



STRATEGIC PLAN UNIVERSITAS NEGERI GORONTALO

RENSTRA UNG 2022-2024

First Revision, Year of 2021



INTRODUCTION

VISION

Unggul dan Berdaya Saing **(Excellent and Competitive)**

Praise and gratitude to Allah SWT for His grace and power that the Revision 1 - Strategic Plan of Universitas Negeri Gorontalo for 2020-2024 can be accomplished. The UNG Strategic Plan 2020-2024 is an official statement from Universitas Negeri Gorontalo that guides and determines the direction of UNG development in the next 5 (five) years (2020-2024) and is the implementation of the Master Development Plan (RIP) and the long-term vision of UNG 2010-2035.

Strategic Plan constantly evolves dynamically and contextually based on the principles of the Strategic Plan. The program's implementation is at least adapted to the demands of current developments and conditions, especially for operational matters. Strategic Plan should also be implemented both in the internal and external environment of UNG. Henceforth, in response to developments such as the implementation of Regulation of the Minister of Education and Culture (*Permendikbud*) Number 754/P/2020 as well as adjustments to the Strategic Plan of the Ministry of Education and Culture of the Republic of Indonesia, Strategic Plan of Universitas Negeri Gorontalo has been revised as a commitment to remain dynamic in following developments.

Finally, we expect that 2020-2024 Universitas Negeri Gorontalo Strategic Plan will serve as a guide for the development of UNG until 2024, to be used as the basis for the preparation of the Rector Annual Work Program, Faculty Strategic Plan, Departments and Institutions within Universitas Negeri Gorontalo



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TABLE OF CONTENTS

INTRODUCTION	i
LIST OF CONTENTS	ii
LIST OF TABLE	iii
LIST OF PICTURE	iv
CHAPTER 1. INTRODUCTION.....	1
1.1. General Condition.....	1
1.2. Potential and Problem	4
1.3. Future Challenge	17
1.4. Performance Achievements 2014 - 2018.....	21
1.5. <i>Grand Design Achievement of UNG Vision Year 2020-2024</i>	29
CHAPTER 2. VISION, MISSION, OBJECTIVES AND TARGET	32
2.1 Vision.....	32
2.2 Mission	33
2.3 Strategic Purposes	34
2.4 Strategic Target	34
CHAPTER 3. DIRECTIONS OF POLICY, REGULATION AND INSTITUTION	35
3.1 Policy Direction and Strategy of UNG 2020-2024.....	35
3.2 Work Unit Policy Direction	45
3.3 Regulation Framework.....	49
3.4 Institution Framework	51
CHAPTER 4. PERFORMANCE TARGETS AND FUNDING FRAMEWORK ...	53
4.1 Performance Target	53
4.2 Funding Framework.....	65
CHAPTER 4. CLOSING	67
APPENDIX.....	68

LIST OF TABLES

Table 1.1 Indicators of Ranking.....	6
Table 1.2 Key Performance Indicators and Performance Indicators	7
Table 1.3 Strategic Issues	8
Table 1.4 Development of the Number of New Students UNG Year 2014-2018.....	21
Table 1.5 Development of Number of Graduates of UNG Year 2014-2018.22.....	
Table 1.6 Number of Research Conducted by Lecturers Since 2014-2018.....	23
Table 1.7 Research Fund Allocation and Acquisition Year 2014–2018.....	24
Table 1.8 Number of Scientific Citation of UNG Lecturers Year 2014–2019	25
Table 1.9 Total Research Outcomes of UNG Lecturers Year 2014-2018	26
Table 1.10 Community Services and Empowerment by UNG Lecturers (2014-2018).....	27
Table 1.11 Student Creativity Program Funding Source by UNG Lecturer (2014-2018).....	28
Table 3.1 Direction of Strategic Policy.....	36
Table 3.2 Work Unit Policy Direction	45
Table 4.1 Program Targets, Program Performance Indicators, and Performance Targets of UNG 2020-2024	53
Table 4.2 Funding Framework for the Strategic Plan of Universitas Negeri Gorontalo 2020-2024.....	66

LIST OF FIGURES

Figure 1.1 Transformation of UNG	1
Figure 1.2 Number of Study Programs and Education Service Levels in Study Program	3
Figure 1.3 Study Program Accreditation Status in UNG	3
Figure 1.4 Development of UNG Ranking in the Last 5 Years	5
Figure 1.5 I Strategic Issues.....	10
Figure 1.6 Development of the 2014-2019 UNG Citation Number (<i>Google Citation</i>)	25
Figure 1.7 Development of the Number of Documents in Scopus 2014-2019.....	25
Figure 3.1 Organizational Structure of Universitas Negeri Gorontalo.....	52

1

INTRODUCTION

1.1. Basic condition

Universitas Negeri Gorontalo (UNG) is an institution forging its future through a long tradition of change. This institution has undergone a long history, since its establishment in 1963, it has undergone eight transformations. For this reason, UNG seeks to strengthen its identity by making changes and improvements.

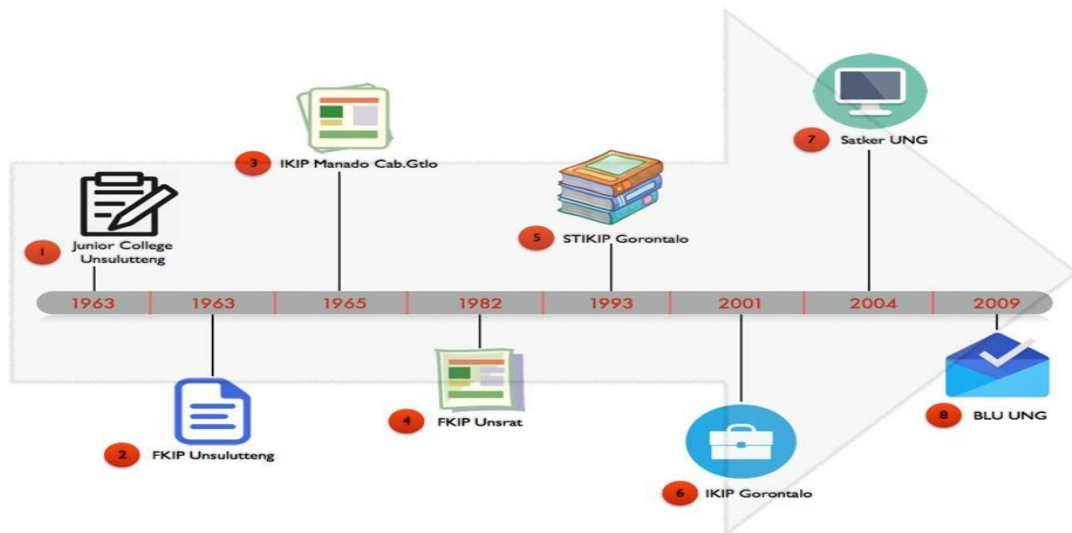


Figure 1.1 UNG's Transformation

According to Presidential Decree No. 54 of June 23, 2004, the State Institute of Education and Teachers' Training (*IKIP*) was renamed Universitas Negeri Gorontalo. This triggered academics' enthusiasm to improve the quality of education in Gorontalo Province and support government programs to prepare human resources for Indonesia Gold 2045.

The journey of UNG's institutional changes has an impact on increasing society's trust towards the institution. Communities in Gorontalo and other provinces in Eastern Indonesia, such as North Sulawesi, Central Sulawesi, Southeast Sulawesi, Maluku, North Maluku, and Papua have chosen UNG as one of the universities to further their education. Various future challenges such as the formation of the ASEAN Economic Community (MEA), which have implications for competition between ASEAN countries, require UNG to produce competitive

graduates at the ASEAN level and innovative works that can drive the economy. This challenge exacerbates UNG to continue upgrading to improve at the regional, national and global levels.

The current vision and mission of UNG is an escalation of the previous vision and mission, reflecting UNG's significant progress over the last 10 years. It also an effort to adapt to the dynamics of the strategic environment, including adjustments to the Ministry of Education and Culture's policy orientation (*Kemendikbud*). The commitment towards the direction of development and the manifestation of UNG's existence in the community in the Vision and Mission statement has a formal legal basis to serve as a blueprint for the next 20 years. The legal basis for the Vision and Mission of UNG is determined by the Decree of the Rector of UNG No. 019/UN47/D/2015 on February 7th 2015.

Furthermore, the change of Universitas Negeri Gorontalo from a work unit to a public service agency (BLU) began in 2011. In the same year, this university began its journey as a public service agency by establishing a vision in the UNG's Strategic Plan for 2010-2014, namely the creation of a competitive university to generate intellectual, skilled, and service-oriented human beings. The implementation of this vision is supported by four pillars, such as quality assurance, soft skills, information technology, and the environment. This agenda was implemented in academics, financial administration, student skill development, and cooperation and development innovation. Furthermore, Universitas Negeri Gorontalo has set four pillars for attaining its long-term vision throughout the 2015–2019 period, such as Quality Assurance, Soft Skills & Entrepreneurship, Partnership & Innovation, and Environment for Green Campus.

UNG 2035's vision is "Leading University in the Development of Culture and Innovation Based on Regional Potential in the Southeast Asian Region". In preparing the achievement of this Vision, in the period 2019–2023 UNG set a vision as “UNG Unggul dan Berdaya Saing” with a focus on regional development contributions in the Tomini Bay Area, which spans 14 districts in three provinces, including Gorontalo Province, North Sulawesi, and Central Sulawesi. Moreover, to achieve this vision, UNG conducted a thorough self-evaluation and identified four pillars: (1) improving accreditation status and strengthening the quality assurance system; (2) optimizing research and community service performance; (3) improving the reputation, quality and competitiveness of graduates; and (4) expanding international cooperation.

The increasing number of study programs marks UNG development and progress until 2019, consisting of 10 faculties, 1 Vocational School, and 1 Postgraduate Program. There is a total of 78 study programs, 51 undergraduate study programs, 5 Diploma programs, 2 Professional Programs, 16 Masters Programs (master), and 4 Doctoral Programs, as shown in Figure 1.2 below:

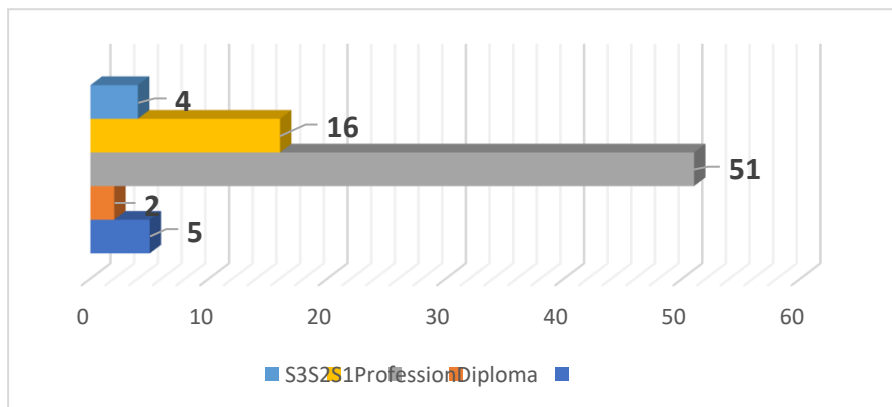


Figure 1.2 2 Number of Programs and Educational Service Levels in Study Programs

According to the Decree of BAN-PT (National Accreditation Board for Higher Education) Number 22/SK/BAN-PT/Akred/PT/II/2018, Universitas Negeri Gorontalo is now accredited "A". A total of 78 study programs have been accredited, with 14 study programs ranked A, 62 study programs ranked B, and two study programs ranked C. Figure 1.3 shows the accreditation status of study programs according to education level.

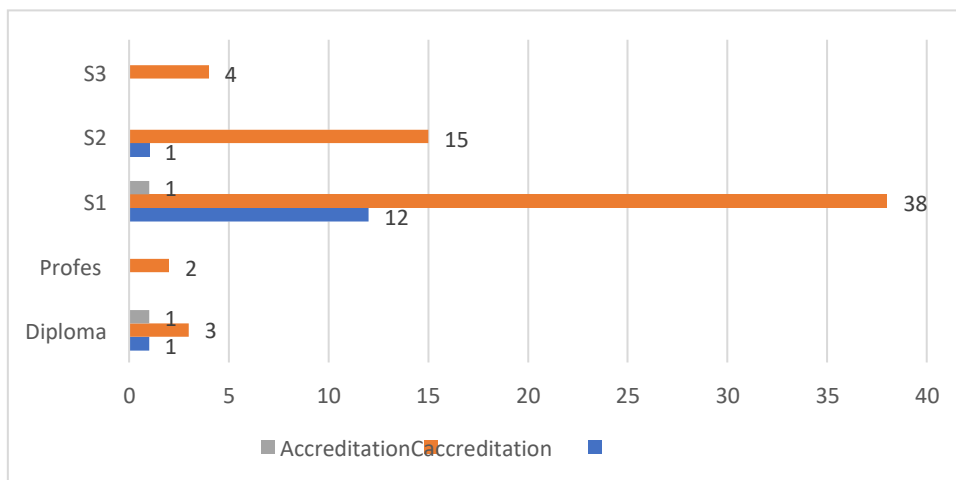


Figure 1.3 Study Program Accreditation Status at UNG

Along with the development of study programs, the need for human resource development (HR) is also increasing. Human resources development has increased since it became a Public Service Agency. Currently, there are 39 qualified professors at UNG and 233 qualified doctors out of 710 lecturers. Similarly, the development of human resource qualifications for educators continues to grow. The percentage of educators with undergraduate, master's and doctoral qualifications has reached 66 percent.

As a result of its growth, a large number of non-educational study programs have emerged alongside those that were previously primarily focused on education study programs. Furthermore, in 2020, Gorontalo Polytechnic was handed over to UNG via Letter No. 196/YPSDM- Gorontalo/IX/2020. Thus, the number of Diploma Study Programs increased by three programs. Hence, there were a total of five Diploma Study Programs at UNG. In consequence, the number of students at UNG has increased. There are currently 21,269 students enrolled at UNG.

Furthermore, before transitioning into a public service agency, the average GPA of UNG graduates' qualifications climbed up to 3.37 from 2.69. The increasing number of students has the consequence of the need to increase physical facilities, especially classrooms and laboratories, resulting in the development of a campus in Bone Bolango Regency, which was finished at the end of 2019. In addition, information technology and communication tools to support academic and financial activities are available and adequate.

1.2. Potential and Problems

An organization's (university's) strategic challenges are tied to internal circumstances and external circumstances. In principle, if management and leadership are effective, changes in internal conditions will be easily overcome. On the other hand, the development of external conditions is typically difficult for an organization to anticipate since it is dynamic and complicated. Changes in dynamic and complex external conditions have broad implications, often creating new problems that are complicated to unravel. Facing such a situation, universities play a critical role in providing solutions and making positive contributions to eliminate destructive external conditions.

Technology advances at a breakneck pace and the increasingly dynamic economic globalization impact changes in society's social pathology; human tasks are becoming easier due to technical advancement. However,

social disorders and various disruptions that emerged in technological advancement not only brought good, but also harm towards society, such as disparity, crime, cyber crime, and the fracture of national unity.

A. Internal

Universitas Negeri Gorontalo, which entered its fifty-seventh year, has produced graduates from various disciplines. The number of students until 2019 continued to increase to reach 19,697 people, supported by lecturers with educational qualifications in accordance with the available study programs. In addition, physical facilities, classrooms, and ICT use continue to grow, thus facilitating the teaching and learning process. The same case with UNG Non-tax revenue (*PNBP*) has increased from year to year. In 2015 UNG's *PNBP* measured to Rp 34,804,897,925, and in 2016 amounting to Rp 88,823,843,250. Next, in 2017 amounting to Rp 98,859,671,003, then in 2018 amounting to Rp. 99,506.372,043. Meanwhile, in 2019, Rp 102,322,934,750, and in 2020 amounting Rp. 124.063.192.129.-

The development of UNG in terms of student numbers, facilities and infrastructure, HR qualifications, and academic productivity in the form of research and service results and publications will increase UNG's ranking. According to the Ministry of Education and Culture's ranking, UNG was ranked 86 in 2020, which previously in the 100 position in 2019. Next, in 2018 it was ranked 47, 2017 ranked 50, in 2016 ranked 47 and in 2015 ranked 108. The development of UNG's ranking is shown in Figure 1.4 below:

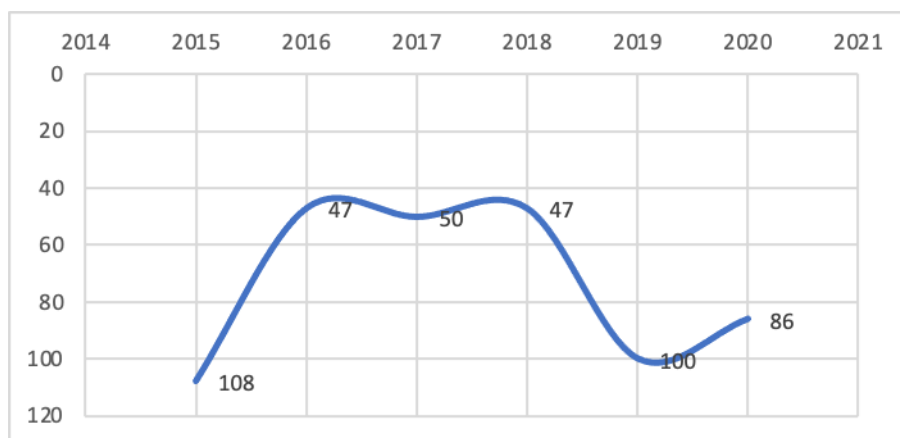


Figure 1.4 UNG Ranking Progress in the Last 5 Years

The decline in UNG's ranking must be coped with by undertaking a thorough assessment. College ranking indicators and weights in 2020 were consisted of Input (20%), Process (25%), Output (25%) and Outcome (30%). UNG must address six important indicators: academic reputation, graduate reputation, faculty and student ratio, scientific journal citations, international faculty, and international students.

