



MINISTRY OF HIGHER EDUCATION, SCIENCE,  
AND TECHNOLOGY

**UNIVERSITAS SYIAH KUALA**

DARUSSALAM, BANDA ACEH 23111

Phone/Facsimile: (0651) 7554229

Website: [www.usk.ac.id](http://www.usk.ac.id), Email: [persuratan@usk.ac.id](mailto:persuratan@usk.ac.id)

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of Universitas Syiah Kuala 2025–2029

March 18, 2025

To:

1. Chair of the Board of Trustees;
  2. Chair of the University Academic Senate;
  3. Deans of Faculties / Director of the Graduate School;
  4. Heads of Institutes,
- within Universitas Syiah Kuala  
Darussalam – Banda Aceh

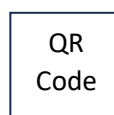
In connection with the preparation of the Strategic Plan (Renstra) of Universitas Syiah Kuala for the period 2025–2029, we hereby convey the document as a guideline for planning and implementing programs within the Faculties and Work Units under your leadership.

This Strategic Plan has been formulated based on the vision and mission of Universitas Syiah Kuala, while also taking into account national policy directions in higher education development. We expect that Faculties and Work Units will align their strategic policies with this Strategic Plan in order to support the achievement of the institution's overall goals.

We also invite the active participation of Faculties and Work Units in the implementation of this Strategic Plan and encourage harmony and collaboration among units within Universitas Syiah Kuala. Should there be any input or matters requiring further communication, we are open to discussion to ensure the smooth implementation of the policies established herein.

Thus conveyed, we extend our sincere gratitude for your attention and cooperation.

Rector,



Prof. Dr. Ir. Marwan

Official Reg. No. 196612241992031003

Note:

1. The ITE Law No. 11 of 2008 Article 5 Paragraph 1 "The Electronic Information and/or Electronic Document and/or their printouts shall constitute valid legal evidence."
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# **STRATEGIC PLAN**

**UNIVERSITAS SYIAH KUALA  
2025 - 2029**

**UNIVERSITAS SYIAH KUALA**

Jl. Teuku NyakArief, Kopelma Darussalam - Banda Aceh (23111)

**[www.usk.ac.id](http://www.usk.ac.id)**



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Website: [www.usk.ac.id](http://www.usk.ac.id), Email: [persuratan@usk.ac.id](mailto:persuratan@usk.ac.id)

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**APPROVAL PAGE**

STRATEGIC PLAN DOCUMENT  
OF UNIVERSITAS SYIAH KUALA  
2025–2029

Approved and ratified by  
The Board of Trustees of Universitas Syiah Kuala  
on June 10, 2024

Chair of the Board of Trustees,

Signed

**Dr. Drs. Safrizal ZA., M.Si.**  
Official Reg. No. 197004211990091003

Rector,

Signed

**Prof. Dr. Ir. Marwan**  
Official Reg. No. 196612241992031003



**STRATEGIC PLAN DOCUMENT DRAFTING TEAM  
UNIVERSITAS SYIAH KUALA 2025-2029**

Decree of the Rector of Universitas Syiah Kuala Number: 1516/UN11/KPT/2024

**Person in Charge**

Prof. Dr. Ir. Marwan  
Prof. Dr. Ir. Taufiq S., M.Eng., IPU  
Prof. Dr. Marwan, S.Si., M.Si  
Prof. Dr. Ir. Agussabti, M.Si.  
Prof. Dr. Mustanir, M.Sc.

**Chairperson**

Prof. Dr. Ir. Suhendrayatna, M.Eng.

**Secretary**

Dr. Yanis Rinaldi, S.H., M.Hum.

**Members**

Adrian Damora, S.Pi., M.Si  
Dr. Ir. Yusya Abubakar, M.Sc., IPU.  
Dr. Yunita Idris, ST. M.Eng.Structure  
Alfian, S.T., M.T.  
Alfizar, S.P.  
Marzuki, S.E.  
Amni, S.E.  
Herlita Ferawati, S.E., Ak.  
Nurmawar Kirana Dewi, S.T.  
Hera Miralda, S.T., M.T.  
Farida, A.Md.  
Abdul Rochim, S. Sos., M.Pd.  
Feryan Ikhwal, S.T.  
Daniel Aprizal, S.E.  
Putri Zalbania, S.T.  
Suhartono Bin Adi Suarno, Lc

Nurlaili, S.Pd, M.Pd.  
Ar. Era Nopera Rauzi, S.T., M. Arch, IAI  
dr. Iflan Nauval, M.ScIH,  
Sp.GK (K), Sp.KKLP, AIFOK  
Teuku Faisal Jumaidin, S.T., M.Si.  
Dr. Munawar, S.Si., M.App.Stats  
Ikhsan, S.E., M.A.  
Wahyu Eka Sari, S.Si., M.Si  
Dedy Yuliansyah, S.H., M.H.  
Dr. Ir. Khairul Iqbal, S.T., M.T., IPM  
Virida Zikria, S.P., M.Sc  
Achmad Mustofa, S.Pd.,M.Pd.  
Syahabuddin, ST.  
Rasudin, S.Si., M.Info. Tech  
Nurul Kamaly, M.A.P  
Ns. Jufrizal, S.Kep., M.Kep  
drg. Cut Fera Novita, M.Kes

## PREFACE

Praise and gratitude are offered to Allah SWT for the completion of the Strategic Plan (Renstra) of Universitas Syiah Kuala (USK) for the 2025–2029 period. This document has been prepared as the primary guideline for medium-term planning and development of the university, in line with USK’s vision to become an excellent and globally competitive institution in advancing science, technology, arts, and culture.

The USK Strategic Plan 2025–2029 outlines the direction, objectives, and strategic targets that will serve as a reference for all elements of the university in implementing the Tri Dharma of Higher Education, while also strengthening USK’s contribution as a higher education institution actively engaged in national and regional development. This document further responds to the challenges of globalization and the dynamic transformation of higher education, where innovation, quality education, research, and community service are essential elements for achieving greater competitiveness.

The drafting process of this document involved various parties, ranging from internal stakeholders to external partners, to ensure that every strategic step formulated reflects the needs, potential, and expectations of society. This Strategic Plan also demonstrates USK’s commitment to practicing transparent, accountable, and sustainable governance as the university advances toward becoming a State University with Legal Entity (Perguruan Tinggi Negeri Badan Hukum/ PTN-BH) that is autonomous and professional.

Our highest appreciation and gratitude are extended to the entire drafting team and all parties who have contributed to the preparation of this Strategic Plan. We hope that the USK Strategic Plan 2025–2029 will serve as a reference for all members of the academic community in developing the university’s potential, while providing broad benefits to society, the nation, and the state.

May our collective efforts to realize USK as the “Jantong Hatee Rakyat Aceh” with global competitiveness always receive the blessings and guidance of Allah SWT. Aamiin.

