic partnerships with QS Top 300 ranked universities through MoU/MoA agreements that focus on Tridharma.	Deputy Dean for Student Affairs and Alumni	0	1	1	2	2	2

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	have achieved QS300	Encourage the implementation of joint research, exchange programs, and visiting professorships with QS300 universities. Provide support and incentives for faculties/departments that produce measurable international collaboration outputs.							
Goal 2 Utilization of effective, open, and integrated technology-based information systems to support the development of cooperation in the field of the tridharma of higher education.									
5	The number of departments that utilize the collaborative	Development and integration of digital-based cooperation information systems that cover all Tridharma activities.	Vice Dean for Student Affairs and Alumni	0	10	13	16	19	21

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	information system in the field of the Tri Dharma of Higher Education	Optimizing the use of systems for recording, monitoring, and reporting collaboration outputs in real-time. Training and mentoring for work units so that all collaboration data is documented in one integrated platform.							
Goal 3 Enhancing strategic partnerships with national, international and industrial institutions in the field of sustainable and mutually beneficial tridharma of higher education.									
6	The number of realized collaborations between FKIP ULM and Collaborative Partners and	Ensure that every MoU/MoA is followed up into a real Tridharma program with clear output targets. Determine the PIC and implementation timeline for each cooperation agreement	Vice Dean for Student Affairs and Alumni Vice Dean for Academic Affairs	53	55	57	59	61	63

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
	domestic and foreign institutions	to ensure the realization of activities. Regular monitoring and evaluation based on output (publications, PPM, internships, guest lectures, etc.).							
7	The number of collaborations between FKIP ULM and Collaborative Partners at domestic and foreign institutions	Building long-term, mutually beneficial partnerships through recurring, multi-year programs. Improve the quality of collaboration implementation so that it becomes the basis for extending cooperation (renewal of MoU/MoA). Establish active communication and reporting of achievements with partners	Vice Dean for Student Affairs and Alumni	53	55	57	59	61	63

No	Indicator	Achievement Strategy	Person responsible	Baseline 2025	Target				
					2026	2027	2028	2029	2030
		to maintain relationships and develop further programs.							

CHAPTER V

CLOSING

The FKIP ULM Strategic Plan 2026–2030 is a strategic planning document that provides direction for faculty development over the next five years. This document serves as a guideline for all units within the FKIP ULM in formulating measurable, integrated programs and activities that align with the vision and mission of Lambung Mangkurat University. This strategic plan also serves as an instrument to ensure the continuity of institutional development and the systematic and sustainable improvement of the performance of the Tri Dharma of Higher Education.

The 2026–2030 planning period emphasizes strengthening graduate quality, increasing research capacity and producing reputable scientific publications, developing impact-oriented community service models, and enhancing the professionalism of lecturers and educational staff. Furthermore, strengthening data-driven governance, internationalizing academic programs, and integrating technology into the learning process and faculty management are strategic focuses expected to enhance the institution's competitiveness at the national and regional levels.

The successful implementation of this Strategic Plan depends heavily on the commitment, discipline, and consistency of the entire academic community in implementing the program according to the established mandate. Support from Lambung Mangkurat University, the government, external stakeholders, partner institutions, and the community is crucial in ensuring the achievement of the formulated strategic goals and performance indicators.

With the optimal implementation of the FKIP ULM Strategic Plan 2026–2030, it is hoped that the faculty will be able to strengthen its position as a superior, integrated, and contributing institution for the education of educational personnel, contributing to improving the quality of national education. May Allah SWT

continue to provide ease and blessings in every effort to develop the faculty, so that all strategic goals can be achieved as expected.



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