Table 1.1 Ranking Indicators

Input	Process	Output	Outcomes
a. Presentation of lecturers with doctoral education is 40 %. b. Presentation lecturer position: Associate professor and professor by 35%, c. Ratio total students to lecturers by 15%, d. total international students by 8% and e. number of lecturers working as practitioner Industry min 6 months of 2%;	a. Accreditation BAN PT Study Program 40%, b. Online Learning 10%, c. Cooperation PT9%, d. PDDIKTI Report Completeness 10%, e. Amount Study Program in collaboration with DUDI, NGO or QS TOP 100 WCU by subject 2%, f. Study Program implements independent learning 2%, g. Students carry out the Independent Learning Program 2%,	a. The number of indexed scientific articles per lecturer is 30%, b. Research Performance 40%, c. Student performance 20%, d. Amount study program which accredited/ international certified 10%;	a. Innovation Performance 25%, b. The percentage of graduates who found a job within six months 15%, c. Number of citations per lecturer 20%, d. total patent per lecturer 15%, e. Community service performance 25%

UNG must optimize all efforts in terms of strategy and tactics in order to enhance its ranking in the coming year, with the goal of becoming in the top 40 by 2024.

On August 5, 2020 based on the Decree of the Minister of Education and Culture Number 754/P/2020 set the Main Performance Indicators (IKU), which includes eight Main Performance Indicators and 24 Program Performance Indicators which are the reference for universities in Indonesia to measure their performance

in 2021. Therefore, UNG responds to the change by including it in the 2020-2024 UNG Strategic Plan.

Table 1.2 Main Performance and Program Performance Indicators

No.	Main Performance Indicators	Program Performance Indicators
1.	graduates work readiness	1 percentage of graduates who are directly employed or self-employed
		2 percentage of graduates who continue their studies to a higher level
2.	Off-campus Students	3 number of entrepreneurial students
		4 number of outstanding students in academic, technology, social and cultural fields
		5 number of internships/work practices
		6 number of students performing community service activities in villages or schools
		7 number of students taking classes/lectures at other universities
		8 number of students conducting academic research
		9 number of students developing innovation products in the field of technology or social engineering for international competitions
		10 number of students performing humanitarian projects
3.	Off-campus lecturers	11 number of lecturers involved in formulating regional, national and international development policies
		12 number of lecturers contributing to the development of other higher education through three pillars which including education and teaching, research and development, and community service (<i>tridharma</i>) activities
		13 number of lecturers contributing to other institutions as practitioner/researcher/consultant/employee
		14 number of lecturers with national achievements
4.	Lecturer qualification	15 number of lecturers with a doctoral degree
		16 number of lecturers who have competency certifications or

		professional certificates
	17	number of lecturers from practitioners/professionals/industry

No.	Main Performance Indicators	Program Performance Indicators
5.	Lecturer's research determination	18 number of internationally recognized scientific works or applied in society
		19 number of internationally recognized applied for works or used in society
		20 number of works of arts that have received international recognition or have been applied in society
6.	Study Program Partnership	21 number of study programs conducting partnerships in curriculum development
		22 number of study programs conducting partnerships in providing internship programs or absorption of alumni
7.	In-class learning	23 number of courses using case method and learning method <i>team-based project</i>
8.	International Accreditation	24 number of internationally accredited study programs

Several strategic issues related to weaknesses, shortcomings, and potentials that require future improvement are listed in Table 1.3 below:

Table 1.3 Strategic Issues

No	Field	No	Strategic Issues
I	Academic	1	The number of research activities that are competing nationally and internationally is not yet optimized
		2	There is no accredited and reputable journal
		3	competitiveness of UNG graduates, especially non-educational graduates is not yet optimized
		4	Lecturer productivity in producing books, national and international articles and intellectual property rights is not yet optimized
		5	The limited number of lecturers doing community services
		6	Undeveloped downstream of research results and service activities
		7	Limited student achievements at national and international levels
		8	The percentage of study programs accredited A is still in small number
		9	There is no international-oriented study program

No	Field	No	Strategic Issues
II	Human Resources	8	Insufficient number of educators and education personnel
		9	Limited qualifications and scientific competence Reputable HR of UNG
		10	The low ratio of professors to the number of lecturers and unequal distribution of professors between faculties
III	Governance	11	Cooperation between government, private and international institutions is not yet optimized
		12	Limited sources of Non-Tax Revenue (PNBP)
		13	UNG's potential and assets as a source of income-generating is not yet optimized
IV	Infrastructure	14	The unachieved ratio between facilities and infrastructure and campus activities Unstandardized laboratory quality and updating of laboratory equipment, studios, workshops
		15	Limited supporting facilities and infrastructure towards an excellent and competitive campus

B. External

Strategic issues concerning external universities are so complex that require solutions. Besides government, universities also have a strategic role in creating and innovating to solve various problems. In coping with the current circumstances, universities must face eight strategic issues and emphasize the role and contribution of universities to provide alternative solutions. The strategic issues are:

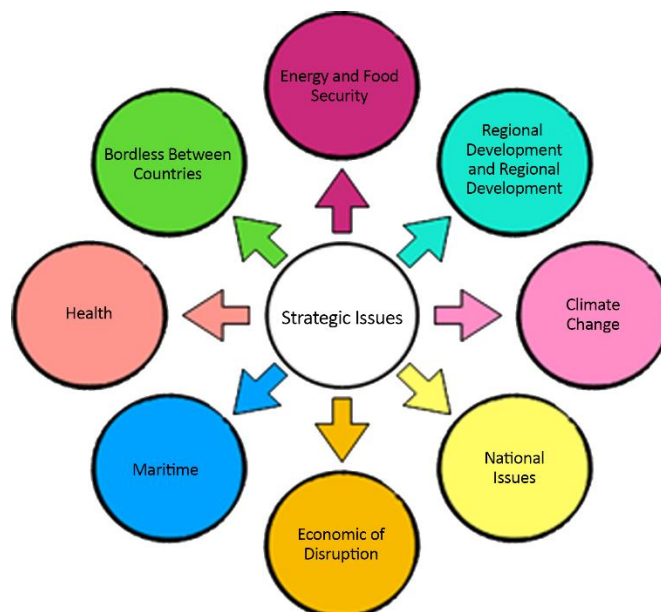


Figure 1.5 Strategic Issues

1. Bordless Between countries

Dynamic economic globalization is characterized by the increasing mobilization of people, goods, and services. High mobility is due to the ease of transportation and the development of information technology and impacts the ease with which people can engage and learn about happenings in different areas of the world. This has implications for the state's territorial boundaries limited by administrative issues. In consequence, the degree of interdependence between countries is increasing. Countries that are not prepared for the international arena and dynamic exchanges between people from other countries would lose everything.

The interaction of countries in the international community will erode nationalism, local cultural values will vanish and ancestral wisdom, which is the hallmark of a nation will continue to erode. Dominant cultures of other nations will internalize ideologies and social models that are incompatible with local culture. Further, the boundaries between countries are increasingly depleting, the distance between countries is getting closer, resulting in faster trade flows and more intense economic competitiveness.

Countries that are less prepared to compete tend to become consumers. This caused a demonstrative effect, including increasing demand for consumer goods which results in the flow of trade transactions causing inequality meaning increased demand for consumer goods from outside, resulting in a flow of economic transactions that causes inequality. Facing this predicament, universities play a strategic role alongside other stakeholders in providing knowledge and skills in the face of competition, fostering a sense of nationalism, and encouraging productive age to generate so that the nation is not dependent on imported goods and services.

2. Energy and Food Security

Technological advances and an increase in the number of population, middle class, and the level of community welfare have pushed up the demand for energy and food needs. Almost all countries rely on fossil energy sources that are unrenowable. Currently, these energy reserves are running low and require expensive investments with a high risk of failure in the utilization process. This condition creates fiscal instability for the government because world crude oil prices follow a market mechanism where price changes move. Indonesia, a net exporting country for fossil energy (crude oil), has transformed into a net import country as consumption increases and crude oil lifting declines.

Alternative energy sources in Indonesia are so diverse, such as wind, geothermal, solar, and other biofuels. Universities are the pioneers of development and its utilization is implemented by the government yet unfortunately universities'

involvement in alternative energy development is currently quite limited. Regardless alternative energy development continues to be carried out; it is still not in accordance with energy demand.

In addition, the demand for food is rising simultaneously as the agricultural area is shrinking and land productivity is decreasing, causing a reliance on pesticides and organic fertilizers, which cost a lot of money to increase productivity. The previous policy of standardized food consumption (rice) resulted in the abandonment of local food, affecting the increasing demand for rice. Consequently, the higher the demand thus the higher the price. Universities are expected to produce alternative foods or establish more productive rice varieties with limited land area and the government's role in ensuring food availability and security and market agricultural products with quality and pricing that can improve farmers' welfare.

3. *Climate Change*

Global warming continues as a result of the depletion of the ozone layer. This is due to the increasing use of gas and other electronic devices that directly impact the ozone layer's depletion. Besides causing floods and droughts, weather anomalies also affect agricultural products that frequently fail due to crop failure. Unfortunately, this condition is getting worse due to the forest area as a buffer and air lungs decreasing despite the fact that it has a strategic function as a flood barrier.

Climate change has a very broad impact, such as changes in the climate system that affect changes in nature and human life as well as the quality and quantity of water, forests, health, agricultural land, and marine coastal area ecosystems. This effect requires solutions, not only from a policy perspective but also technological capabilities to reduce the negative effects of climate change. Universities' role in this regard is urgently needed to provide answers.

4. *National Issue*

Advances in information technology not only make work and human interaction easier, yet they often cause problems. Various social issues that emerged on social media (information technology) without filters often lead to disputes. Unconfirmed government policies impacted on misperceptions, pros and cons. Conflicts between citizens often arise from social media. Advances in information technology are often used as a means of committing crimes. In addition, religious sentiments, ethnicity and ideological extremism are getting stronger and result in frequent conflicts between nations, which are often feared to cause divisions. For this reason, universities have a responsibility to restore the rifts that occur in the midst of people's lives,

The statesmanship of the political elite tends to be lower. The behavior of political vandalism is increasingly widespread. Meanwhile, the Indonesian people's personalities are still paternalistic and tend to imitate the elite's behavior. There are very few examples from the nation's elite on the one hand. The mandate holder's

political objective is frequently opposed to the public's will, which impacts a loss of faith in political elites at both the national and regional levels.

Several elements can indirectly use the life of hedonism that has escalated massively to commit corruption. Corruption is a crime because it has implications for high social costs, creates development failures, and even hinders public services. Rampant corruption crimes require prosecution and prevention. Universities can take a role by designing a curriculum that focuses on the need for ethics in managing public finances, encouraging transparency and accountability, and moral values for students who will later become holders of the mandate to manage the government.

The corruption crime also impacts poverty problems since the budget initially used for development needs has turned into meeting personal needs. The procurement of public facilities for the community's economic activities is hampered. Subsequently, the mobility and productivity of the community falters, which causes low production that has direct implications for low incomes and increasing poverty levels.

5. *Economics of Disruption*

Technological developments have brought about rapid changes yet old worldviews often shackle people. Currently, industrial development is in phase 4.0, marked by the use of information technology to allow mobility and fast services. Manual service models and community assistance activities that rely on the outdated system will be abandoned. Subsequently, while digital technology continues to develop, at the same time digital technology is sometimes rejected. Unconsciously, people are trapped in disruption. The era of disruption was marked by internet-based community activities that had an impact on economic instability; internet sales killed manual businesses, thousands of large and small businesses collapsed due to the decreasing number of buyers causing huge losses for the development of shopping centers. The disruption that occurred caused job losses in the trade sector and other sectors such as agriculture. Moreover, the digital economy continues to grow despite the fact that the agricultural sector is one of Indonesia's most essential pillars of development, notably in poverty alleviation programs.

The disruption era not only facilitates people's economic activity, but it creates economic turbulence for those without access to information technology. On the other hand, those who can adjust to these changes will obtain the benefits. Universities are expected to be innovators, and internet-based economic education must be available to students and society.

6. Regional Development and Inequality

The choice of development policies in the past placed too much emphasis on efficiency, causing an accumulation of development in one area. On the one hand,

this type of development model effectively promotes economic progress, and escalative economic transformation creates population mobility to the center of economic growth. Nonetheless, increasing urbanization causes certain areas to become dense, which impacts an increase in development costs. Meanwhile, other areas with a small population have a large area but are increasingly left behind. Imported components are used in the economic transition that encourages industrialization and the service sector, whereas commodity products produced outside the economic center are directly exported with minimal added value.

People who work in the secondary and tertiary sectors of the economy are experienced in the advanced economy. At the same time, the majority of the population continues to work in the low-wage primary industry. Furthermore, those circumstances contribute to disparities in income distribution and inequality between regions, villages, and cities. People with low incomes live in rural areas, causing a socioeconomic divide between rural and urban populations. In Indonesia, a similar situation, when industrialization was centered in Java, causing an economic "backwash effect" from outside Java. As a result, Java Island's economic contribution exceeds 50 percent, while other regions, particularly those in the Eastern Indonesia Region, are still less than 25 percent.

Inequality in income distribution and geographical disparities will create injustice, leading to social jealousy and national disintegration, jeopardizing the state's survival. Universities have a critical role in fostering innovations that improve the economic status of rural communities by developing the conceptual ability to devise policies in the context of reducing development inequality.

7. Maritime

The world's economic development has always relied on land areas, while the economic potential of the marine sector has not been fully utilized. Further, the fish commodity and the wealth of other marine resources processed are still not optimal. Historically, Indonesians lived their lives as sailors, and the sea became the economy's lifeblood. The triumph of the Europeans in the past made the sea an economic base and trade flow between nations. In terms of sea area, Indonesia has the second-longest coastline after Canada.

Additionally, Gorontalo has marine areas both in Tomini Bay and North Sulawesi. Tomini Bay is one of the largest bays in the world, which has great uniqueness and potential. Maritime potential in Gorontalo has not been well managed in terms of fisheries, tourism, pearls, and other wealth. The government's high commitment to maritime issues requires universities to take a significant role. For UNG, they must make Tomini Bay a laboratory and study center for all fields of science. Thus, UNG will become a place to "ask" about the Tomini Bay area through the establishment of the Tomini Resource Center (TRC) at UNG.

Besides Tomini Bay Area, Gorontalo has other geographical potentials. It is in the Eastern Region of Northern Indonesia, which is directly opposite the Asia

Pacific region and the South China Sea. The eastern part of northern Indonesia has an important role in international shipping flows that connect to the southern part of Indonesia by passing the Celebes Sea. The northern part of Indonesia where Gorontalo can become the 'epicenter' of regional development by attracting other areas such as North Sulawesi (Bolaang Mongondow), Central Sulawesi (Buol and Toli-Toli), and North Kalimantan. Unfortunately, despite being included as a strategic area, it is still lagging. The infrastructure supporting economic activities is still limited and requires development, especially in the maritime sector. The involvement of multi-stakeholders in the development of this area is both interesting and complex at the same time. Thus, it is expected to be synergized in the form of policy strategies and handling conceptions where universities, UNG in particular, have a strategic role in formulating the blueprint.