Banda Aceh, June 3, 2024  
Rector of Universitas Syiah Kuala,

Prof. Dr. Ir. Marwan  
Official Reg. No. 196612241992031003

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## CHAPTER I INTRODUCTION

### 1.1. General Conditions

#### 1.1.1. Internal Environment Dynamics

##### **a. Academic**

The establishment of Universitas Syiah Kuala (USK) represents the realization of the aspirations of the Acehnese people, who longed for a higher education institution of quality—particularly one that could serve as a center of knowledge and civilization, as it had been in the past. USK was inaugurated on September 2, 1959, by President Soekarno, marked by the unveiling of the Darussalam Monument, which symbolized the beginning of the development of the USK campus area in Darussalam, now widely recognized as a city of students and scholars. On the monument's inscription, President Soekarno wrote: *"Tekad Bulat Melahirkan Perbuatan jang Njata, Darussalam Menudju kepada Pelaksanaan Tjita-tjita"* ("A Determined Will Brings Forth Tangible Deeds, Darussalam Moves Toward the Realization of Aspirations"). This historical spirit firmly established USK as the Jantung Hatee (Heart) of the Acehnese people.

USK was officially founded as a state university on September 2, 1961, through the Decree of the Minister of Higher Education and Science No. 11 of 1961, dated July 21, 1961. Its establishment was subsequently affirmed by Presidential Decree of the Republic of Indonesia No. 161 of 1962, dated April 24, 1962, issued by President Soekarno. USK plays a highly strategic role in enhancing the quality of human resources to meet local, regional, national, and global needs. The university is committed to prioritizing quality while integrating universal, national, and local values on its path toward becoming a world-class university. At present, USK has four campuses: the main campus in Kopelma Darussalam, Banda Aceh; Campus II in Aceh Besar (currently under development); PSDKU Campus in Gayo Lues; and Campus IV in Bener Meriah (also under development). USK hosts more than 27,000 students pursuing education across 12 faculties and one Graduate School. The university offers 146 study programs, consisting of: 13 programs at the Diploma level, 1 program at the Diploma IV level, 63 programs at the Bachelor's level, 8 programs at the Professional level, 36 programs at the Master's level, 9 programs at the Doctoral level, 15 programs at the Specialist level, and 1 program at the Sub-Specialist level.

In line with the advancement of science and technology, USK successfully elevated its status to a State University with Legal Entity (Perguruan Tinggi Negeri Badan Hukum/PTN-BH) in October 2022, following the implementation of its best strategies to optimize both tangible and intangible resources. Several international ranking institutions have also placed USK in favorable positions. Among them, Edurank ranked USK 14th among the best universities in Indonesia and 467th in Asia; UniRank placed USK 15th nationally; the Scimago Institutions Rankings ranked USK 3rd among the best universities in Indonesia; and the Times Higher Education (THE) World University Rankings 2024 listed USK as the 8th top university in Indonesia and within the 1201–1500 global band as of September 30, 2023.



**Figure 1.1** Rectorate Building of Universitas Syiah Kuala  
Source: Public Relations Office of USK, 2022

By the end of 2023, USK had produced a total of 154,878 alumni. Most of these alumni have established successful careers and contributed to society at local, national, and international levels. This achievement is inseparable from the guidance provided by USK during their studies, including support for student innovation and creativity. Such efforts are intended not only to prepare graduates for employment but also to enable them to create job opportunities in business and industry through entrepreneurial activities. To support these initiatives, USK has launched various programs, including the 1000 Young Entrepreneurs of USK (WMU), Independent Entrepreneurship (WMK), the Student Entrepreneurship Development Program (P2MW), the Entrepreneurship Club Rumah Amal (ECRA), the Entrepreneur Lounge, the Youth Entrepreneur Forum, as well as collaborations with various industry partners and small and medium enterprises (SMEs).

USK continues to enhance and refine its educational curriculum at all levels to support the achievement of its vision of becoming a globally competitive university. One of the significant learning development programs is the implementation of an Outcome-Based Education (OBE) curriculum across all levels and study programs, ensuring measurable graduate indicators with high competitiveness.

Through this approach, USK strives to strengthen the quality of higher education delivery in order to produce graduates with strong competencies and competitiveness at the Asian level. Furthermore, the integration of subject matter related to the Sustainable Development Goals (SDGs) into project-based and case-based learning represents an effort to reinforce the regional competitiveness of USK graduates within Asia.

As part of its efforts to cultivate graduates' character, USK requires all students to take Character Development I and Character Development II courses in the first and

second semesters. These courses are designed to train students to develop strong social sensitivity and to contribute to solving real-life problems within society.

USK's development direction for 2025–2029 is focused on achieving national competitiveness as a stage toward its long-term goal in 2039, namely, becoming globally competitive and internationally recognized. To support this vision, USK is expanding its Campus II in Aceh Besar Regency (Figure 1.3). The development plan for Campus II includes facilities for the Rectorate, faculties, the National Sports Week (PON) zone, as well as housing and supporting facilities (Table 1.1).

**Table 1.1**  
Development Plan of Facilities at USK Campus

USK Campus Development Zone	No.	Zone	Facility Name
Campus I Darussalam Campus	1	Supporting Facility	USK Teaching Hospital
Campus II Aceh Besar Campus	2	Rectorate	Rectorate Building
			Campus Mosque
			Center of Excellence for Digital Transformation
			Library
			Convention Hall
			Student Center
			Student Dormitory
			Integrated School
	2	Laboratories	Integrated Laboratory and Workshop
	3	Faculty	Geoscience
			Veterinary Medicine
			Forestry
			Marine and Fisheries
			Sports, Health, and Recreation
			Animal Husbandry
			Agriculture
	4	National Sports Week	Main Football Stadium
			Indoor Sports Arena (Istora)
			Velodrome
			Aquatic Center
			Bowling dan Squash Center
			Martial Arts Arena
			Indoor Hockey Arena
			Indoor Tennis Court
			Outdoor Sports Area
			Athletics Field
			Archery and Shooting Range
			Athletes' Residence
			Health Clinic
	5	Residential Facility	Faculty and Staff Housing

USK Campus Development Zone	No.	Zone	Facility Name
	6	Supporting Facilities	Aceh Peace Museum
			Techno/Science Park and Energy Conservation Area
			Drinking Water Supply System (SPAM)

Currently, Universitas Syiah Kuala (USK) has 146 study programs, of which 28.77% are accredited “Excellent,” 13.01% accredited “A,” 15.75% accredited “Very Good,” 32.19% accredited “B,” and 3.42% accredited “Good.” In contrast, 6.85% of the programs are newly established and in the process of submitting their accreditation applications. In addition, to realize its vision and mission, USK has prepared several leading study programs that have consistently achieved the highest national accreditation ratings in several accreditation periods, as preparation for international accreditation. Some of the study programs that have obtained international accreditation from the Indonesian Accreditation Board for Engineering Education (IABEE) and Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik (ASIIN) include the following:

**Table 1. 2**  
Study Programs at USK that Have Obtained International Accreditation

No.	Faculty	Level of Study	Study Program	International Accreditation Agency	Year of Accreditation
1	Faculty of Engineering	Bachelor's	Electrical Engineering	IABEE	2022
		Bachelor's	Chemical Engineering	IABEE	2022
		Bachelor's	Geophysical Engineering	IABEE	2024
		Bachelor's	Civil Engineering	IABEE	2024
		Bachelor's	Mechanical Engineering	IABEE	2024
2	Faculty of Medicine	Bachelor's	Medical Education	ASIIN	2023
		Professional	Medical Profession	ASIIN	2023
3	Faculty of Nursing	Bachelor's	Nursing	ASIIN	2023
		Profession	Nursing Profession	ASIIN	2023
4	Faculty of Veterinary Medicine	Bachelor's	Veterinary Medicine Education	ASIIN	2023
		Profession	Veterinary Profession	ASIIN	2023

Furthermore, several study programs at Universitas Syiah Kuala (USK) are currently preparing for international accreditation through other accreditation agencies, namely the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT), the Foundation for International Business Administration Accreditation (FIBAA), and the Indonesian Architectural Accrediting Board (IAAB). The study programs that are in the process of preparing their international accreditation documents are as follows:

**Table 1.3**  
Study Programs at USK Currently Preparing International Accreditation Documents

No.	Faculty	Level of Study	Study Program	International Accreditation Agency
1	Faculty of Economics and Business	Master's	Accounting	HEEACT
		Bachelor's	Management	HEEACT
		Bachelor's	Development Economics	HEEACT
		Bachelor's	Accounting	HEEACT
		Bachelor's	Islamic Economics	HEEACT
		Diploma	Accounting	HEEACT
2	Faculty of Law	Bachelor's	Law	FIBA
3	Faculty of Engineering	Bachelor's	Architecture	IAAB
		Professional	Professional Architectural Education	IAAB
		Bachelor's	Mining Engineering	IABEE
		Bachelor's	Geological Engineering	IABEE
		Bachelor's	Industrial Engineering	IABEE
		Bachelor's	Computer Engineering	IABEE
4	Faculty of Agriculture	Bachelor's	Agribusiness	ASIIN
		Bachelor's	Agricultural Product Technology	ASIIN
		Bachelor's	Agricultural Engineering	ASIIN
		Bachelor's	Soil Science	ASIIN
5	Faculty of Teacher Training and Education	Bachelor's	Biology Education	ASIIN
		Master's	Biology Education	ASIIN
6	Faculty of Marine and Fisheries	Bachelor's	Marine Science	ASIIN
7	Faculty of Dentistry	Bachelor's	Dental Education	ASIIN

## **b. Human Resources**

Universitas Syiah Kuala (USK) strives to enhance the quality of educational services by strengthening human resources (HR) across all study programs within the university. This effort focuses on fulfilling the required quota and qualifications of teaching staff, which in turn contributes to improving the quality of instruction provided to all students. As of 2024, USK employed a total of 1,761 lecturers, consisting of 659 doctoral degree holders (37.43%), 860 master's degree holders (48.83%), and 249 lecturers (14.14%) who are currently pursuing doctoral studies. In 2024, USK also recruited an additional 440 new lecturers, bringing the total number of teaching staff to 2,201.



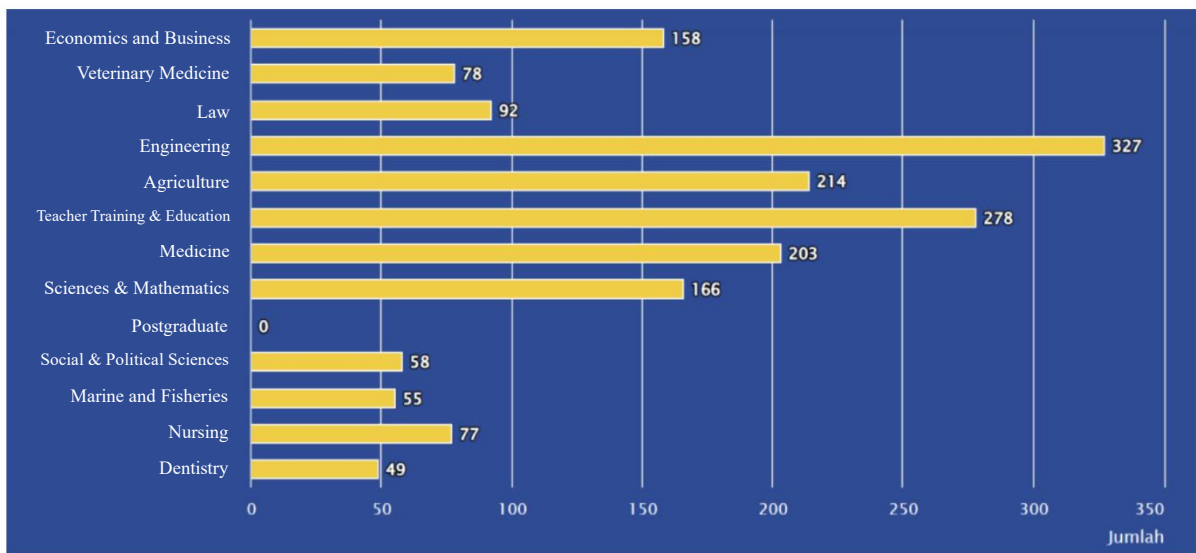


Figure 1.2. Number of USK Lecturers Distributed Across 12 Faculties and 1 Graduate School

The human resources (HR) at Universitas Syiah Kuala (USK) consists of teaching staff (lecturers), educational staff, and laboratory assistants who are distributed across 146 study programs. USK lecturers have been certified as educators, and the educational staff also hold competency certificates in accordance with their respective areas of expertise. Furthermore, USK laboratory personnel possess competencies aligned with their scientific disciplines within each laboratory. To improve the quality and standard of educational services, USK provides mentoring and support for academic promotion, further study, and professional development for both lecturers and educational staff.

USK admits approximately  $\pm 10,000$  new students annually and produces around 7,500 graduates each year. The admission of new students follows three (3) pathways according to the educational levels established by USK, as shown in Figure 1.3. The Academic Bureau, in coordination with the Vice-Rector for Academic Affairs, manages the student admission system through the following schemes:

- National Selection for State University Admission Based on Academic Achievement (SNPMB-PTN) for undergraduate (S1) programs;
- National Selection for State University Admission Based on Test (SNBT-PTN) for undergraduate (S1) programs; and
- Independent Selection for State University Admission (SMMPTN) for diploma (D3), applied bachelor (D4), undergraduate (S1), postgraduate, specialist, and professional programs.