In 2020 the Ministry of Villages, Development of Disadvantaged Regions and Transmigration of the Republic of Indonesia appointed UNG as a village builder to create a special rural economic zone in the Tomini Bay Area. This is as stated in the Letter of Appointment of the Minister no. S.3137/HK.07.01/XI/2020 on November 25, 2020.

8. Health

Health is an external strategic issue of worldwide concern. Based on data from the Central Statistics Agency, 70 percent of areas in the eastern part of northern Indonesia have a life expectancy below the national average, which is 71.06 years. The data shows that the majority of regions in the area have a low health index. At the provincial level, only Central Java, East Kalimantan, West Java, and Bali have a population with a longer life expectancy than the average Indonesian population in general. In contrast, the other 13 provinces are still below the national average.

Life expectancy is the starting point for analyzing the increase in public health status. In addition, child and maternal mortality rates are still high. On the one hand, many small people still suffer from diseases due to limited access to health and are constrained by expensive health costs. Expensive health financing due to a limited budget, even though the Health Law has mandated the government to allocate financing for this sector at least 10 percent of Regional Revenues and Expenditures Budget for the benefit of public services. This is necessary because health problems, such as infectious diseases, malnutrition and extraordinary events are still common. However, in almost all regions, including Gorontalo, the allocation of financing for the health sector is still below 10 percent.

Another issue in the health sector is the unequal distribution of medical and paramedical professionals since it is centralized in urban areas. The number of health workers in rural areas is still limited. Hence, universities need to take an optimal role in producing the required human resources for health workers. This is where the urgency of establishing the Faculty of Medicine is a must to develop health

research (pharmaceuticals) to produce quality yet affordable medicines.

1.3. Future Challenges

1. Competition in Higher Education is Getting Tighter and the Presence of Foreign Corporation

Public awareness about the importance of education provides implications for increasing interest in continuing education in higher education. The number of higher education continues to grow, both public universities and private universities. The government no longer distinguishes them in terms of coaching and service, except in assistance and financial management. The standards of public universities and private universities have been equated. This policy has the consequence of competition between universities, between state universities and private universities. Facing such a situation, the performance of higher education continues to be encouraged, the implementation of good university governance is vital.

In addition, universities must be able to compete at the international level because universities are directed to be international class universities. The ability of higher education institutions can be measured, including two types of performance, including academic performance and financial performance. Improving these two types of performance is needed to accommodate the public's interest in accessing education which is no longer seen from the status of universities but rather on performance and services through accreditation results. Along with government policies that provide opportunities for foreign universities to operate in Indonesia, it certainly requires adequate readiness. Universities in Indonesia are required to make improvements to improve their performance.

2. Scientific Integrity and Capability of Corporation Human Resources

The progress of higher education is from the value of administrative accreditation, but also the improvement of the scientific reputation of the lecturers is also necessary. The complexity of the nation's problems is so high that it requires the right solution and policy to overcome it. The presence of universities is expected to be present in providing solutions, and it can be done by universities if the lecturers have scientific integrity and qualified scientific specifications.

Higher education requires the ability of human resources for lecturers who possess good scientific integrity, meaning that the insight of a lecturer is not used to justify wrong policies. A person's scientific integrity is built on expertise. The development of knowledge is not a request but an obligation. Therefore, building scientific integrity in higher education requires building capabilities. Higher education human resources are encouraged to have specifications in developing knowledge and formulating policies to provide solutions to the government based on their capabilities. It is often to find lecturers' involvement in formulating policies not based on capability but only based on their position in higher education

institutions. The involvement of university elements in external activities must be based on the principle of expertise.

3. Scientific Transdiscipline

The increasing complexity of the nation's problems requires a solution from a multidimensional perspective. Therefore, it requires the involvement of many people who have different backgrounds. Development policies are analyzed from the development aspect alone, and social, environmental, cultural, technical, and other aspects are needed. A sustainable development policy model (sustainability) is crucial, requiring a review from various aspects. In addition, the rapid development of technology and world civilization is directly proportional to the complexity of the problems it causes. Each problem requires a different treatment. The current problem-solving model is different from the previous model. In other words, the issues facing the world today are multi-sectoral and are interrelated. The approach cannot be overcome by using only one discipline or approach.

Therefore, international institutions such as UNESCO have advocated using a transdisciplinary approach to deal with the world's problems faced today. In relation to these conditions, the scientific development of lecturers in universities needs to be further strengthened to carry out synergy in solving global and national problems.

4. Campus Infrastructure and Academic Facilities

The size of the progress of a university is not only seen administratively with good accreditation, but the environment, in this case, campus infrastructure (roads, area, sports fields, and the availability of physical needs), is also crucial. Complete infrastructure within the campus environment will create conditions and a conducive atmosphere for carrying out activities on campus. In addition to supporting infrastructure, supporting facilities for academic activities are also necessary because academic performance is unlikely to increase without good infrastructure. Learning tools, classrooms, information technology availability, up-to-date laboratories, fully equipped studios and other needs must be adequate.

The increasing number of students accepted at UNG certainly requires more facilities. Henceforward, campus development was carried out outside Gorontalo City for the current campus could no longer accommodate the increasing number of students. The presence of the campus in the new location is not only about adding classrooms but aims to improve academic facilities that are better more complete in order to support the progress of UNG in the future.

5. Strengthening Researcher Competence and Demands for Downstream Research

The Ministry of Research, Technology and Higher Education prepares schemes and stimulants for research and service activities every year. Although universities are under the Ministry of Education and Culture, strengthening research

and service activities remains a government program. This stimulant is intended to stimulate and encourage productivity for lecturers at universities to conduct quality research and provide benefits for scientific development. There are thousands of quotas prepared by the government, but every year the number of researchers who are considered eligible is very limited. There are quite a number of lecturers who submit research proposals. Still, those accepted, especially at UNG, are relatively few, judging from the ratio of the number of lecturers. Even professors actively involved in research activities are still less than 10 percent. It is undeniable that most professors are 'comfortable' with their positions because the assumption is that professors are the highest academic positions that no longer require credit points. This condition occurs not only in UNG but in Indonesia in general.

Additionally, society's problems become more complex; thus, more research themes should be conducted. The problem is that the interest and motivation of some lecturers to conduct research and service is still very low. Research activities carried out by lecturers are still focused on the need for promotion; nonetheless, a lecturer's main task is teaching and developing their knowledge through research activities. Today there is even a demand for research-based teaching. Even if some productive lecturers conduct research both on campus and in collaboration with the government, the research results are not followed up. Research requires follow-up through downstream research results because it can be implemented to solve the problems faced by the community. Innovation that continues to develop to facilitate human work is a downstream form of research. The downstream of research is still very limited. If this continues, our nation will only become consumer in the future; in fact, quality research results will be taken over by other people to develop it.

In addition to the five main challenges ahead described above, within the framework of the transition process towards "Excellence and Competitiveness", UNG, like other universities in Indonesia, is faced with anomalous higher education environmental conditions and can become obstacles in development. These anomalies include:

- a) *Moving Policy*. The management and development of institutions in which government policies act as the institutional and legal basis. However, the consistency of the Indonesian government's policies is relatively fragile; very often, there is a change of leadership followed by a policy change. Consistency in government policies is needed as a basis for long-term institutional development.
- b) *Noblesse Oblige*. Many parties still view higher education as only a rite to achieve the honor and glory of science (Noblesse Oblige). UNG continues to introduce global competition betting to its academic community from an early age, namely competition oblige.
- c) The pressure and complexity of the problems. The little efforts to develop higher education and higher education human resources, in particular,

have given rise to a boiling frog in the world of higher education, namely, the world is changing so fast. Still, universities seem to be complacent, lulled by hopes of public attention and improving the situation. This condition also causes universities in the country, in general, to be only able to be reactive, even become imitators, and produce output with limited quality. Responding to this, UNG continues to move forward creatively (agile) by leap frog

- d) *Exclusive Excellence*. In catching up, universities can become centers of excellence isolated from the majority of their community (exclusive). Therefore, the development of UNG is oriented towards answering the problems of all components of the nation and must provide education for everyone with high academic potential. The existence of UNG must be able to empower all elements of society (inclusive excellence) in line with UNG's Vision, as an Excellent and Competitive University towards "Leading University".

1.4 Performance Achievements 2014 – 2018

The dynamics of change and development of UNG show a tendency to increase the level of public trust in UNG by making UNG one of the universities of choice to gain knowledge for the community in Gorontalo Province and other provinces in Eastern Indonesia, such as North Sulawesi, Central Sulawesi, Southeast Sulawesi, Maluku, North Maluku and Papua.

Data on the development of the number of new students in the last five years is as listed in Table 1.4 below:

Table 1.4 Development of the Number of New UNG Students in 2014-2018

Student Admission Path	ACADEMIC YEAR				
	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
INDEPENDENT	1293	1060	1203	1202	893
SNMPTN	1236	1572	904	1078	1068
SBMPTN	1739	1812	2131	2598	3026
TOTAL	4268	4444	4238	4878	4987

The number of students who choose UNG as a place to study each year increases significantly, showing a manifestation of the increase in the degree of public trust in UNG. The presence of students, currently around 20,000 students, means that UNG can contribute to economic development (agent of economic

development) in the Eastern Region of Indonesia, especially the northern region, covering North Sulawesi, Central Sulawesi, Maluku, North Maluku and Papua. The with a percentage of 36.14% - contributes indirectly to economic development in Gorontalo Province, especially in spending on education needs (public spending on education).

The presence of students from various regions with various socio-economic backgrounds also shows that UNG is committed to providing opportunities and equal distribution of education, including for the nation's underprivileged children. This can be seen, for example, from the data on the proportion of students receiving the Bidik Misi scholarship at UNG in the 2015/2016 academic year of 44.45% and ranks second in the ranking of universities with The highest number of BidikMisi scholarship recipients in Indonesia, after Universitas Negeri Padang (UNP) In addition to the track record of student development, the development of UNG's achievements in the last five years (2014-2018) in the aspect of academic service performance is the basis for seeing UNG's success in mobilizing resources in order to achieve the vision and mission. Specific measures that are used as a reference in measuring the progress of UNG's achievements through the performance achievements of three areas of work, including (a) Education and Teaching Performance, (b) Research performance, and (c) Community Service Performance.

A. Educational and Teaching Performance

Education and teaching performance can be seen from the number of graduates. The number of graduates tends to increase, although not exponentially, from year to year. The increase influences this in the number of inputs in the form of new students, which increase every year, both Diploma (D3), Undergraduate (S1), Postgraduate (Master). In 2014, UNG began to produce graduates in the professional field. Complete data on graduates of Universitas Negeri Gorontalo is shown in Table 1.5 below:

Table 1.5 Development of the Number of Graduates/Alumni of UNG in 2014-2018

No	GRADUATE OF	YEAR				
		2014	2015	2016	2017	2018
1	Diploma	128	153	137	55	13
2	Profession	66	93	190	81	139
3	Bachelor	2530	3016	2679	3342	3167
4	Master	80	223	138	166	294
5	Doctor	-	-	-	3	-
TOTAL		2,989	2804	3485	3144	3647

Another indicator to assess the performance of Universitas Negeri Gorontalo academic field is the length of study. The length of study for undergraduate students since 2010 has reached four years to 3.5 years. This shows that the commitment to provide satisfaction to students as stakeholders is the primary concern of UNG.

B. Research Performance

The number of lecturers conducting research in the 2014-2018 period has increased. The amount varies, both research funded through Dikti grants, Non-tax revenue, collaborative research, and independent research. Research funded through Dikti grants is 463 titles, Non-tax revenue is 284 titles, collaborative research is 33 titles, and Mandiri research is 66 titles. The increasing number of research titles has implications for the existence of research outputs in the form of articles/lecturer manuscripts published in journals, books, works of art and literary works at national and international levels. In addition to these studies, there are also overseas collaborative studies that have been carried out, such as UNG's research with EHIME University.

In general, the achievement of lecturer research performance funded by higher education funds is still higher than research independently financed. This shows that the space for autonomy/independence owned by

Universitas Negeri Gorontalo in financing research is growing significantly. The sources of funding for research by UNG lecturers for the last five years are shown in Table 1.6 below:

Table 1.6 Number of Research Conducted by Lecturers Since 2014-2018

NO	SOURCES OF FINANCING	Number of Research Titles				
		2014	2015	2016	2017	2018
1	Independent	8	9	6	29	14
2	Non-tax revenue	123	115	-	46	-
3	Higher Education	89	74	106	106	88
4	Local Government, Etc	3	3	9	10	8
TOTAL		136	201	121	191	110

The data in Table 1.6 shows that over a period of 5 years, 7.8% of UNG research lecturers conducted independent research, 33.5% of research was financed by Public Service Agency (BLU) Non-tax revenue (PNBP) UNG funds; 54.7% funded by DITLITABMAS DIKTI; and 3.9% funded by other ministries and cooperation partners.

Sources of research funds managed by the UNG Community Service and Research Institute (LPPM) are derived from several sources, including APBN funds allocated through DIPA LITABMAS and Non-tax revenue funds allocated through the budget allotments (DIPA) UNG as well as research funds sourced from UNG Non-tax revenue. Research funding from APBN funds is obtained through competitive mechanisms, both nationally competitive and decentralized grants. Other funding sources from DIKTI are the IMHERE research grant and the Islamic Development Bank (IDB). The development of research funding from various sources is shown in Table 1.7 below:

Table 1.7 Allocation and Acquisition of Research Funds in 2014 – 2018

SOURCE FUND	YEAR (Rp)				
	2014	2015	2016	2017	2018
Non-tax revenue	660.03.500	2,715,000,000	0	2,605,000,000	0
Cooperation Fund	333,325,950	295,119,460	1,205,410,000	887,163,000	873,023,500
State Budget	4,436,986,901	5,440,500,000	9,116,800,000	9,479,521,000	8,746,280,000
Amount	5,430,316,351	8,450,619,460	10,322,210,000	12,971,684,000	9,619,303,500

Source: Research and community service institute (LPPM) UNG, 2019

The sources of collaborative research funding come from research collaborations with the Provincial Government, Regency/City Governments, the private sector and ministries outside the Ministry of Education and Culture. Collaborative research has been regulated in the UNG Research Handbook.

The Community Service and Research Institute continues to explore funding creatively through the empowerment of study centers and the potential of UNG so that the ratio of non-routine financing continues to increase. In the period 2010-2014, the Research Institute had experienced an increase in status in the assessment of research performance by DIT-LITABMAS, namely from the Fostered Cluster (Binaan) to the Main Cluster (Utama) with two gold stars based on the Decree of the Director-General of Higher Education Number 21/DIKTI/Kep/2014 concerning Higher Education Research Performance in the Environment Ministry of Education and Culture Period 2010-2012. In Addition, with the Main status, the management of research funds will refer to Leading Higher Education Research. In addition to scientific research publications in journals and books, UNG lecturers' academic contribution can also be seen from the international citation index from 2014 to 2018. The number of citations on articles/books/manuscripts produced by UNG lecturers/researchers during 2014-

2019 amounted to 29,757 sources. In detail, the citation data can be seen in Table 1.8 below:

Table 1.8 Number of Scientific Citation of UNG Lecturers in 2014 - 2019

YEAR					
2014	2015	2016	2017	2018	2019
2097	2711	4217	5728	6939	8065

The citation data is based on citation documents from google. In general, the performance of scientific publications for UNG lecturers/researchers has increased significantly during the 2014-2019 period, both in terms of citations and the number of publications.

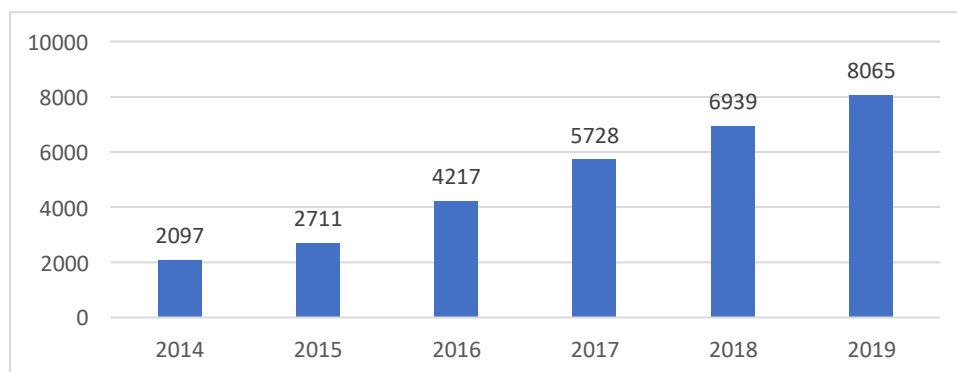


Figure 1.6 Development of 2014-2019 UNG Citation Number (Google Citation)

International article citations recorded on Scopus contained 124 documents/articles cited as many as 245 citations. Data related to documents/articles/manuscripts on Scopus for 2014-2019 totaled 202 documents.

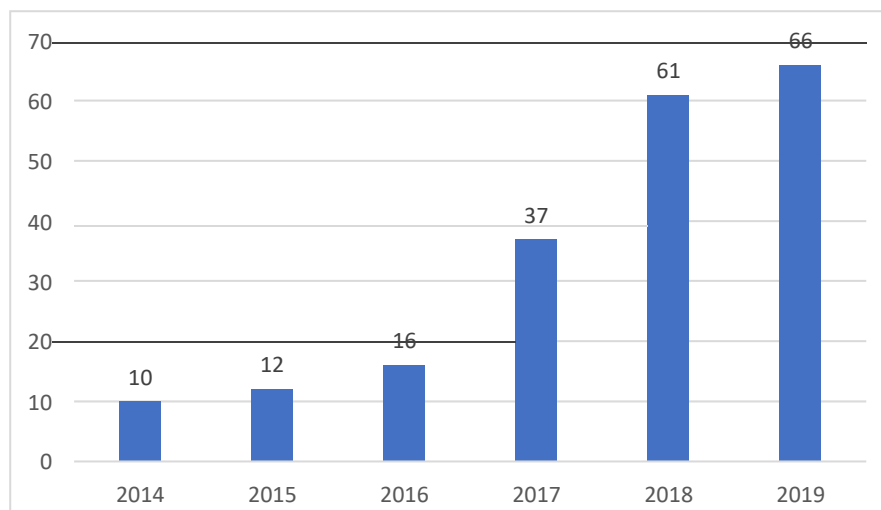


Figure 1.7 Development of the Number of Documents in Scopus 2014-2019

The increasing scheme of research costs, starting from independent and other institutions, dramatically influences the scientific publications of lecturers/researchers in accredited journals, both nationally and internationally. Lecturer's scientific publication data for 2014 - 2018 is as listed in Table 1.9 below:

Table 1.9 Total Research Outcomes of UNG Lecturers in 2014 - 2018

TYPE OF WORK	TOTAL TITLE				
	2014	2015	2016	2017	2018
Articles in Dikti Accredited Journals	5	10	26	15	10
Articles in International Journals	21	15	41	39	71
National-Level Books	24	11	56	36	14

Source: LPPM 2019

Table 9 shows that research outputs in the last 5 (five) years in the form of scientific journals accredited by Dikti amounted to 66 articles, international journals amounted to 187 articles, outputs in the form of national-level books with ISBN amounted to 141 books.

C. Community Service Performance (PKM)

As part of the Tri Dharma (three pillars), the performance of community service from year to year continues to be improved. The community service includes training, economic and social services, fostered villages, illiteracy prevention, 9-year fair implementation, Community Service (KKS), natural disaster management, and assistance in community economic empowerment.

Master Plan for Research and Community Service UNG 2015-2035, elaborated into a service roadmap (PkM) for each excellent field. The policy that forms the basis for the preparation of the long-term PkM agenda refers to the Master Plan for Research and Community Service 2015-2035 and RIP UNG 2010-2035. While the medium- and short-term PkM agenda refers to the 2015-2019 LPPM Strategic Plan and the annual Operational Plan. This is intended to provide direction and focus for the planning and implementation of PKM in yearly terms. The roadmap is elaborated from the research roadmap so that there is a "downstream" of research results.

In its implementation, there are two types of activities: PkM conducted by UNG lecturers and collaboration with students that consists of:

- Student Creativity Program (PkM) on UNG Non-tax revenue funds, namely the *Sibermas* Community Service (KKS Service).
- Student Creativity Program (PkM) for Ministry of Research and

Technology (Kemeristekdikti) funds as well as funds from outside Kemeristekdikti, including community service (KKN) on Community Learning and Empowerment (KKN-PPM); National Community Service Program, Mental Revolutionary Service Community Service, Science and Technology for Society, Science and Technology for Entrepreneurship, Science and Technology for Export Products, Science and Technology for Regional Excellent Products, Science and Technology for Campus Creativity and Innovation, and Science and Technology for Regions

Overall, the types of Student Creativity Program (PkM) UNG activities in the 2014-2018 period are as shown in Table 1.10 below:

Table 1.10 Community Service and Empowerment by UNG Lecturers (2014-2018)

No.	Year	Amount
1	2014	184
2	2015	199
3	2016	256
4	2017	328
5	2018	967
Total		1934

Source: LPPM,2019

The types of implementation of community service and sources of funds can be grouped into two categories, including funds sourced from internal UNG through DIPA PNBK-UNG and funds sourced from external, through DRPM DIKTI in several schemes such as community service young lecturers, external services that use funds from the DRPM such as IbM, IbK, IbIKK, IbPE, IbW, IbW-CSR and KKN-PPM as well as collaboration services with BUMN, BUMD, private sector and stakeholders, such as partner collaboration with the Damandiri Foundation, CSR BRI Gorontalo Branch, and Gorontalo Provincial Village Community Empowerment Agency Office.

The number of public service activities implemented by UNG lecturers as a manifestation of the application of science to solve problems in society (including the industrial community, private sector, and government), during 2014-2018 is presented in Table 1.11 below:

Table 1.11 Sources of Student Creativity Program Funding by UNG Lecturers (2014-2018)

No.	Student Creativity Program Activities	2014	2015	2016	2017	2018	TOTAL
1	Independent	28	30	43	58	9	168
2	PNPB BLU	74	86	94	84	87	425
3	Kemristekdikti/Ministry	16	23	42	19	13	113
4	Domestic institutions outside the Ministry of Research, Technology and Higher Education/other related ministries	50	50	25	20	32	177
5	Overseas institutions	1	1	1	1	2	6
Total		169	190	205	182	143	889

In addition to UNG's track record of excellence in education/teaching, research and community service, UNG is also gradually able to improve aspects of institutional management very quickly. UNG's track records of excellence in self-development are shown by (i) leaps in status and number of accreditations for higher education institutions and study programs;

(ii) acknowledgment of the performance of research institutions as evidenced by the status from 'fostered university' (Binaan) to 'primary university' (Utama); (iii) implementation of national strategic collaboration in seven in one projects; (iv) initiator at the North-North Cooperation Agency; (v) a very significant increase in the number of professors; and (vi) the construction of a mosque that functions as a point of Islamic spread that characterizes Gorontalo Province and its surroundings.

So far, UNG's track record in regional potential-based innovation has been proven through the downstream of various research products, including:

- 1) The "Cabe UNG-1" variety creates a new variety developed from local cayenne pepper.
- 2) "Cork Fish Ointment" which utilizes local potential to be a very efficacious skin medicine and has obtained a patent.
- 3) "Sujago" Gorontalo Corn Milk is the work of a lecturer who managed to get a patent and has been marketed.
- 4) The Karawo design is a handcrafted product of Gorontalo culture that has succeeded in penetrating the international market to the American continent.
- 5) "Alipo Lo Binthe" fashion creation from corn husk. This work is unique, has received a patent, and is in great demand in national and international markets.
- 6) Faculty of Letters and Cultures became a reference in scientific studies of

5 (five) Gorontalo cultural works, namely: Paiya Lohungo Lopoli, Tuja'i, Wunungo, Tidi Lopolopalo, and Palebohu. These five Gorontalo cultural works were designated as intangible cultural heritage by the Ministry of Education and Culture and recognized by the United Nations Educational, Scientific and Cultural Organization, UNESCO.

- 7) The Innovative Village Program from the Ministry of Research and Technology/BRIN through developing a Picohydro Hydroelectric Power Plant in Tumba Village, Gorontalo Regency.
- 8) Recognition from the Ministry of Villages, Development of Disadvantaged Regions and Transmigration of the Republic of Indonesia, the Pancasila Ideology Development Agency (BPIP), and the National Counterterrorism Agency (BNPT). The recognition is for the UNG-assisted village program, namely Banuroja Village as a Pancasila Village, which reflects a peaceful, tolerant, mutually beneficial and appreciates humanity's spirit.
- 9) *Crisis Center* The handling of COVID-19 formed by UNG started activities in assisting local governments in handling the COVID-19 pandemic by releasing models and projections of the spread of COVID-19 in Gorontalo. In addition, the innovative product produced by students is the Utilization of Shrimp Skin Waste as a Bio Hand Sanitizer.
- 10) Universitas Negeri Gorontalo together with the Regional Government of Pohuwato Regency implemented modeling of the spread of COVID-19 in Gorontalo through the COVID-19 Resilient Village program for non-natural disasters. The adoption of this model has been used in several other districts, namely Banggai Regency (Central Sulawesi Province), South Bolaang Mongondow Regency (North Sulawesi Province) and Gorontalo Regency (Gorontalo Province).

The evidence above shows UNG's ability to innovate based on regional potential.

1.5 Grand Design for Achievement of UNG's Vision 2020-2024

The achievement of the UNG vision in 2020-2024 refers to the UNG Development Master Plan which is divided into 5 (five) stages. The stages are in terms of the Gorontalo regional language, namely; (1) **Momayango** stage" (initial design) or **Internal Strengthening (2010-2014)**; (2) "**Momato'o**" stage (sticking the pillars) or **Acceleration of Quality Improvement (2015-2019)**; (3) "**Mopotihulo**" (establishing) or **Competitive Quality Achievement (2020-2024)** stage; (4) "**Mohetopo**" (overshadowing) or **National Recognition Achievement (2025-2029)** and (5) the "**Mobotulo**" (treading) stage or the **Achieving Southeast Asia Recognition (2030-2034)**. Currently, UNG is in the transition phase from the "**Momato'o**" and "**Mopotihulo**" stages, namely the **Acceleration stage of Quality Improvement to Competitive Achievement**.

The “**Mopotihulo**” (establishing) or **Competitive Quality Achievement (2020-2024)** stage is to increase competitiveness at the international level. Key indicators that focus on achievement in this period include 5% of PS receiving international recognition/accreditation/assessment such as AUN-QA, ABET and ISO certificates, and the accomplishment of QS ranking at position 30.

In addition, strengthening cultural development, developing networks and research collaborations, especially with the best universities in Southeast Asia, which impact increasing the percentage of joint research, so that research results can increase the number of publications in national and international accredited journals. This joint research also involves students directed to developing cultural studies and local wisdom of Gorontalo and the Tomini Bay area to be introduced globally and sharpen lecturers' innovations.

The statement regarding the milestones of the grand design achievement of the vision and mission is stated in the goals and strategies. The explanation of the strategy and the stages of its achievement is as follows:

The targets and strategy at the “**Mopotihulo**” (establishing) or **Competitive Quality Achievement (2020-2024)** stage are described through the following focus activities:

1. Structuring study programs based on scientific clumps to improve competence in the fields of education and non-education;
2. Completion of the curriculum based on community needs through the application of a curriculum with a technopreneurship spirit, and adaptive to changes based on digital-based learning;
3. Improving the quality, professionalism and competitiveness of lecturers, education staff and students;
4. Increasing student admission through "potential and talent";
5. The availability of Diploma, Undergraduate and Postgraduate graduates who are intelligent, excellent, innovative, characterized and cultured;
6. Standardization of the quality of research implementation oriented to the needs of the government and society;

7. Improving the quality and synergy of community service and the industrial sector;
8. Improving the quality and service of the library through e-library;
9. Improving the quality of academic administration services through an IT-based study program management system;
10. Improving the quality of learning, the quality of research facilities and infrastructure and IT-based community service;
11. Improving the quality and accountability of professional, transparent, and high accountability governance and services towards good university governance;
12. Increasing relevance, competence and individual performance as well as institutional performance;
13. Improving the quality of resource management to support UNG funding;
14. Strengthening the character of the community through curricular and co-curricular activities;
15. Cultivating the entrepreneurial spirit of students;
16. Improving student creativity and achievement in the fields of arts, sports and religion;
17. Increasing the funding from foreign donors/partners;
18. Creating a beautiful and comfortable campus environment to support academic culture;
19. Arrangement of physical facilities and infrastructure for lectures and offices;
20. Improving the quality of partnership, collaboration and networking in academic and non-academic fields;
21. Transformation and application of science and technology as well as continuous innovation oriented towards harmony with regional-based cultural values, especially the Tomini Bay Area.

2

VISION, MISSION, AIMS
AND GOALS

The basis for considering UNG's external and internal conditions is based on the general conditions, community aspirations, rules, and responsibilities of higher education institutions in advancing the life of the nation. This has become the basis of UNG in formulating the vision, mission, goals, and strategic targets as follows:

3.2 Vision

Existence and strategic issues (related to weaknesses, shortcomings and potentials), are done through several stages of strengthening, accelerating quality improvement, achieving quality competitiveness, achieving national recognition, achieving Southeast Asia Recognition, and accelerating quality improvement to achieving competitiveness. This proves UNG's commitment to excel in professionalism, quality and competence as a competitive university in education and science. The achievement statement for these stages, which is an escalation of the potential possessed by it is stated in the UNG Vision 2020-2024 as follows:

**THE ESTABLISHMENT OF AN EXCELLENT AND COMPETITIVE
UNIVERSITAS NEGERI GORONTALO IN THE EAST REGION OF
INDONESIA**

"Excellent" is intended to produce knowledgeable, educated, skilled, innovative graduates in the field of education focused on creativity and productivity in every stage of acceleration of quality improvement to achieving competitiveness. In this vision, the main priority is in the field of education, through strengthening cultural development, networking and research collaboration, and the development of cultural studies and local wisdom of Gorontalo and the Tomini Bay Area to be introduced globally and gain international recognition, especially in Eastern Indonesia.

“Competitive” emphasizes the increase in strength and ability to compete at the international level to generate graduates who have a contribution to all forms of creativity, development, and application of science and technology. The term also aims to create product advantages both in education and non-education that can compete at the international level, especially in Eastern Indonesia.

3.2 Mission

In an effort to realize the vision above and support the implementation of the mission of the Directorate General of Higher Education, Ministry of Education and Culture, UNG is committed to realizing the 2020-2024 university mission, which is described as follows:

1. Develop education and learning by using digital-based learning to produce professional graduates by mastering technology;
2. Increase research competition and develop the competence of researchers to produce useful knowledge and technology in the context of improving community welfare regional and national development;
3. Develop innovative community service activities, disseminate and apply research results in order to reduce poverty and inequality;
4. Increase competitiveness in the field of education and non-education; and
5. Implementing effective, efficient, transparent and accountable governance consistently and sustainably;

3.2 Purpose

The formulation of the objectives of Universitas Negeri Gorontalo is intended to achieve the vision and mission of UNG in line with the goals of the Ministry of Education and Culture and the Directorate General of Higher Education. Universitas Negeri Gorontalo has set five goals, namely:

1. Produce excellent, qualified, professional and competitive graduates;
2. Produce scientific works and research results as well as the application of science and technology that are useful in accelerating development;
3. Produce works of community service through the application of science and technology in improving the welfare of the community;
4. Engage in partnerships and cooperation in building competitiveness;
5. Increase development that has cultural values; and
6. Improve the effectiveness and efficiency of the Satker performance by implementing good, integrated governance, transparency and accountability.

3.2 Strategic Goals

To measure the level of achievement of the objectives of Universitas Negeri Gorontalo, the Strategic Goals (SS) to be achieved in 2024 are as follows:

1. Increasing the quality of higher education graduates;
2. Increasing the quality of higher education lecturers;
3. Improving the quality of curriculum and learning; and
4. Improved governance of work units within the Directorate General of Higher Education.

3

POLICY DIRECTIONS, STRATEGIES, REGULATIONS AND INSTITUTIONS

Efforts to realize the vision, mission, goals and objectives of UNG development that have been formulated are followed up with the preparation of policy directions and strategies that will be implemented and developed to achieve the goals and objectives in the development of UNG in 2020-2024 effectively and efficiently.

Strategic Goals Strategic Plan of Universitas Negeri Gorontalo 2020-2024 is based on the policy directions and strategies in the Ministry of Education and Culture 2020-2024 and the Strategic Plan of the Directorate General of Higher Education 2020-2024. In addition, the formulation in the preparation of the Strategic Goals of the UNG Strategic Plan 2020-2024 by taking into account the Decree of the Minister of Education and Culture Number 3/M/2021 concerning Main Performance Indicators (IKU) of State Universities and Higher Education Service Institutions at the Ministry of Education and Culture as well as guided by in the Guidebook for the Main Performance Indicators of State Universities (IKU-PTN).