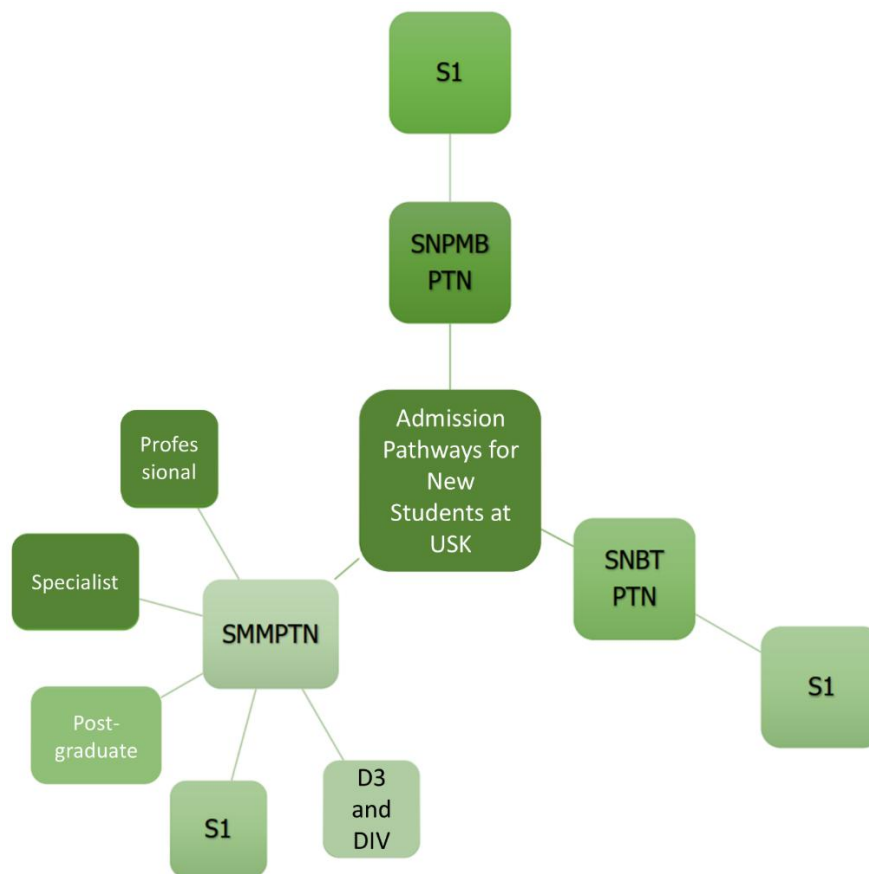


Figure 1.3 New Student Admission System at USK  
Source: USK, 2024

In the 2024–2025 academic year, USK admitted approximately 10,000 new students across three admission pathways. The quota for SNBP (30%) was around 3,000 students, the quota for SNBT (35%) was approximately 3,600 students, and the quota for the Independent Admission Pathway (35%) was about 3,600 students.

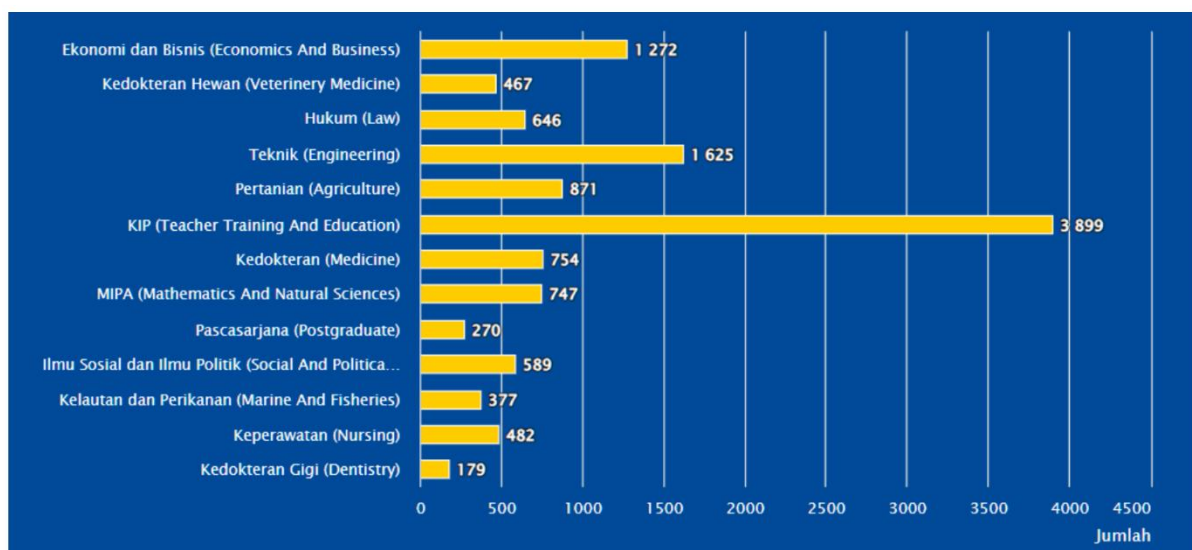


Figure 1.4 USK New Student Admission Data for 2023  
Source: USK Data Portal, 2024

### **c. Research**

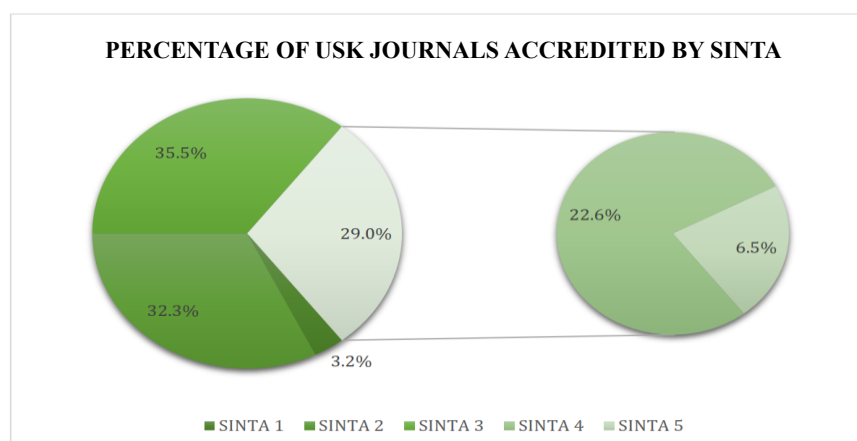
USK continues to advance innovation and research, particularly within its campus environment. One of the efforts undertaken is supporting lecturers in securing various research grant programs. Among the research grants successfully awarded to eight USK researchers are Kedaireka, KONEKSI Collaborative Research, and the Environment Climate Change Grant 2023, with a total funding of AUD 300,000 for three years. In addition, a USK lecturer also received the Palm Oil Research Grant from BPD PKS with a total funding of IDR 1.6 billion. The reputation of USK researchers is now recognized not only at the national level but also globally. Stanford University has ranked three USK lecturers among the 100 most influential researchers in Indonesia. The quality of USK's research and innovation has also contributed to enhancing the university's overall reputation.