The integration of priority programs and key performance indicators towards UNG development targets through policy directions and strategies that will be implemented for the 2020-2024 period are as follows:

3.1 UNG Policy and Strategy Direction for 2020-2024

The Strategic Target of Universitas Negeri Gorontalo's Strategic Plan for 2020-2024 is based on the strategic direction of the Strategic Plan of the Ministry of Education and Culture and the Directorate General of Higher Education 2020-2024 which is described in Table 3.1 as follows:

Table 3.1 Strategic Plan Policy Direction

Ministry of Education and Culture Policy Direction 2020-2024	Directorate-General of Higher Education Policy Direction 2020-2024	Strategic Target of UNG's Strategic Plan 2020-2024
1. Optimizing the education participation rate.	1. Increasing enrollment rates for higher education.	1. Improving the quality of higher education graduates.
2. Increasing educational relevance.	2. Strengthening the quality of lecturers and education staff.	2. Improving the quality of higher education lecturers.
3. Improving and equalizing the quality of education services.	3. Strengthening the quality and relevance of Higher Education.	3. Improving the quality of curriculum and learning.
4. Strengthening culture, language and character education.	4. Strengthening the governance system of the Directorate General of Higher Education.	Improved governance of work units within the Directorate General of Higher Education.
5. Strengthening education governance.		

The description of the strategy carried out by UNG in the context of implementing the Policy Directions and Strategic Goals in Table 3.1 above is in accordance with the results of the formulation that has been carried out with the following explanation:

1. Improving the Quality of Higher Education Graduates

The strategy carried out by Universitas Negeri Gorontalo to improve the quality of higher education graduates is as follows.

- 1). Increasing the number of students netted by having academic achievements;
- 2). Increasing the number of students who are recruited by having achievements in the fields of art, sports, leadership and special talents;
- 3). Increasing students who have participated in written and mini-research training;
- 4). Increasing students have participated in sports and art competitions;
- 5). Realizing student writings that pass in national and international student scientific fairs;
- 6). Realizing students to win national and international sports and arts

competitions;

- 7). Facilitating students to participate in independent learning activities;
- 8). Increasing study programs to implement an independent campus;
- 9). Facilitate graduates to get SPI (Certificate of Companion Diploma);
- 10). Facilitate graduates to get the least TOEFL Prediction Score 450;
- 11). Supporting graduates to get coding-networking certificates;
- 12). the study program has other courses/student coaching programs based on technopreneurship;
- 13). Improving students who have followed and have a certificated technopreneurship training;
- 14). Improving students have design and product-based *technopreneurship*;
- 15). Facilitating students to obtain scholarships;
- 16). Realizing students to be involved in International KKN activities;
- 17). Makeing students involved in other activities on an international scale;
- 18). Facilitating international students who continue their studies at UNG;
- 19). Facilitating foreign students who do an international practicum at UNG;
- 20). Facilitating UNG students to do an international practicum in foreign countries;
- 21). Facilitating students to participate in credit transfer programs at other universities in the country;
- 22). Facilitating students to participate in credit transfer programs at other universities abroad;
- 23). Facilitating students to take part in double degree programs abroad; 24).
- 24). Facilitating students to take part in Sandwich Programs abroad; and

- 25). Facilitating students to take part in summer school and winter school programs abroad.

2. Improving the Quality of Higher Education Lecturers

The strategy carried out by Universitas Negeri Gorontalo to improve the quality of higher education lecturers are:

- 1). Improving lecturers to achieve the title of professor;
- 2). Increasing lecturers to participate in post-doctoral programs;
- 3). Improving lecturers who have participated in AA and PEKERTI, ALIS/ALIHE;
- 4). Boosting lecturers to take part in professional education programs;
- 5). Improving Lecturers to achieve TOEFL score of 550 and IELTS 6.5;
- 6). Increasing lecturers to participate in training that supports their expertise;
- 7). Improving the lecturer to complete the doctoral program;
- 8). Increasing lecturers to take part in training on educational and non-educational methodologies;
- 9). Increasing lecturers to participate in training on the use of educational and non-educational analysis tools;
- 10). Increasing lecturers to participate in clinical proposals in the fields of education and non-education;
- 11). Increasing proposals in competition grants;
- 12). Facilitating productive research lecturers;
- 13). Facilitating research sourced from PNBP;
- 14). Increasing the amount of research budget for PNBP;
- 15). Increasing the number of professors to receive special

schemes;

- 16). Realizing the creation of appropriate technology as research outputs;
- 17). Facilitating study centers in the Faculty;
- 18). Facilitating the establishment of the Tomini Resources Center at UNG;
- 19). Increasing experts in the field of science about the potential for the development of Tomini Bay;
- 20). Increasing lecturers to attend training of scientific writing and innovative works;
- 21). Improving lecturers' scientific articles published in reputable international journals;
- 22). Improving lecturers' scientific articles published in accredited national journals;
- 23). Increasing the citation of lecturers' works
- 24). Increasing the number of IPRs;
- 25). Increasing the number of Patents;
- 26). Increasing the number of works that are internationally recognized or used by the public;
- 27). Facilitating lecturers to receive international journal publication incentives (Scopus Q1, Q2);
- 28). Facilitating lecturers to receive international journal publication incentives (Scopus Q3, Q4);
- 29). Facilitating lecturers to receive incentives for journal publications national accredited (Sinta: Bachelor, Master, Doctor);
- 30). Facilitating lecturers to receive incentives for publication in international conference proceedings (international indexed);
- 31). Facilitating lecturers to receive patent incentives;
- 32). Facilitating lecturers to receive IPR incentives;

- 33). Increasing nationally accredited scientific journals;
- 34). Increasing internationally accredited scientific journals;
- 35). Increasing the number of research product prototypes used in industry;
- 36). Increasing the number of research results implemented in institutions or government;
- 37). Improving service innovation based on appropriate technology and *social entrepreneur*;
- 38). Realizing the assisted villages by helping to strengthen the economy of the assisted village communities and providing assistance;
- 39). Facilitating assisted coastal community groups for helping coastal communities in the Tomini Bay Area develop village potential through community service and PSC activities;
- 40). Facilitating community business groups and students around the UNG campus for helping and encouraging the community and students to develop the creative economy;
- 41). Increasing Area-based learning innovation;
- 42). Increasing Region-based research;
- 43). Increasing Region-based service;
- 44). Facilitating *RTH* as to build campus infrastructure for creating UNG as a green campus;
- 45). Facilitating solar panels on building campus infrastructure to create UNG as a green campus;
- 46). Facilitating the use of non-fuel energy for building campus infrastructure to create UNG as a green campus;
- 47). Facilitating innovation work that supports a green campus;
- 48). Increasing lecturers to get involved in formulating regional level development policies;
- 49). Increasing lecturers to get involved in formulating development policies at

the national level; and

- 50). Increasing lecturer involved in formulating development policies at the international level.

3. Improving the Quality of Curriculum and Learning

The strategy carried out by Universitas Negeri Gorontalo in order to improve the quality of curriculum and learning are:

- 1) Making study programs organized based on scientific research groups;
- 2) Increasing the number of A accredited study programs;
- 3) Facilitating internationally accredited study programs in accordance with Kepmendikbud No. 83/P/2020;
- 4) Improving the lecturers' grouping in each study program is in accordance with the expertise and *home base*;
- 5) Facilitating lecturers and students in each study program;
- 6) Facilitating lecturers and students in each social humanities study program;
- 7) Facilitating the provision of standardized classrooms for the provision of facilities and infrastructure to support teaching and learning activities;
- 8) Facilitating the provision of laboratories for the facilities and infrastructure to support teaching and learning activities;
- 9) Facilitating the provision of microteaching for the facilities and infrastructure to support teaching and learning activities;
- 10) Facilitating the provision of studios for the facilities and infrastructure to support teaching and learning activities;
- 11) Facilitating the provision of libraries for the facilities and infrastructure to support teaching and learning activities;
- 12) Facilitating the provision of experimental gardens for the facilities and infrastructure to support teaching and learning activities;

- 13)Facilitating the provision of greenhouses for the facilities and infrastructure to support teaching and learning activities;
- 14)Facilitate the provision of radio for the facilities and infrastructure to support teaching and learning activities;
- 15)Realizing excellent education study programs in the Northern East Indonesia region;
- 16)Realizing vocational study programs according to market needs
- 17)Facilitating the implementation of professional certification;
- 18)Improving vocational study programs;
- 19)Improving the human resources for the management of vocational study programs;
- 20)Facilitating regional-based international vocational study programs;
- 21)Improving study programs to carry out curriculum evaluations that are adaptive to changing times;
- 22)Improving study programs to have at least one technology/digital learning course in learning;
- 23)Realizing the learning process listed in the curriculum of each study program using technology/digital-based learning;
- 24)Facilitating courses that use the case method and team-based project learning methods;
- 25) Facilitating the updating of classroom academic facilities according to standards;
- 26)Facilitating updating of academic laboratory facilities;
- 27)Facilitating updating of microteaching academic facilities;
- 28)Facilitating the updating of studio academic facilities;
- 29)Facilitating the updating of library academic facilities;

- 30) Facilitating the updating of experimental garden academic facilities;
- 31) Facilitating the updating of greenhouse academic facilities;
- 32). Increasing the number of scholarship agencies outside Bidik Misi;
- 33). Realizing the study program with international classes;
- 34). Facilitating collaborative research of lecturers, students, and external parties;
- 35). Increasing the realization of collaborative research/cooperation on strengthening cooperation and synergy of research institutions, government, private and international institutions;
- 36). Increasing funding sources through CSR;
- 37). Increasing funding sources through foreign grants;
- 38). Facilitating student activities based on culture and local genius;
- 39). Facilitating students to participate in culture-based activities and local geniuses;
- 40). Improving student innovation products and works in the field of culture;
- 41). Realizing the digitization of culture and local genius;
- 42). Increasing academic forums that discuss strengthening local culture in supporting development;
- 43). Facilitating the cultural expo/festival of UNG's cooperation with the government; and
- 44). Improving the strengthening of research and community service that is oriented to local culture.

4. Improving Work Unit Governance in the Directorate General of Higher Education

The strategies carried out by Universitas Negeri Gorontalo in order to improve

the governance of work units within the Directorate General of Higher Education are:

- 1). Increasing PNBP revenue from building a modern business center;
- 2). Increasing PNBP revenue from building clinics and consulting institutions (business, law, psychology, etc.);
- 3). Providing the arrangement of regulations on the commercialization of UNG assets to increase income-generating;
- 4). Increasing commercialized UNG assets (HR);
- 5). Increasing UNG assets that can be commercialized (Non-HR);
- 6). Providing the reformulation of the remuneration system regulation;
- 7). Providing a remuneration system application integrated with BKD and other systems;
- 8). Providing regulations for expanding the authority of faculties and institutions in academic, administrative and financial management;
- 9). Facilitating the formation of supporting units for academic activities;
- 10). Facilitating the formation of supporting units for non-academic activities;
- 11). Facilitate the existence of a digital-based quality assurance system;
- 12). Increasing SPI personnel who have competence as auditors;
- 13). Increasing SPI personnel who have attended audit education/training;
- 14). Improving an up to date personnel administration system;

- 15). Improving the financial planning and management system;
- 16). Increasing competent personnel in planning and IT-based financial management;
- 17). Providing a fleet that serves transportation between campuses via *integrated transportation*;
- 18). Providing a fleet that serves intra-campus transportation via *integrated transportation*;
- 19). Increasing the achievement predicate of SAKIP at Universitas Negeri Gorontalo at least BB; and
- 20). Increasing the average value of Budget Performance on the Implementation of the RKA-K/L Universitas Negeri Gorontalo to a minimum of 80.

3.2 Work Unit Policy Direction

The Work Unit Policy Direction is the result of work meetings conducted at each Faculty/Work Unit in support of the goals, and policy directions of the University program. The Work Unit Policy Direction is presented in Table 3.2 below:

Table 3.2 Policy Direction of Work Unit

No	Faculty	Policy Direction
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1	Faculty of Education	<ol style="list-style-type: none"> 1. Increasing the excellence in the education, teaching and student process 2. Increasing excellence field of research and development, as well as community service 3. Increasing the excellence in competitive and adaptive graduates 4. Increasing the excellence in educational science (pedagogics) 5. Increasing the excellence in competition, collaboration and partnership at local, national and international levels 6. Increasing the excellence in governance policies and professional services
2	Faculty of Social Science	<ol style="list-style-type: none"> 1. The realization of an increase in Study Program accreditation 2. Improving the quality of education, research, and community service 3. Improving the quality of scientific publications sourced from research activities and community service. 4. Improving academic and non-academic activities for the realization of independence, excellence and competitiveness of graduates.
		<ol style="list-style-type: none"> 5. Building local, national, and international cooperation networks in educational activities, research and community service.
3	Faculty of Letters and Cultures	<ol style="list-style-type: none"> 1. Development of Education and Teaching of digital-based learning 2. Development of Collaborative Research and publication 3. Development of innovative community service activities 4. Partnership development of national and international cooperation 5. Development of Good Faculty Governance
4	Faculty of Mathematics and Natural Sciences	<ol style="list-style-type: none"> 1. Improving the quality of education, study, community service and publications 2. Improving the quality of governance 3. Expanding the network of cooperation at home and abroad

5	Faculty of Engineering	<ol style="list-style-type: none"> 1. Implementation of a curriculum based on the Indonesian National Curriculum Framework (KKNI) which adopts the Development of the Industrial Age 4.0, to improve the quality of graduates relevant to the industry and further education; 2. Strengthening Faculties, Study Programs and Laboratories that support effective and efficient institutional governance; 3. Improving the quality and quantity of research, community service and Lecturer scientific publications; 4. Increasing institutional network of cooperation in order to improve the quality of education, research and community service; 5. Improving the quality of lecturers and education staff for the quality of learning. 6. Increasing the effectiveness of information and communication technology in academic activities and faculty governance. 7. Improving the quality of graduates
6	Faculty of Agriculture	<ol style="list-style-type: none"> 1. Improving quality academic(teaching/education) and non-academic (student activities) and building a strong and accurate data information system to support an integrated learning and research process towards excellent accreditation
		<ol style="list-style-type: none"> 2. Improving research activities and quality of sustainable integrated agricultural research results by increasing funds, infrastructure and facilities as well as obtaining research grants on a regional, national and international scale 3. Increasing the output and outcome of integrated sustainable agricultural research in the form of scientific publications and seminars both at home and abroad, as well as facilitating scientific writings in national and international scientific journals; 4. Increasing community service activities through food and energy-independent village development activities through fostered villages by downstream research; 5. Expanding cooperation networks in education, research and community service at the local, regional and national government, local governments, research institutions, business and industry.

7	Faculty of Sports and Health	<ol style="list-style-type: none"> 1. Developing study program into a quality, independent and professional study program according to its characteristics 2. Managing a transparent, accountable and sustainable Faculty administration. 3. Producing excellent and competitive graduates in sports and health, uphold moral values, academic ethics, and culture, and are oriented to the community's needs. 4. Increasing quantity and the quality of human resources for educators. 5. Carrying out education and teaching ensures the implementation of an effective and efficient learning process. 6. Improving the facilities and infrastructure of educators in health and sports according to the ratio of needs and applicable standards. 7. Improving research activities and community service in the field of sports and health. 8. Increasing cooperation both at home and abroad for the development of the Faculty in Indonesia in the areas of education, teaching, research, and community service.
8	Faculty of Economics	<ol style="list-style-type: none"> 1. Improving quality teaching/education and student activities; 2. Improving the quality of research results and publications; 3. Increasing community service activities and research results dissemination; 4. Expanding domestic and foreign cooperation networks;
9	Faculty of Law	<ol style="list-style-type: none"> 1. Improving the quality of teaching/education; 2. Improving the quality of research and community service; 3. Developing cooperation with various parties in order to strengthen the institution of the Faculty of Law; and 4. Improving quality of student activities and alumni empowerment.

10	Faculty of Fisheries Marine Science	<ol style="list-style-type: none"> 1. Offering national and international oriented study programs, integrated with the improvement of science and technology research and development; 2. Strengthening competitiveness and research performance and integrated development with the development of study programs based on national, regional and Tomini Bay areas; 3. Development of students with moral, intellectual, and independent as future leaders; 4. Development of professional service programs and community service based on the Tomini Bay area to foster trust; 5. Faculty development through a cultural approach; 6. Development of good faculty leadership as a support system for the development of the Tridharma of Higher Education, by applying knowledge-based management; 7. Increasing faculty financing capacity; and 8. Increasing the effectiveness, efficiency, and accountability of the utilization of the budget and other resources.
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3.3 Regulatory Framework

Reference sources in preparing the Strategic Plan of Universitas Negeri Gorontalo include:

1. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
2. Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336);
3. Government Regulation Number 23 of 2005 concerning Financial Management of Public Service Agencies.
4. Government Regulation Number 8 of 2006 concerning Financial Reporting on the Performance of Government Agencies.
5. Government Regulation Number 9 of 2003 concerning the Authority to Appoint and Transfer and Dismiss Civil Servants as amended by Government Regulation Number 63 of 2009;
6. Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education;
7. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia Number 16, Supplement to the State Gazette of the Republic of Indonesia Number 5500);
8. Government Regulation Number 57 of 2021 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2021 Number 87, Supplement to the State Gazette of the Republic of Indonesia Number 6676);
9. Presidential Decree Number 54 of 2004 concerning the Change of the Gorontalo State Teacher Training and Education Institute (IKIP) into Gorontalo State University;
10. Regulation of the Minister of Research, Technology and Higher Education Number 11 of 2015 concerning the Organization and Work Procedure of Universitas Negeri Gorontalo (State Gazette of the Republic of Indonesia of 2015 Number 605);
11. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 82 of 2017 concerning UNG Statutes (State Gazette of the Republic of Indonesia Year 2017 Number 1919);
12. Regulation of the Minister of National Education Number 53 of 2008

concerning Guidelines for Setting Minimum Service Standards for State Universities Implementing Financial Management of Public Service Agencies;

13. Regulation of the Minister of National Education of the Republic of Indonesia Number 4 of 2009 concerning Minimum Service Standards at Universitas Negeri Gorontalo;
14. Regulation of the Minister of National Education Number 33 of 2009 concerning Guidelines for Appointing Supervisory Boards at State Universities within the Ministry of National Education that Implements Financial Management of Public Service Agencies;
15. Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2010 concerning the Appointment and Dismissal of Rectors/Chairmen/Directors of Higher Education organized by the Government;
16. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 13 of 2015 dated 8 May 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education for 2015-2019;
17. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 12 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture Number 22 of 2015 concerning the Strategic Plan of the Ministry of Education and Culture for 2015-2019;
18. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024;
19. Regulation of the Minister of Finance of the Republic of Indonesia Number 129/PMK.05/2020 concerning Guidelines for the Management of Public Service Bodies (State Gazette of the Republic of Indonesia of 2020 Number 1046);
20. Decree of the Minister of Finance of the Republic of Indonesia Number 131/KMK.05/2009 concerning the Designation of Universitas Negeri Gorontalo at the Ministry of National Education as a Government Agency Implementing the Financial Management of Public Service Agencies (PK-BLU);
21. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 754/P/2020 concerning the Main Performance Indicators of Higher Education State and Higher Education Service Institutions within the Ministry of Education and Culture in 2020;

22. Universitas Negeri Gorontalo Strategic Plan 2015-2019.

3.4 Institutional Framework

Following the Regulation of the Minister of Research, Technology and Higher Education Number 11 of 2015 concerning the Organization and Work Procedure of Universitas Negeri Gorontalo in Article 2 and the Regulation of the Minister of Research, Technology and Higher Education Number 82 of 2017 concerning the Statute of Universitas Negeri Gorontalo and taking into account the Regulation of the Minister of Education and Culture Number 9 of 2020 concerning Amendments to Regulation of the Minister of Education and Culture Number 45 of 2019 concerning Organization and Work Procedure of the Ministry of Education and Culture, Universitas Negeri Gorontalo has the following duties and functions:

- a. Organizing academic education;
- b. Organizing vocational education in sharing knowledge and technology clusters;
and
- c. Organizing professional education should requirements are met.

Based on this regulation, Universitas Negeri Gorontalo (UNG) carries out the duties and functions in education and is currently submitting a revision regarding the Organization and Work Procedure of UNG. Thus, the above regulations are still in effect and compiled with revisions made by UNG. The Organizational Structure of Universitas Negeri Gorontalo is as illustrated in the figure below:

ORGANIZATIONAL STRUCTURE OF UNIVERISTAS NEGERI GORONTALO

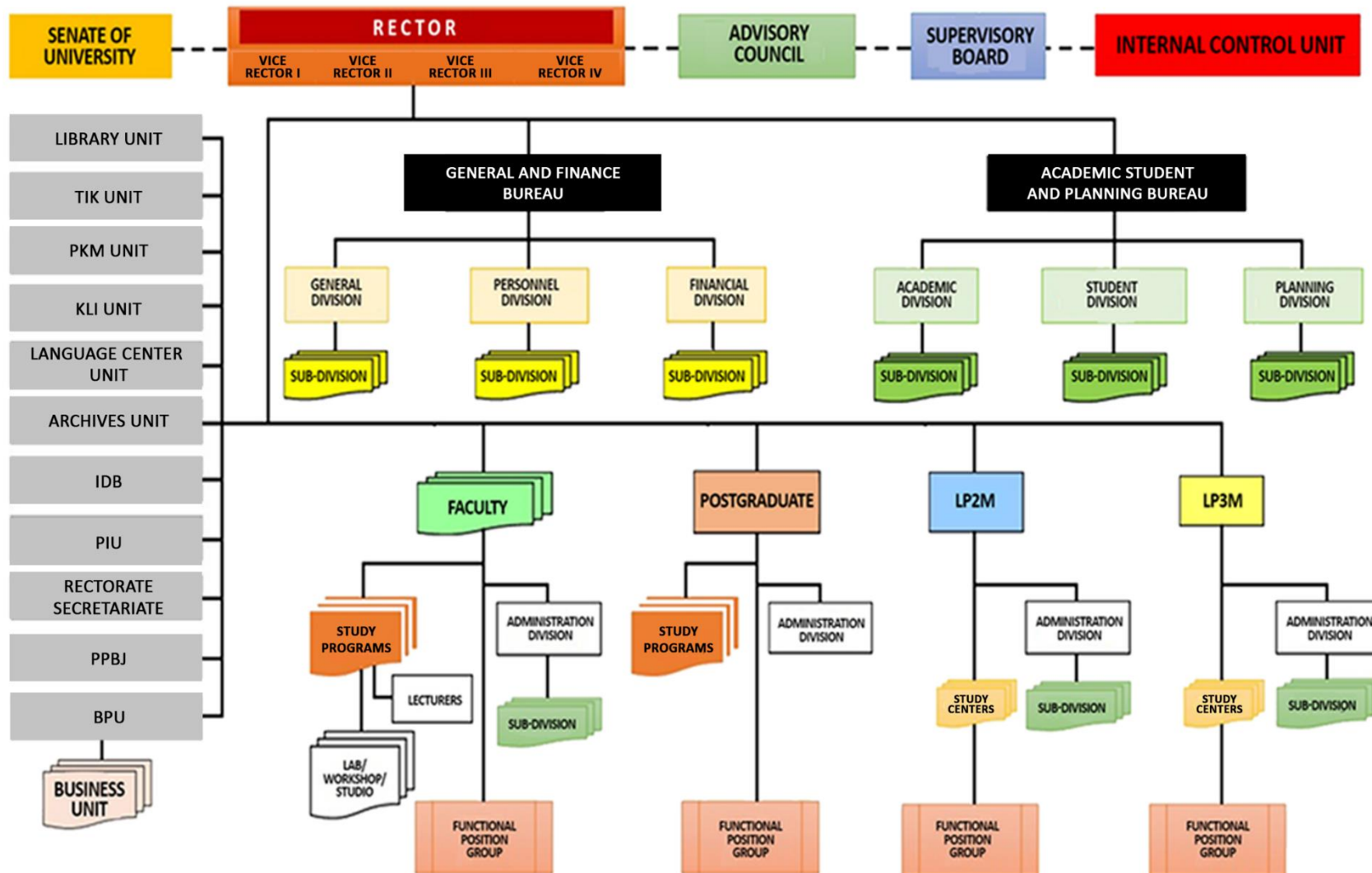


Figure 3.1 Organizational Structure of Universitas Negeri Gorontalo

4

PERFORMANCE TARGETS AND

4.1 Target Performance

In realizing the vision and mission of Universitas Negeri Gorontalo as well as supporting and paying attention to the achievement of policies, the Directorate General of Higher Education, Ministry of Education and Culture and Universitas Negeri Gorontalo set six program targets. To determine the level of success in achieving the program targets thus it can be measured using Program Performance Indicators and Activity Performance Indicators. The Program Targets, Program Performance Indicators, and Performance Targets for the 2020-2024 Universitas Negeri Gorontalo are as follows:

Table 4.1 Strategic Goals, Activity Performance Indicators, and Performance Targets for the 2020-2024 Universitas Negeri Gorontalo

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
677521	Universitas Negeri Gorontalo Working Unit						
SK 1	Increasing the quality of higher education graduates.						
SK 1.1	Number of students with academic achievement	Person	52	156	217	261	313
SK 1.2	The number of students with achievements in the fields of art, sports, leadership and special talents	Person	36	136	188	234	286
SK 1.3	The number of students who have attended writing training and mini-research	Person	238	555	740	905	1.035
SK 1.4	The number of students who have participated in sports and arts competitions	Person	195	99	405	448	476

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 1.5	The number of students' writings participating in the national and international student scientific competition	Person	5	23	62	169	177
SK 1.6	Number of students who won national and international sports and arts competitions	Person	6	74	76	137	145
SK 1.7	Number of students participating in independent learning activities	Person	0	1,000	1,400	1,700	2,000
SK 1.8	The number of study programs that implement an independent campus program	Study Program	0	48	50	50	52
SK 1.9	Percentage of graduates who get SPI (Diploma Supplement)	%	0	100	100	100	100
SK 1.10	The number of graduates with TOEFL Prediction Score of at least 450	Person	45	702	962	1.032	1.127
SK 1.11	Number of graduates who obtained coding-networking certificates	Person	0	80	210	216	216
SK 1.12	Percentage of study programs having other courses/student coaching programs based on technopreneurship	%	47.86	79.44	91.67	95.56	100
SK 1.13	Percentage of students who have attended and have certificates of technopreneurship training	%	7.5	34.89	66.22	83.89	105
SK 1.14	The number of students who have technopreneurship-based designs and products	Person	5	27	412	552	676
SK 1.15	Number of students receiving scholarships	Person	562	622	696	730	815
SK 1.16	Number of students involved in International Community Service activities	Person	7	25	41	49	64

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 1.17	Number of students involved in other activities on an international scale	Person	7	25	35	46	57
SK 1.18	Number of international students who continue their studies at UNG	Person	0	4	11	12	30
SK 1.19	Number of international students doing an international practicum at UNG	Person	2	4	11	10	28
SK 1.20	Number of UNG students conducting international practicum at LN	Person	1	30	14	16	35
SK 1.21	Number of students taking credit transfer programs at other universities in the country	Person	12	32	32	38	57
SK 1.22	Number of students taking credit transfer programs at other universities abroad	Person	1	8	4	4	23
SK 1.23	Number of students taking double degree programs abroad	Person	0	2	4	4	21
SK 1.24	Number of students taking sandwich programs abroad	Person	0	1	1	1	18
SK 1.25	Number of students participating in summer school and winter school programs abroad	Person	0	0	1	1	18
SK 2	Increasing the quality of higher education lecturers.						
SK 2.1	Percentage of lecturers who have attained the title of professor	%	4.48	7.57	5.97	7.14	10.87
SK 2.2	Percentage of lecturers participating in postdoctoral program	%	0	0.64	2.94	4.67	6.17
SK 2.3	Percentage of lecturers who have followed AA and PEKERTI, ALIS/ ALIHE	%	78.23	81.69	89.47	93.91	96.69
SK 2.4	Percentage of lecturers who have attended professional education programs	%	49.25	56.4	58	59	59

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 2.5	Percentage of Lecturers reaching TOEFL score 550, IELTS 6.5	%	6.38	16.63	30.93	43.30	56.81
SK 2.6	Percentage of lecturers who have attended training that supports their expertise	%	38.07	44.17	58.92	70.13	76.63
SK 2.7	Percentage of lecturers who have completed the doctoral program	%	29.37	38.86	39.43	39.86	44.84
SK 2.8	Number of lecturers who participated in educational and non-educational methodology training	Person	132	414	528	647	748
SK 2.9	Number of lecturers who attended training on the use of educational and non-educational analysis tools	Person	102	254	365	503	597
SK 2.10	Number of lecturers participating in educational and non-educational proposal clinics	Person	67	180	244	315	343
SK 2.11	Number of proposals participating in the competition grant	Proposal	48	145	208	267	192
SK 2.12	Number of productive research lecturers	Person	51	128	190	246	321
SK 2.13	Number of research sourced from PNB	Study	17	90	119	146	150
SK 2.14	Percentage of research budget amount to PNB	%	6.5	23.75	36.75	49.25	50.75
SK 2.15	Number of professors receiving special schemes	Person	5	15	15	22	29
SK 2.16	Number of creation of appropriate technology as research output	Research result	3	13	20	26	32
SK 2.17	Number of study centers in the Faculty	Study Center	11	117	196	225	225
SK 2.18	Number of formations of Tomini Resources Center in UNG	Study Center	0	21	42	46	50
SK 2.19	Number of experts in the field of	Person	18	53	90	110	130

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
	Tomini Bay development potential						
SK 2.20	Number of lecturers who have attended training on writing scientific papers and innovative works	Person	147	216	389	528	622
SK 2.21	Number of lecturers' scientific articles published in reputable international journals	Article	64	67	166	229	286
SK 2.22	Number of lecturers' scientific articles published in accredited national journals	Article	76	114	225	298	366
SK 2.23	Number of citations from lecturers	citation	13,738	15,077	16,727	17,785	19,260
SK 2.24	Amount of IPR	IPR	80	97	233	281	327
SK 2.25	Number of Patents	Patent	4	7	67	91	120
SK 2.26	Number of works that have received international recognition or are used by the public	Research result	47	76	95	115	150
SK 2.27	Number of lecturers who received international journal publication incentives (Scopus Q1, Q2)	Person	1	17	27	36	46
SK 2.28	Number of lecturers who received international journal publication incentives (Scopus Q3, Q4)	Person	10	39	71	100	128
SK 2.29	Number of lecturers who received incentives for publication of accredited national journals (Sinta: S1, S2, S3)	Person	13	61	99	132	178
SK 2.30	Number of lecturers who received publication incentives in international conference proceedings (international indexed)	Person	15	80	125	159	209
SK 2.31	Number of lecturers who received patent incentives	Person	0	23	45	66	87
SK 2.32	Number of lecturers who received IPR incentives	Person	14	68	105	145	195

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 2.33	Number of nationally accredited scientific journals	Journal	0	14	48	139	188
SK 2.34	Number of internationally accredited scientific journals	Journal	0	2	4	66	123
SK 2.35	Number of research product prototypes used in industry	Prototype	2	4	69	93	118
SK 2.36	Number of research results implemented in institutions or government	Research Results	5	30	75	90	115
SK 2.37	number of appropriate technology-based service innovations and social entrepreneurs	Innovation	17	86	113	141	146
SK 2.38	The number of assisted villages above helps strengthen the economy of the assisted village communities and provides assistance	village	7	74	52	65	80
SK 2.39	Number of coastal community groups assisted by helping coastal communities in the Tomini Bay Area develop village potential through community service and PSC activities	Group	5	66	103	162	197
SK 2.40	The number of community business groups and students around the UNG campus helps and facilitates the community and students to develop a creative economy	Group	1	69	131	175	222
SK 2.41	Number of area-based learning innovations	Innovation	3	89	147	189	206
SK 2.42	Number of area-based research	Research	3	72	126	105	134
SK 2.43	Number of area-based services	Community dedication	25	78	142	123	152
SK 2.44	Percentage of green open space for building campus infrastructure for	%	0	50	75	100	100

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
	created UNG as <i>green campus</i>						
SK 2.45	The percentage of solar panels on building campus infrastructure to create UNG as a green campus	%	0	50	75	100	100
SK 2.46	Percentage of non-fuel energy use for building campus infrastructure to create UNG as a green campus	%	0	50	75	100	100
SK 2.47	Number of innovation works that support green campus	Innovation	0	26.5	40	53.5	54.5
SK 2.48	Number of lecturers involved in formulating regional level development policies	Person	27	77	85	90	100
SK 2.49	Number of lecturers involved in formulating development policies at the National level	Lecturer	14	24	58	61	68
SK 2.50	Number of lecturers involved in formulating international development policies	Lecturer	1	2	4	4	6
SK 3	Improving the quality of curriculum and learning.						
SK 3.1	Percentage of study programs that have been arranged based on scientific clumps	%	78.67	83.33	90	95	100
SK 3.2	Percentage of A . accredited study programs	%	16	22	44	60	69
SK 3.3	Percentage of internationally accredited study programs in accordance with Kepmendikbud No. 83/P/2020	%	0	0	4	4	10
SK 3.4	The percentage of lecturers in each study program is in accordance with the scientific family and home base	%	63	89	95	97	99
SK 3.5	The ratio of lecturers and students in each <i>exacta</i> (science) study program	Ratio	1:27	1:32	1:31	1:28	1:26