The implementation of this distinguished research mission is supervised and managed by the Research and Community Service Institute (LP2M) of USK. At present, USK has established Centers of Excellence in Science and Technology (PUI), namely the Tsunami and Disaster Mitigation Research Center (TDMRC) and the Essential Oil Research Center – PUI Nilam Aceh. In addition, by 2024, USK has developed 51 Research Centers with various assessment categories, ranging from A, B, to C, as follows:

- 1) Research and Development Center for Realistic Mathematics Education in Indonesia
- 2) Research Center for Social and Cultural Sciences
- 3) Research Center for Marine and Fisheries Sciences
- 4) Research Center for Aceh Cattle and Local Livestock
- 5) Halal Research Center
- 6) Research Center for Aceh Coffee and Cocoa
- 7) Research Center for Elephant Conservation and Biodiversity
- 8) Research Center for Rural Development and Sustainable Agriculture
- 9) Tropical Veterinary Research Center – One Health Collaboration Center
- 10) Collaborative Research Center in Health Sciences
- 11) Research Center for Police Science
- 12) Telematics Research Center
- 13) Herbal Medicine Research Center
- 14) Research Center for Customary Law
- 15) Gender Studies Center
- 16) Human Rights Research Center
- 17) Research Center for Aceh Rice
- 18) Research Center for the Development of Organic Agriculture
- 19) Research Center for Climate Change in Aceh
- 20) Research Center for Regional Finance
- 21) Research Center for Population and Human Resources
- 22) Research Center for Automation and Robotics
- 23) Research Center for Public Policy and Development Economics
- 24) Creative Industry Research Center
- 25) Research and Training Center for Agricultural Development
- 26) Research Center for Government Studies
- 27) Research Center for Acehnese Languages

- 28) Research Center for Economics and Social Sciences
- 29) Research Center for Democracy and Development
- 30) Research Center for Law and Public Policy
- 31) Center for the Development of Scientific Journals
- 32) Center for the Development of Intellectual Property Rights
- 33) Center for Innovation, Development, and Downstreaming
- 34) Center for Community Service Program Development (Kuliah Kerja Nyata / KKN)
- 35) Applied Vibration and Acoustics Research Center
- 36) Atsiri Research Center (ARC)
- 37) Research Center for Islamic Economics, Finance, and Banking
- 38) Research Center for Environmental and Natural Resources Studies
- 39) Research Center for Science, Technology, Engineering, and Mathematics (STEM)
- 40) Research and Development Center for the Arts
- 41) Research Center for Business, Economics, Social, and Engineering Development
- 42) Research Center for Humanitarian and Refugee Studies
- 43) ASEAN Research Center
- 44) Ethnoscience Research Center
- 45) Research Center for Mineral and Petroleum Exploration
- 46) Research Center for Energy and Electricity
- 47) Research Center for Industry and Business Optimization
- 48) Research Center for Agricultural Mechanization and Workshop Technology
- 49) Research Center for Mechatronics and Future Automotive Technology
- 50) Research Center for Corporate Social Responsibility (CSR)
- 51) Research Center for Area Studies Development

In an effort to realize the research outputs of lecturers and students, Universitas Syiah Kuala (USK) manages a number of reputable journals indexed at both the national and international levels. USK currently manages 121 journals, consisting of 116 research journals and 5 community service journals. Among these, 31 research journals have been nationally accredited by SINTA, and one journal has gained international recognition, as presented in Figure 1.5.



**Figure 1.5** Percentage of Universitas Syiah Kuala Research Journals Accredited by the National SINTA Index

#### d. Community Service

In terms of Community Service (PkM), Universitas Syiah Kuala (USK) currently manages 32 assisted villages (gampong binaan). The establishment of these assisted villages is realized through flagship, problem-based programs, including the development of micro, small, and medium enterprises (MSMEs), community empowerment across various sectors, child development initiatives, regional potential development, and disaster mitigation strengthening, among others. The Institute for Research and Community Service (LP2M) of USK serves as the main implementing body responsible for developing community service activities derived from research outcomes that produce appropriate technology (TTG), with the primary goal of improving community welfare. In practice, community service programs at USK are divided into three main activities:

- 1) Training, development, and outreach activities;
- 2) Community Service Program (Kuliah Kerja Nyata or KKN) activities; and
- 3) Implementation of research results.

One of the community service initiatives carried out by Universitas Syiah Kuala (USK) is the Grant for Drying and Pressing Machine for Pliek-U Production in Aceh Besar. The Technology Adaptation Program for Pliek-U Small and Medium Enterprises (SMEs) in Aceh Besar Regency serves as one of the Product-Based Community Service Programs (PKMBP). In addition, community service activities are also conducted by students through the National Community Service Program (Kuliah Kerja Nyata Kebangsaan), which includes initiatives such as Stunting Prevention Awareness Campaigns in West Kalimantan, Health and Education Awareness Programs at the Indonesia–Malaysia border, and Training on Coffee Derivative Products in the Agrotourism Village of Takengon.



**Gambar 1. 6** Figure 1.6 One of the USK students conducting a health and education outreach program at the Indonesia–Malaysia border  
(Source: [kkn.usk.ac.id](http://kkn.usk.ac.id) website, 2024)

### 1.1.2. External Environmental Dynamics

In addressing external challenges, Universitas Syiah Kuala (USK) has demonstrated a strong commitment to enhancing the quality of education, research, and community service in alignment with global standards. Several achievements that reflect USK's efforts toward becoming a world-class university are as follows:

#### 1) Development of Multidisciplinary Research

USK has successfully established multidisciplinary research programs designed to respond to complex societal challenges. Collaborative initiatives with world-class professors through the World Class Professor (WCP) program have strengthened USK's research capacity and broadened its scientific perspectives.

#### 2) Collaboration with External Partners

Through the WCP and the Matching Fund for Industry Collaboration and Creative Innovation (KEDAIREKA) programs, USK has expanded its partnerships with industry and other relevant stakeholders. These collaborations facilitate the transfer of knowledge and technology from academia to industry and the wider community. In addition, USK has actively participated in MBKM (Merdeka Belajar – Kampus Merdeka [Independent Learning - Independent Campus]) programs involving students, lecturers, and partners from business, industry, and academia at both national and international levels.

#### 3) International-Standard Education

USK is committed to providing education that meets international standards, as demonstrated by eight study programs that have successfully obtained international accreditation. Various academic programs and curriculum development initiatives based on Outcome-Based Education (OBE) have been implemented to prepare students to become competent future leaders with strong global competitiveness.

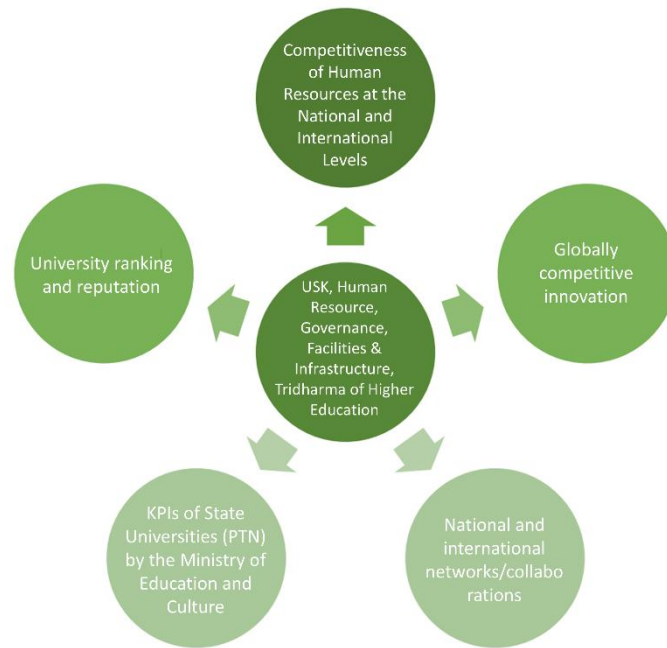
#### 4) Scientific Publications and Innovations

USK has made significant progress in producing scientific publications and innovations, as reflected in the growing number of copyrights and patents. Research outputs from faculty members and students have been published in nationally indexed and reputable international journals. Furthermore, outcomes from educational and research activities have contributed significantly to the advancement of science and technology, benefiting society at large.

#### 5) International Recognition and Awards

USK's achievements in education and research have received international recognition through various awards and acknowledgments, further solidifying its reputation as a globally influential academic and research institution.

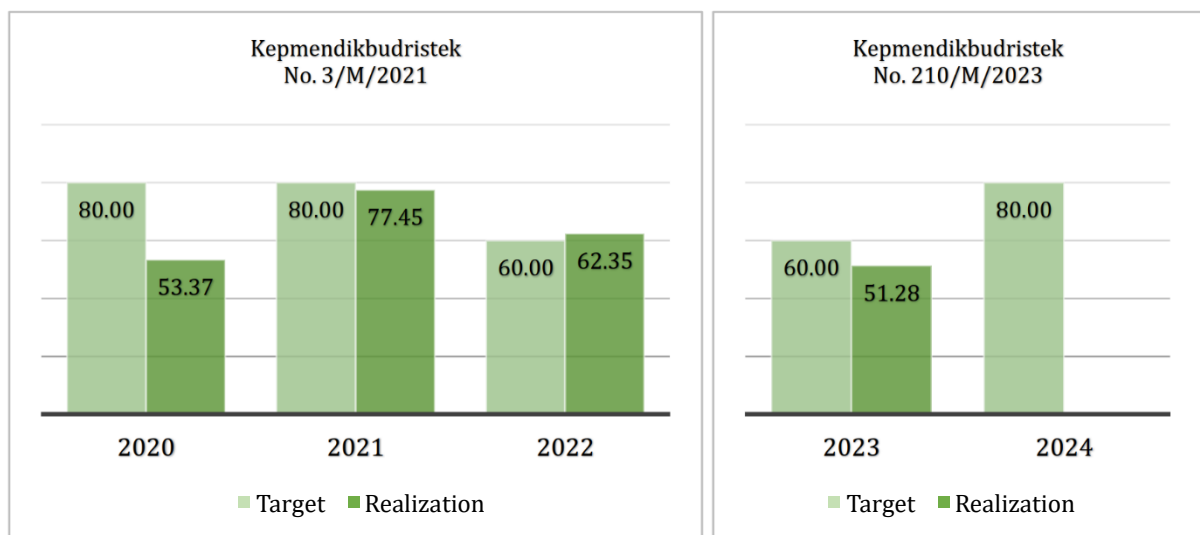
With these achievements, Universitas Syiah Kuala (USK) continues to strive to become a center of academic excellence capable of competing not only at the national level but also on the international stage.



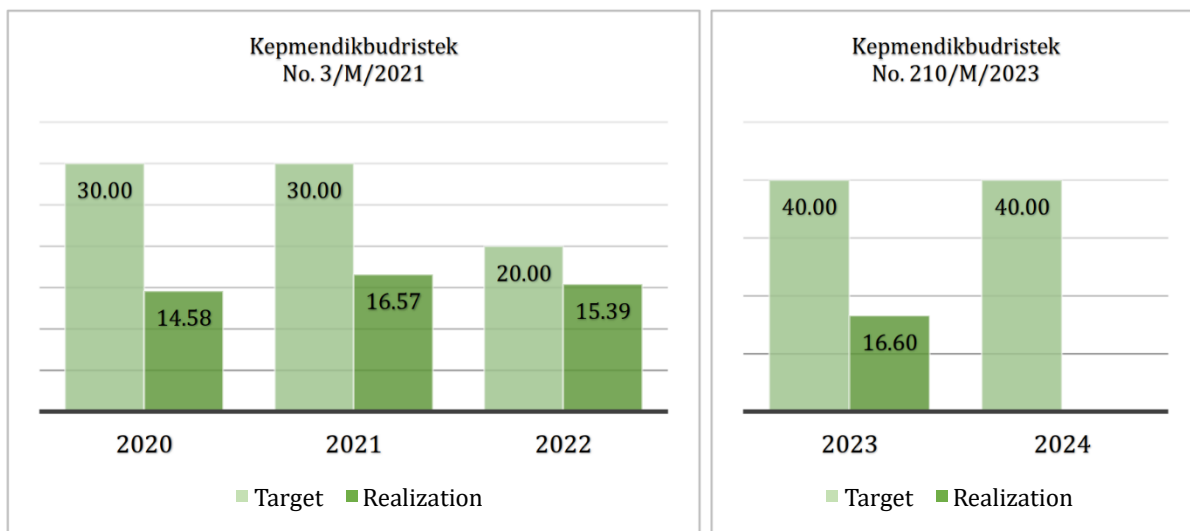
**Figure 1.7** Dynamics of the External Environment of USK  
Source: Universitas Syiah Kuala, 2024

### 1.1.3. Achievements of the Universitas Syiah Kuala Strategic Plan 2020–2024

The achievements of the Universitas Syiah Kuala Strategic Plan for the 2020–2024 period can be seen in detail in Figures 1.7 through 1.23.

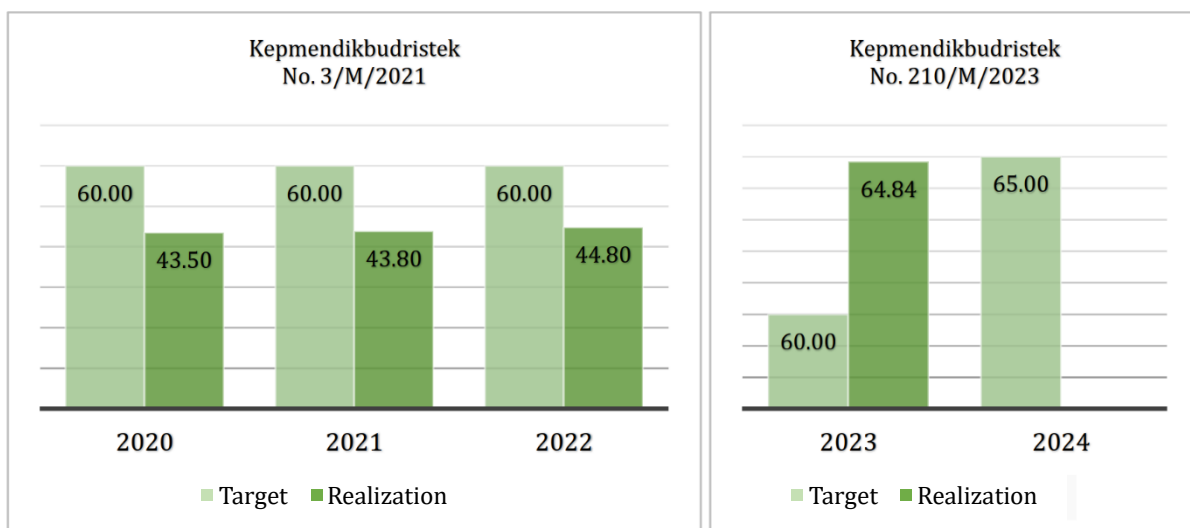


**Figure 1.8** Percentage of Bachelor's and Diploma IV/III/II Graduates Who Successfully Gained Employment, Continued Their Studies, or Became Entrepreneurs  
Source: Universitas Syiah Kuala, 2024