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 3.6	The ratio of lecturers and students in each social humanities study program	Ratio	1:43	1:47	1:43	1:41	1:36
SK 3.7	Percentage of provision of classrooms according to standards for the facilities and infrastructure to support teaching and learning activities	%	42.5	57.2	57.2	59	59
SK 3.8	Percentage of laboratory provision for facilities and infrastructure to support teaching and learning activities	%	25.67	31.5	30.8	44	50.5
SK 3.9	Percentage of microteaching provision for the facilities and infrastructure to support teaching and learning activities	%	33.67	31.75	31.75	44	50.25
SK 3.10	Percentage of studio provision for the facilities and infrastructure to support teaching and learning activities	%	25.5	33.33	45	57	66.67
SK 3.11	Percentage of library provision for facilities and infrastructure to support teaching and learning activities	%	1	9.50	17.25	20	26.25
SK 3.12	Percentage of provision of experimental gardens for the facilities and infrastructure to support teaching and learning activities	%	0	8.67	17	25	33.33
SK 3.13	Percentage of greenhouse provision for the facilities and infrastructure to support teaching and learning activities	%	0	8.67	16.67	25	33.33
SK 3.14	Percentage of radio provision for the facilities and infrastructure	%	0	25	37.5	50	50

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
	supporting teaching and learning process activities						
SK 3.15	The number of excellent education study programs in the Northern East Indonesia region	Study Program	6	15	44	40	40
SK 3.16	Number of vocational study programs according to market needs	Study Program	1	4	7	59	113
SK 3.17	Number of professional certification providers	Person	53	131	164	166	170
SK 3.18	Number of vocational study programs	Study Program	1	43	71	98	127
SK 3.19	Number of HR managers of vocational study programs	Person	7	61	92	121	133
SK 3.20	Number of regional-based international vocational study programs	Study Program	0	0	0	0	1
SK 3.21	Percentage of study programs carrying out curriculum evaluations that are adaptive to changing times	%	54.17	68.75	76.82	98.75	100
SK 3.22	Percentage of study programs that already have at least one technology/digital learning course in learning	%	55.86	71.89	81	82.33	85.89
SK 3.23	The percentage of the learning process listed in the curriculum of each study program has used technology/digital-based learning	%	25.86	56	72.44	78.33	84.89
SK 3.24	The number of courses that use the case method and team-based project learning methods	Subject	200	400	799	1,000	1,200
SK 3.25	Percentage of updating of academic classroom facilities according to standards	%	60	63	39.75	40.75	44.5
SK 3.26	Percentage of updating of academic laboratory facilities	%	30.33	41.25	38.4	47.25	53.5

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 3.27	Update Percentage of microteaching academic facilities	%	50.5	58.67	66.67	66.67	66.67
SK 3.28	Percentage of updating studio academic facilities	%	25.5	41.67	40.25	57	66.67
SK 3.29	Percentage of updating of library academic facilities	%	1.5	37.75	35.4	50.25	50
SK 3.30	Percentage of update of experimental garden academic facilities	%	0	37.5	50	50	50
SK 3.31	Percentage of updating greenhouse academic facilities	%	0	37.5	50	50	50
SK 3.32	Number of scholarship agencies outside Bidik Misi	Institution	20	93	123	153	158
SK 3.33	Number of study programs that hold international classes	Study Program	0	6	7	30	73
SK 3.34	Number of collaborative research of lecturers, students, and external parties	Research	16	99	188	257	315
SK 3.35	Number of realizations of collaborative research/collaboration on strengthening collaboration and synergy of research institutions, government, private sector and international institutions	Research Results	6	96	142	192	210
SK 3.36	Number of funding sources through CSR	Institution	0	31	60	62	90
SK 3.37	Number of funding sources through foreign grants	Institution	0	0	0	1	1
SK 3.38	Number of student activities based on culture and local genius	Activity	9	67	72	172	175
SK 3.39	Number of students who participate in culture-based activities and local genius	Person	633	780	862	918	987
SK 3.40	Number of products and student innovation works in the field of culture	Innovation	6	19	69	165	173
SK 3.41	Number of digitizing culture and local genius	Innovation	2	49	74	102	130

Activity	Activity Targets / Activity Performance Indicators (SK, IKK)	Unit	Target				
			2020	2021	2022	2023	2024
SK 3.42	Number of academic forums discussing strengthening local culture in supporting the development	Forum	2	72	98	122	124
SK 3.43	Number of cultural expos/festivals of UNG's collaboration with the government	Expo	0	68	110	153	169
SK 3.44	Number of research and service-oriented to strengthening local culture	Study	10	148	173	198	224
SK 4	Improved governance of work units within the Directorate General of Higher Education.						
SK 4.1	Percentage increase in PNBP revenue from building a modern business center	%	0	15.25	17.75	25.25	28.67
SK 4.2	Percentage increase in PNBP revenue from building clinics and consulting institutions (business, law, psychology, etc.)	%	0	6.67	8.33	15	20
SK 4.3	Percentage of drafted regulations on the commercialization of UNG assets to increase income-generating	%	0	27.5	50	75	92.5
SK 4.4	Number of UNG assets that can be commercialized (HR)	Person	5	33	60	87	100
SK 4.5	Number of UNG assets that can be commercialized (Non-HR)	Unit	5	32	59	85	100
SK 4.6	Percentage of reformulation of remuneration system regulations	%	50	50	100	100	100
SK 4.7	Percentage of remuneration system applications that are integrated with BKD and other systems	%	50	75	100	100	100

SK 4.8	Percentage of regulations that expand the authority of faculties and institutions in academic, administrative and financial management	%	0	50	50	50	50
SK 4.9	Percentage of formation of supporting units for academic activities	%	0	100	100	100	100
SK 4.10	Percentage of non-academic activities supporting units formed	%	0	100	100	100	100
SK 4.11	Percentage of digital-based quality assurance systems	%	50	87.5	87.5	100	100
SK 4.12	Number of SPI personnel who have competence as auditors	Person	0	0	1	1	1
SK 4.13	Number of SPI personnel who have attended audit education/training	Person	1	1	1	1	1
SK 4.14	Percentage of up-to-date personnel administration system	%	100	100	100	100	100
SK 4.15	Percentage of well-organized financial planning and management systems	%	100	100	100	100	100
SK 4.16	Percentage of competent personnel in IT-based financial planning and management	%	0	75	100	100	100
SK 4.17	Number of fleets that serve transportation between campuses through integrated transportation	Unit	0	0	1	1	1
SK 4.18	Number of fleets that serve intra-campus transportation through integrated transportation	Unit	0	0	1	1	1
SK 4.19	UNG SAKIP with minimum predicate BB	Predicate	BB	BB	A	A	A A
SK 4.20	The average value of Budget Performance for the Implementation of the RKA-K/L Universitas Negeri Gorontalo is at least 80	Mark	85	88	90	92	95

4.2 Funding Framework

In an effort to achieve the goals of Universitas Negeri Gorontalo and the program targets that have been set based on the Performance Agreement between the Directorate General of Higher Education of the Ministry of Education and Culture and the Rector of Universitas Negeri Gorontalo as well as the Performance Contract between the Directorate General of Treasury of the Ministry of Finance and the Rector of Universitas Negeri Gorontalo, support from various kinds is needed. The support of these funding sources significantly affects the achievement of the stated program goals and objectives.

The indications of funding needs to achieve the goals and objectives of UNG program are divided into two periods, namely:

1. Year 2019 – 2020; and
2. Year 2021-2023; in accordance with the DIPA RKA-K/L and program restructuring to be implemented starting in 2021 at the Universitas Negeri Gorontalo.

The funding needs are divided into two periods at the Universitas Negeri Gorontalo, namely the Year 2020-2024 which are sourced from the RM APBN and BLU PNPB which can be explained in Table 4.2 as follows:

Table 4.2 Funding Framework for the Strategic Plan of the Universitas Negeri Gorontalo for 2020-2024

No.	Name of activity	Allocation (Rp.)				
		2020	2021	2022	2023	2023
1.a.	Provision of Operational Assistance Funds for State University (PTN) and Legal Entity State Universities (PTN-BH) Funding Assistance					
1 b.	Provision of Operational Assistance Funds for Public universities		19,007,945,000	19,007,945,000	19,007,945,000	19,007,945,000
2.a.	PTN Management Support					
2 b.	Management Support & Implementation of Other Technical Duties of the Directorate General of Higher Education	251,747,759,000	117,654,515,000	115,316,186,000	115,316,186,000	115,316,186,000
3.	Improving Higher Education Tridharma Services					
4.	Quality Improvement of Learning and Student Affairs	14,267,330,000				
5.	Quality and Capacity Improvement College		124.490.150.000	230.855 million	165,002.423,000	180,0002,423,000
TOTAL		265,914,089,000	261.152.610,000	261.152.610,000	365,179,131,000	314,326,5544,000

Source: Budget Business Plan, Bureau of Academic, Student Affairs, and Planning (RBA BAKP) Planning

5

CLOSING

Strategic Plan is a compass for the organization in implementing its functions. Without a compass, an organization is aimless even if the organization's leader has a pile of ideas. Therefore, the Strategic Plan of Universitas Negeri Gorontalo 2020-2024 will be the main reference in preparing the Work Plan (*Renja*) in the UNG environment. Utilizing Strategic Plan, the organization will be more directed and planned to achieve the targets and be more efficient in its implementation, both from the aspect of managing funding sources and in accelerating the time of its implementation.

Overall, the activities designed by each unit in the UNG environment listed in the Strategic Plan support the vision and mission of the institution and the outputs of activities that support national priorities. Moreover, the activity plan is the responsibility of UNG leadership and in its implementation, the leadership of each work unit is responsible for the duties and functions. It requires synergy, and the Strategic Plan is a guide for carrying out activities and a reference for institutional funding frameworks.

The keywords to achieve UNG's success in the future are synergy and cooperation. Further, besides the internal factor, the success in implementing the Strategic Plan and the success of UNG in accomplishing its functions also supported by external and community including the stakeholders. The presence of this Strategic Plan will accelerate the dreams and hopes of the broader community regarding the existence of UNG. This Strategic Plan is also expected to be the basis for making UNG Excellent and Competitive in the Southeast Asian Region.

Gorontalo, August 2021

Rector,

Dr. Eduart Wolok, ST, MT



ATTACHMENT

Appendix 1: Target Performance Indicators

Strategy	Programs/Indicators Program Performance	Base line 2019	Performance Achievement Target				Condi onFina l perfor mance Period	Executor
			2020	year 2021	2022	Year 2023		
MISSION 1: Developing digital based learning and teaching education in order to produce graduates who posses professional skills by mastering technology in the fields of education and non-education								
ACCREDITATION								
Structuring study programs based on scientific to improve competence in the field of education and non-education	Organizing educational and non-educational study programs to improve the competence of UNG graduates Indicator Program Performance (IKP): - The study program has been organized based on the scientific field (%).	78.67	83.33	90	95	100	100	Vice-Rector I (WR1), Vice-Rector IV (WR4), Institute of Learning Developme nt and Quality Assurance (LP3M),



								Faculty
	- Accredited study program A (%)	16	22	44	60	69	69	
	- Internationally accredited study program (%) in accordance with Kemendikbud no. 83/P/2020	0	0	4	4	10	10	
	Organizing the presence of lecturers based on scientific families and home base IKP:							Vice-Rector 2, Faculty
	- Lecturers in each study program are in accordance with the scientific family and home base (%)	63	89	95	97	99	99	
	- The ratio of lecturers and students in each study program:							
	- exacta (%)	1:27	1:32	1:31	1:28	1:26	1:26	
	- social humanities (%)	1:43	1:47	1:43	1:41	1:36	1:36	

Curriculum development with a technopreneurship spirit, and adaptive to changes based on digital-based learning	Designing a curriculum that has a technopreneurship spirit							Vice-Rector 3, LP3M, Faculty
	IKP:							
	- The study program has other courses/student coaching programs based on technopreneurship (%)	47.86	79.44	91.67	95.56	100	100	
	- Students have attended and have a certificate of technopreneurship training (%)	7.5	34.89	66.22	83.89	105	105	
	- Students have technopreneurship-based designs and products (people) (%)	5	27	412	552	676	676	

	<p>Compile the curriculum adaptive to changing times through digital based learning IKP:</p> <ul style="list-style-type: none"> - Study programs carry out curriculum evaluations that are adaptive to changing times (%) - The study program already has at least one Technology/digital learning course in learning (%) - The learning process listed in the curriculum of each study program has used technology/digital based learning (%) 	54.17	68.75	76.82	98.75	100	100	Vice-Rector 1, LP3M, Faculty
Improve learning in the classroom	- Number of Courses Using Case Method And Team-Based Project	200	400	799	1000	1200	1200	
Improving the quality of curriculum and learning	- Number of Study Programs that carry out partnerships with universities that are included in the QS 100 list based on the field of science (QS100 by subject)	0	1	5	8	12	12	
Increase qualification and professionalism passing teacher	Mapping expert group and lecturer's specialization in the field of education and non-science education							Vice-Rector 1 and 2, LP3M, Faculty, Language center

education and training	IKP: - Lecturers who attained the title of professor (%) - Lecturers participate in Post-Doctoral Program (%) - Lecturers have followed AA and <i>PEKERTI</i> , <i>ALIS/ALIHE</i> (%). - Lecturers have attended professional education programs (%). - The lecturer achieved a TOEFL score of 550 IELTS 6.5 (%). - Lecturers have attended training that supports their expertise (%).	4.48	7.57	5.97	7.14	10.87	1 0.87	
		0	0.639	2.94	4.67	6.17	6.17	
		78.23	81.69	89.47	93.91	96.69	96.69	
		49.25	56.40	58	59	59	59	
		6.38	16.63	30.93	43.3	56.81	56.81	
		38.07	44.17	58.92	70.13	76.63	76.63	
Facilitating lecturers to continue their doctoral program education	Collaborating with other universities to open a Doctoral Program collaboration class that is not yet available at UNG for senior lecturers IKP: - The study program has collaborated with doctoral programs (%). - The lecturer has completed the doctoral program (%).	1.04	13.5	15.36	17.86	20.57	20.57	Vice-Rector 4, Faculty, International Cooperation Unit
		29.37	38.86	39.43	39.86	44.84	44.84	
	Require lecturers under the age of 40 to continue their doctoral education abroad: IKP:							Vice Rector 1 and 4, BUK, Faculty,

	<ul style="list-style-type: none"> - Preparation of lecturers for study abroad (%). - Lecturers continue their studies abroad (%). - Lecturers get scholarships for further study abroad (%). 	5.37	36.17	56.33	65,50	79.83	79.83	Language Center
		1.3	9.00	25.83	35.00	53.50	53.50	
		0.00	2.00	12.83	31.00	48,50	48,50	
Revitalization of facilities and infrastructure to support teaching activities	Preparation of facilities and supporting infrastructure for teaching and learning activities IKP:	42.50	57,20	57,20	59,00	59,00	59,00	Vice-Rector 2, BUK, ULP
	- Standard Classroom	25.67	31.50	30,80	44.00	50,50	50,50	
	- Laboratory	33.67	31.75	31.75	44.00	50.25	50.25	
	- Microteaching	25,50	33.33	45.00	57,00	66.67	66.67	
	- Studio	1.00	9.50	17.25	20.00	26.25	26.25	
	- Library	0	8.67	17,00	25	33.33	33.33	
	- Experimental Garden	0	8.67	16.67	25	33.33	33.33	
	- Greenhouse	0	25.00	37.5	50	50	50	
	- Radio	0	0	0	0	0	0	
	- Campus TV							
	Updating of academic facilities (laboratory, studio, micro-teaching, experimental garden) IKP:	60	63	39.75	40.75	44.5	44.5	Vice-Rector 2, BUK, ULP
	- Standard classroom Laboratory	30.33	41.25	38.4	47.25	53.5	53.5	
	- Microteaching	50,50	58.67	66.67	66.67	66.67	66.67	
	- Studio	25.5	41.67	40.25	57	66.67	66.67	
	- Library	1.50	37.75	35.4	50.25	50	50	
	- Experimental Garden	0	37.5	50	50	50	50	
	- Greenhouse	0	37.5	50	50	50	50	