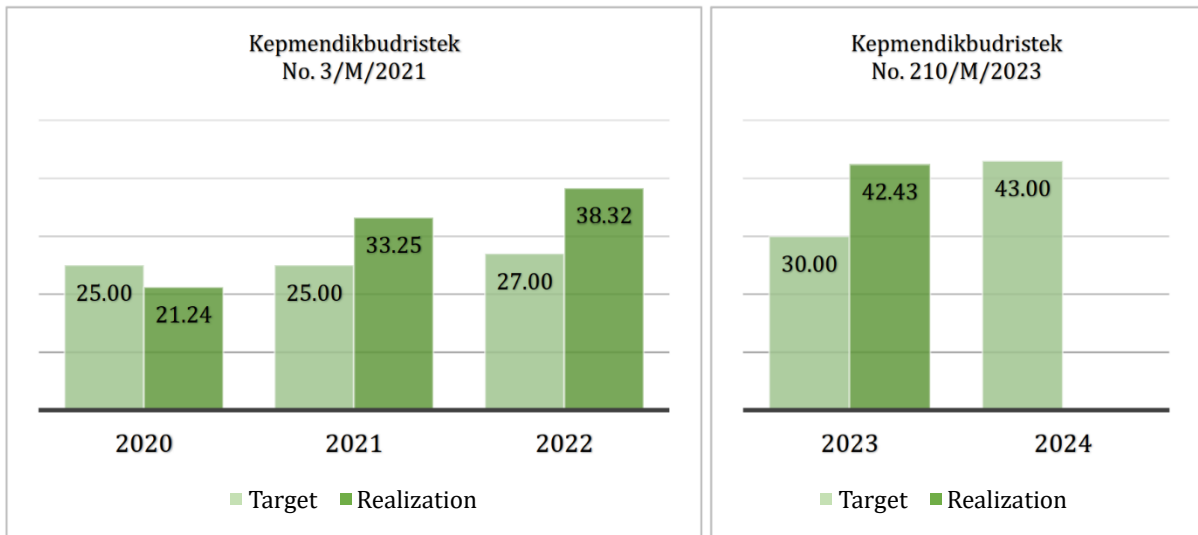
**Figure 1.9** Percentage of Bachelor's and Diploma IV/III/II Students Participating in Learning Activities Outside Their Study Program or Achieving Recognized Accomplishments

Source: Universitas Syiah Kuala, 2024



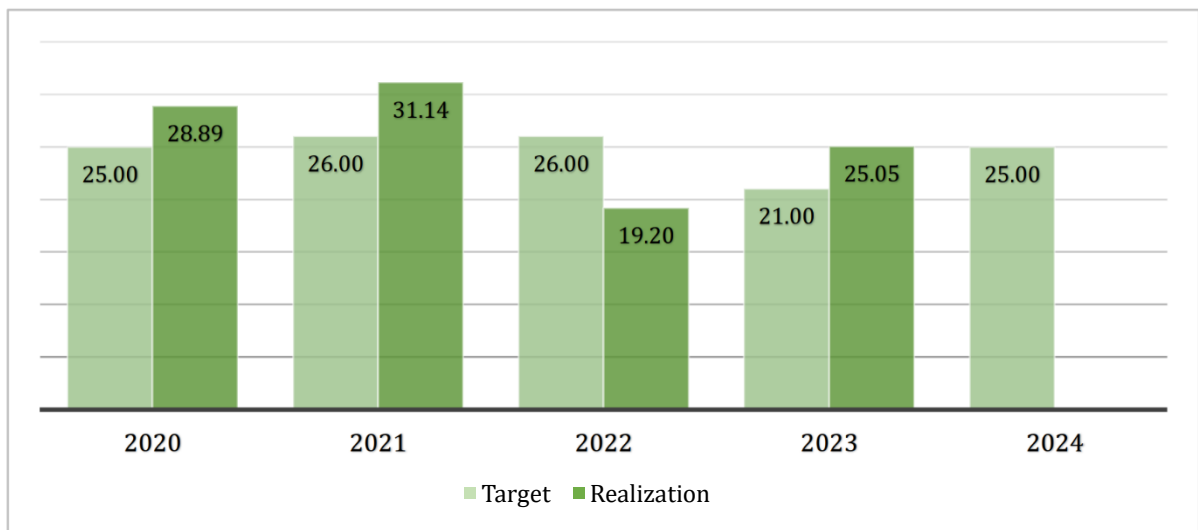
**Figure 1.10** Percentage of On-Time Graduates, Minimum 60% of Total Graduates by Academic Level

Source: USK, 2024



**Figure 1.11** Percentage of Faculty Members Engaged in the Three Pillars of Higher Education at Other Universities, Working as Practitioners in Industry, or Supervising Students in Activities Outside Their Study Program