Increasing the student admission with the entry of the student system through "potential and talent"	<p>Attracting new students through invitations who have achievements in academics, arts, sports, leadership and who have special talents</p> <p>IKP:</p> <ul style="list-style-type: none"> - the number of students who have academic achievement - the number of students netted who have achievements in the arts, sports, leadership and special talents 	52	156	217	261	313	313	Vice-Rector 3, BAKP, Faculty, PKM
		36	136	188	234	286	286	
Improving the quality and excellence of education study programs as a source of educational personnel	<p>Strengthening majors education as a leading study program in the eastern part of northern Indonesia</p> <p>IKP:</p> <ul style="list-style-type: none"> - the number of excellent education study programs in the Indonesian region northeast 	6	15	44	40	40	40	Vice-Rector 1, Faculty, postgraduates
RESEARCH AND SERVICE								
Providing assistance and	Providing incentives for reputable journal writing and							Vice-Rector 2, LPPM, Faculty, Postgraduate

facilitation of training in writing scientific papers and innovative works to accelerate professors	Innovative works that have the potential to get IPR and patents IKP:							
	- Lecturers have attended training on writing scientific papers and innovative works	147	216	389	528	622	622	
	- Number of lecturers' scientific articles published in reputable international journals	64	67	166	229	286	286	
	- Number of lecturers' scientific articles published in accredited national journals	76	114	225	298	366	366	
	- Number of citations from lecturers	13738	15077	16727	17785	19260	19260	
	- Amount of IPR	80	97	233	281	327	327	
	- Number of Patents	4	7	67	91	120	120	
	- Number of works that have received international recognition or are used by the public	47	76	95	115	150	150	
GRADUATE QUALITY IMPROVEMENT								
Improving academic and non-academic activities for students	Multiply and facilitate student activities in the academic field such as writing competitions and mini-research, sports, arts, and other relevant competitions improving the quality of UNG graduates							Vice-Rector 3, Faculty, BAKP, PKM

	IKP: - the number of students who have participated in writing training and mini-research - students have participated in sports and arts competitions - the number of students who passed student papers at national and international student scientific fairs - the number of students who won national and international sports and arts competitions - Number of students participating in independent learning activities - Number of Study Programs that implement an independent campus	238	555	740	905	1035	1035	
		195	99	405	448	476	476	
		5	23	62	169	177	177	
		6	74	76	137	145	145	
		0	1000	1400	1700	2000	2000	
		0	48	50	50	52	52	
Improving the competence of prospective skilled workers by developing vocational schools region based	Establishing vocational study programs (DIII and DIV) based on market needs and the development of the industrial revolution 4.0. IKP: - the number of vocational study programs according to market needs	1	4	7	59	113	113	Vice-Rector 1, Faculty
	Conducting certification profession and competence improvement of UNG graduates							Vice-Rector 1, Faculty,

	IKP: - the number of graduates who received SPI (Certificate of Companion of Diplomas) (%). - the number of graduates who get a TOEFL Prediction Score of at least 450 - number of graduates who received coding-networking certificates - number of professional certification providers	0 45 0 53	100% 702 80 131	100% 962 210 164	100% 1032 216 166	100% 1127 216 170	100% 1127 216 170	Postgraduate, Language center
INTERNATIONAL COOPERATION								
Expanding source and access to scholarship assistance for students	Donor agency cooperation for scholarship sources outside Bidik Misi IKP: - number of students receiving scholarships - number of donor agencies outside Bidik Misi	562 20	622 93	696 123	730 153	815 158	815 158	Vice-Rector 4, International Cooperation and Service
MISSION II: Improving the competence of researchers to produce renewable science and technology that has benefits for improving community welfare regional and national development in a sustainable manner;								
RESEARCH AND SERVICE								

Improving mastery of methodologies analytical tools relevant to the field of education and non-educational science	Intensifying methodological training, use of research analysis tools IKP:							LPPM, Faculty, Postgraduate
	- the number of lecturers who have attended training on educational and non-educational methodologies	132	414	528	647	748	748	
	- the number of lecturers who attended training on the use of analysis tools in the field of education and non-education	102	254	365	503	597	597	
	Intensifying clinical activities for proposals to increase IKP research competitions:							Vice-Rector 1, LPPM
	- the number of lecturers following the clinical proposal in the field of education and non-education	67	180	244	315	343	343	
	- Number of proposals participating in the competition grant	48	145	208	267	192	192	
Expanding sources of funding for research activities	Providing special incentives to productive lecturers with							LPPM, Faculty, Postgraduate

	national competitive research, scientific works, scientific publications, patents) IKP: - the number of productive research lecturers	51	128	190	246	321	321	
	Increasing research budget sourced from PNBK IKP: - the number of research sourced PNBK - Quantity percentage research budget on PNBK (%)	17 6.5	90 23.75	119 36.75	146 49.25	150 50.75	150 50.75	Vice-Rector 2, LPPM, BUK
	Providing special schemes for professors to conduct research and development of science and the creation of appropriate technology IKP: - number of professors receiving special schemes - number of creation of appropriate technology as research output	5 3	15 13	15 20	22 26	29 32	29 32	Vice-Rector 2, LPPM, Postgraduate

Development of study center to improve the mastery of science and technology	<p>Make <i>Center for Sustainable Science</i> and optimizing study centers in each faculty and institution IKP:</p> <ul style="list-style-type: none"> - number of study centers in the Faculty - Number of study centers at UNG level 	11	117	196	225	225	225	LPPM, LP3M, Faculty
		0	0	0	0	0	0	
Increasing stimulants for lecturers who produce innovative works, reputable scientific publications, patents, intellectual property rights	<p>Provide and increase the value of incentives for lecturers who successfully publish their work in reputable national and international journals, produce patents and attend international conferences (presenters)</p> <ul style="list-style-type: none"> - Number of lecturers who received international journal publication incentives (Q1, Q2) - Number of lecturers who received international journal publication incentives (Q3, Q4) 	1	17	27	36	46	46	Vice-Rector 2, LPPM, Faculty, Postgraduate
		10	39	71	100	128	128	
		13	61	99	132	178	178	

<ul style="list-style-type: none"> - Number of lecturers who received incentives for publication of accredited national journals (Sinta: S1, S2, S3) - Number of lecturers who received publication incentives in international conference proceedings (international indexed) - Number of lecturers who received patent incentives - Number of lecturers who received Haki incentives 	15	80	125	159	209	209	
	0	23	45	66	87	87	
	14	68	105	145	195	195	
<ul style="list-style-type: none"> - Accreditation of scientific journals IKP: - the number of nationally accredited scientific journals. - Number of internationally accredited scientific journals 	0	14	48	139	188	188	Vice-Rector 1, LPPM, Faculty, Postgraduate
	0	2	4	66	123	123	

Take advantage of research and development of research innovation	Disseminating research results towards the industrial world (Industrial Prototype) and government institutions. IKP: - number of research product prototypes used in industry.	2	4	69	93	118	118	LPPM, Faculty, Postgraduate, International Cooperation and Service
	- number of research results implemented in agency or government	5	30	75	90	115	115	
MISSION III: Develop innovative community service activities. Disseminate and apply research results to support regional and national development in order to reduce poverty and inequality.								
ACCREDITATION								
Business center development and professional education (consultation, training, courses etc)	Building a modern business center IKP: - percentage increase in PNPB receipts (%).	0	15.25	17.75	25.25	28.67	28.67	Vice-Rector 2
	Building a clinic and consulting agencies (business, law, psychology etc.) IKP: - percentage increase in PNPB receipts (%).	0	6.67	8.33	15	20	20	Vice-Rector 2

RESEARCH AND SERVICE								
Increasing innovative work and appropriate technology for community empowerment	Conducting service innovations based on appropriate technology and social entrepreneurs IKP:							LPPM, Faculty
	- the number of appropriate technology-based service innovations and <i>social entrepreneur</i>	17	86	113	141	146	146	
Developing the economy and empowering rural communities in Gorontalo Province	Helping to strengthen the community's economy through fostered villages and mentoring IKP:							LPPM, Faculty, Postgraduate
	- number of fostered villages	7	74	52	65	80	80	
	Assisting in the Coastal public areas in the Tomini Bay Area to develop village potential through community service activities and KKS IKP:							LPPM, Faculty, Postgraduate
	- number of groups assisted coastal communities	5	66	103	162	197	197	

Developing the community's creative economy	Helping and facilitating the community and students to develop a creative economy around the UNG campus IKP: - the number of community business groups and students around the UNG campus international practicum at UNG	1	69	131	175	222	222	Vice-Rector 3, LPPM, PKM, Faculty, Postgraduate
	- Number of UNG students who do international practicum in LN	2	4	11	10	28	28	
		1	30	14	16	35	35	
	Collaborating with foreign universities for double degrees and credit transfers IKP: - Number of students taking credit transfer programs at other universities in the country - Number of students taking credit transfer programs at other universities abroad	12	32	32	38	57	57	Vice-Rector 1, 3, and 4, Faculty, Postgraduate, International Cooperation and Service
		1	8	4	4	23	23	

	<ul style="list-style-type: none"> - Number of students taking double degree programs abroad - Number of students taking sandwich programs abroad - Number of students participating in summer school and winter school programs abroad 	0	2	4	4	21	21	
		0	1	1	1	18	18	
		0	0	1	1	18	18	
Increasing cooperation in various fields with external parties	Strengthen collaborative research between lecturers, students and external parties IKP: <ul style="list-style-type: none"> - Number of collaborative research of lecturers, students, and external parties 	16	99	188	257	315	315	Vice-Rector 1, 2, 3, and 4, LPPM, Faculty, Postgraduate
Improving cooperation and building synergy to create a triple helix	Strengthening cooperation and synergy between research institutions, government, private sector and international institutions IKP: <ul style="list-style-type: none"> - Number of collaboration/collaboration research realizations 	6	96	142	192	210	210	Vice-Rector 4, LPPM, Faculty, Postgraduate, International Cooperation and Service

MISSION V: strengthening cultural values of the application of science and technology and regional-based innovation

ACCREDITATION

Developing learning innovations, research and service-based education and non-education region and regional potential	Development innovation based learning, research and service - number of innovation-based learning area	3	89	147	189	206	206	Vice-Rector 1, LPPM, LP3M
	- Number of area-based research	3	72	126	105	134	134	
	- Number of area-based services	25	78	142	123	152	152	
	Establishing the Tomini Bay Center and a regional study center							Vice-Rector 1, LPPM, Faculty
	- The establishment of the Tomini Resources Center at UNG	0	21	42	46	50	50	
	- Number of experts in the field of knowledge about potential development tomini bay	18	53	90	110	130	130	

QUALITY OF GRADUATES

Building student character by strengthening the understanding of the nation's ideological values rooted in cultural values	<ul style="list-style-type: none"> Strengthening character education through culture and local genius - Number of student activities based on culture and local genius - Number of students who participate in culture-based activities and local genius 	9	67	72	172	175	175	Vice-Rector 3, Faculty, Postgraduate, PKM, library
		633	780	862	918	987	987	
	Strengthening cultural values and preservation culture							Vice-Rector 3, Faculty, Postgraduate, PKM,
	<ul style="list-style-type: none"> - Number of products and student innovation works in the field of culture - Number of digitizing culture and local genius 	6	19	69	165	173	173	Library, Language Center
		2	49	74	102	130	130	
	Strengthening the synergy of local governments in strengthening local IKP culture:	2	72	98	122	124	124	Vice-Rector 1 and 4, Faculty
	<ul style="list-style-type: none"> - Academic forum that discusses strengthening local culture in supporting the development - Number of cultural expos/festivals of UNG's collaboration with the 	0	68	110	153	169	169	

	government - The amount of research and dedication that - oriented to strengthening local culture	10	148	173	198	224	224	
MISSION VI: to provide professional, transparent, and high accountability governance and services towards good university governance								
ACCREDITATION								
Managing campus infrastructure (Green Campus)	Building campus infrastructure to create UNG as a green campus							Vice-Rector 2
	IKP:							
	- RTH (%).	0	50	75	100	100	100	
	- Solar panels (%).	0	50	75	100	100	100	
	- Non-fuel energy use (%).	0	50	75	100	100	100	
	- Number of innovation works that support a green campus (%).	0	26.5	40	53.5	54.5	54.5	

Improving accessibility between UNG campuses spread across four locations	Building facilities campus transportation, through integrated transportation between campus locations - Number of fleets that serve transportation between campuses - Number of fleets that serve intra-campus transportation	0	0	0	0	0	0	Vice-Rector 2
		0	0	0	0	0	0	
Increasing revenue by optimizing UNG assets (potential)	Optimization of UNG assets to increase IKP income-generating: - Percentage of drafted regulations on the commercialization of UNG assets for	0	27.5	50	75	92.5	92.5	Vice-Rector 2, BPU campus
	increasing income-generating (%).	5	33	60	87	100	100	
	- Amount of commercialized UNG assets (HR) (%).	5	32	59	85	100	100	
	- Number of UNG assets that can be commercialized (Non-HR)(%).							

Diversification of source-non-SPP and non-DIPA alternative funding sources	Looking for sources-alternative non-SPP and non-DIPA funding sources through corporate CSR, foreign grants IKP: - Number of funding sources through CSR - Number of funding sources through foreign grants	0 0	31 0	60 0	62 0	90 1	90 1	Vice-Rector 2 and 4, Campus BPU
Increasing the level of welfare of lecturers by making efficiency and increasing income	Reformulation of fair, transparent and prosperous remuneration system IKP:	0	0	0	0	0	0	Vice-Rector 1, 2, and 4, Pustikom
	- Percentage of reformulation of remuneration system regulations - Percentage of remuneration system applications that are integrated with BKD and other systems	0	0	0	0	0	0	

Increasing the role of faculty in financial planning and management	Expanding the authority and role of faculties and institutions in academic, administrative and financial management IKP: - Percentage of regulations on the expansion of the authority of faculties and institutions in academic, administrative and financial management (%).	0	50	50	50	50	50	Vice-Rector 1 and 2, 3, and 4, Faculty, LPPM, LP3M
Developing organizations and supporting units for academic and non-academic activities	Developing new organizations and units to streamline services IKP:							Vice-Rector 2
	- Percentage of formation of supporting units for academic activities (%).	0	100	100	100	100	100	
	- Percentage of non-academic activities supporting units formed (%).	0	100	100	100	100	100	

Improving the effectiveness of supervision in academic and non-academic activities	Strengthening digital system based on quality assurance IKP: - Percentage of existing quality assurance system digital based (%).	50	87.5	87.5	100	100	100	Vice-Rector 1, LP3M, Record management
	Strengthening the competence and professionalism of SPI personnel IKP: - Number of SPI personnel who have competence as auditors - Number of Internal Supervisory Unit (SPI) personnel who have attended audit education/training	0 1	0 1	0 1	0 1	0 1	0 1	Vice-Rector 2, SPI
Increasing the capacity of general administration and staffing managers	System modernization And personnel administration IKP:							Vice-Rector 2, BUK
	- Percentage of administrative systems up to date staffing (%).	100	100	100	100	100	100	

The establishment of an IT-based financial management system	Strengthening IT-based financial planning and management systems IKP:							Vice-rector 4, BAKP, Pustikom
	- Percentage of well-organized financial planning and management systems (%).	100	100	100	100	100	100	
	- Percentage of competent personnel in IT-based financial planning and management (%).	0	75	100	100	100	100	
INTERNATIONAL COOPERATION								
Improving the competence of prospective skilled workers by developing regional-based vocational schools	Establishing vocational study programs (Diploma and Associate Degree) based on market needs and the development of the industrial revolution 4.0. IKP:							Vice-rector 1, Faculty
	- Number of Vocational Study Programs - HR manager of Vocational Study Program	1 7	43 61	71 92	98 121	127 133	127 133	
	- Number of -based international vocational programs area	0	09	0	0	1	1	

Appendix 2: Performance Indicators Objective

No.	Destination	Goal Indicator
1.	Producing excellent, qualified, professional and competitive graduates	1. Number of graduates who find work with income above 1,2 Regional Minimum Wage
		2. Number of graduates who continue their studies to a higher level
2.	Producing scientific works and research results as well as the application of science and/or technology that is useful in accelerating development	1. Number of lecturers who carry out tridharma activities in other campuses
		2. Number of lecturers work as a practitioner in the industrial world
		3.Total of research output that received recognition
3.	Producing works of community service through the application of science and/or technology in improving the welfare of the community	1. Number of community service outcomes implemented by the community
4.	Creating partnerships and cooperation to build competitiveness	1. Number of Study Programs conducting national and international collaboration
5.	Increasing the role of universities in regional-based development	1. Percentage of lecturers involved in policy making
6.	Improving effective and efficient Satker performance through the implementation of good, integrated governance, transparency and accountability	1. Achieving the Predicate AA of SAKIP Satker
		2. Achieving rank 2 university cluster
		3. Minimum Work Unit Budget Performance of Value 80