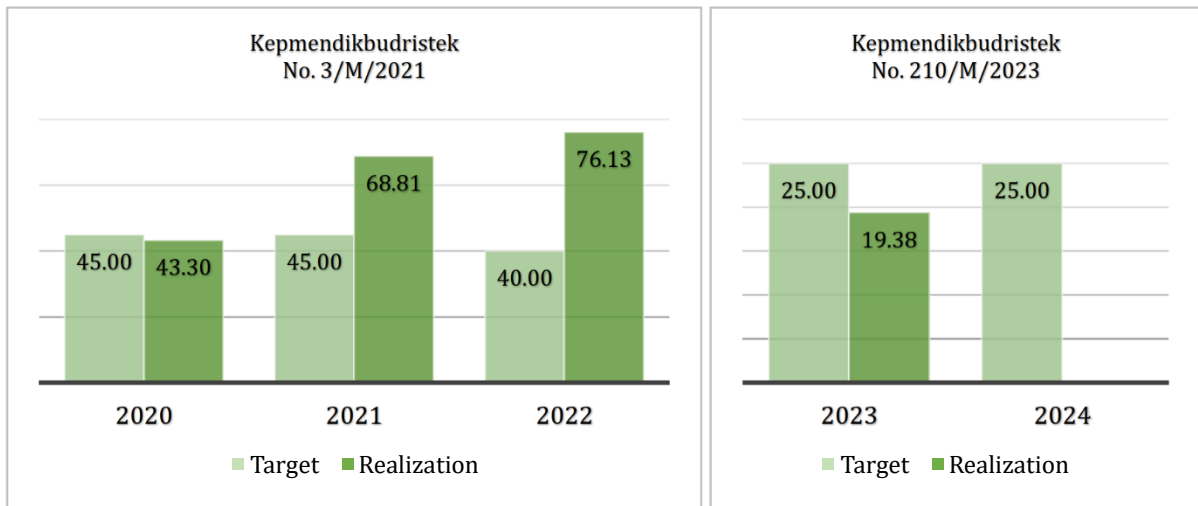
Source: USK, 2024



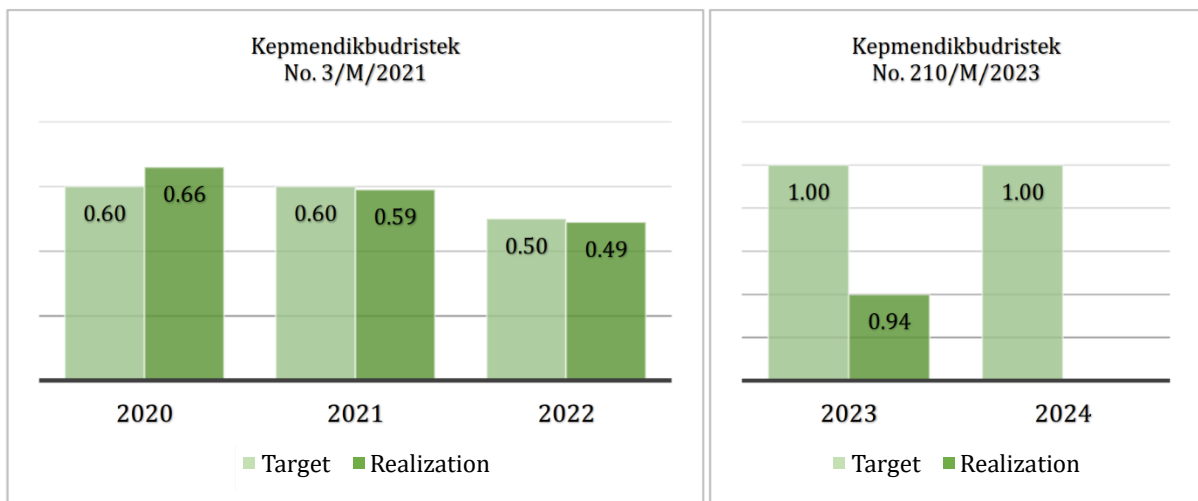
**Figure 1.12** Percentage of Scholarship Recipient Students

Source: USK, 2024

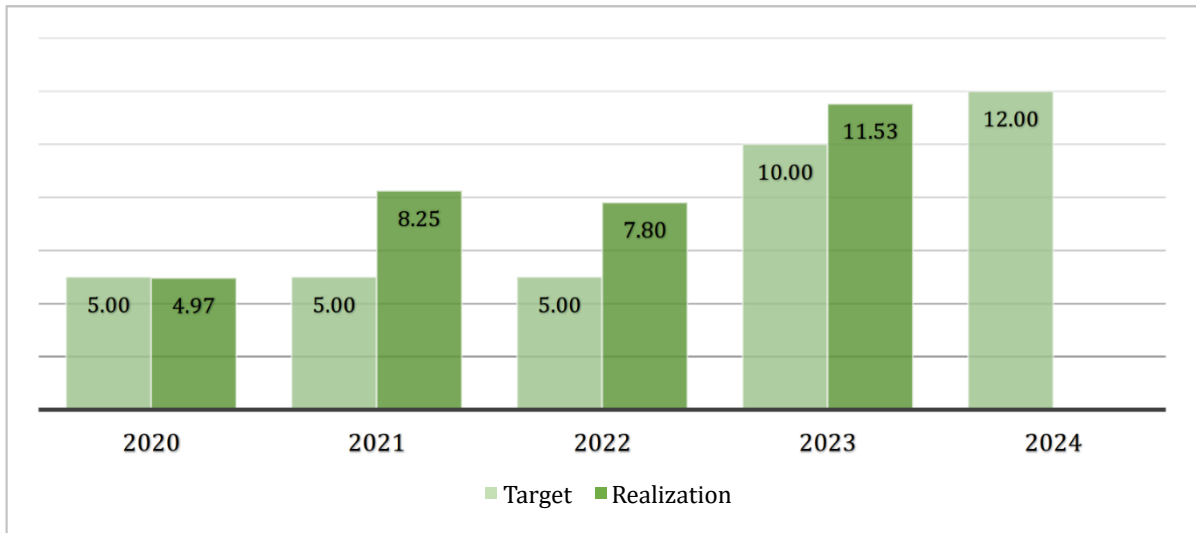




**Figure 1.13** Percentage of Permanent Lecturers Holding Competency/Professional Certificates Recognized by Industry and the Workforce, or Coming from Professional, Industrial, or Workforce Backgrounds  
Source: USK, 2024



**Figure 1.14** Number of Research and Community Service Outputs that Have Received International Recognition or Have Been Applied by the Community per Number of Lecturers  
Source: USK, 2024



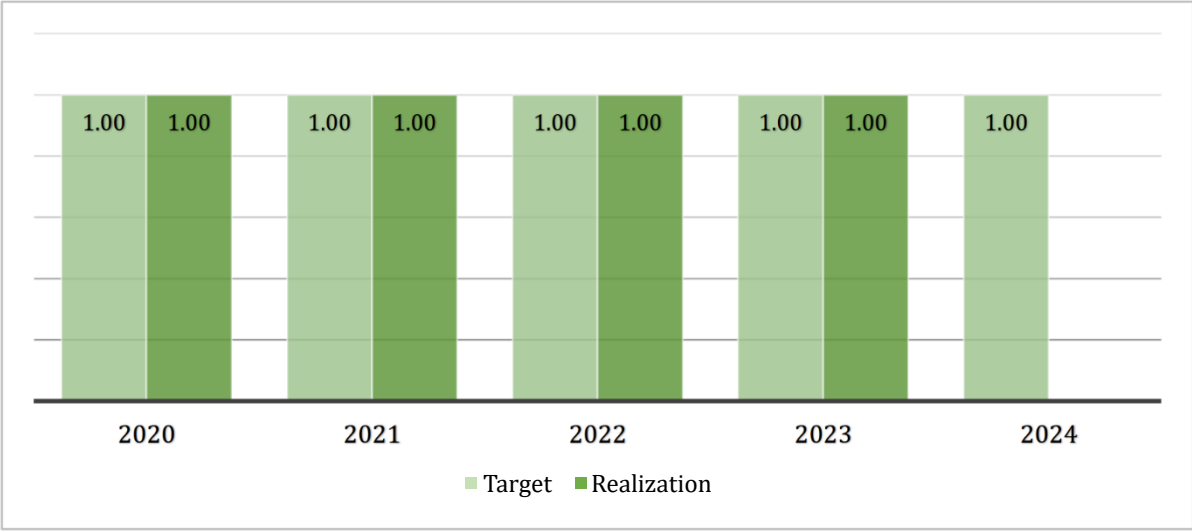
**Figure 1.15** Percentage of Lecturers Holding the Title of Professor  
Source: USK, 2024



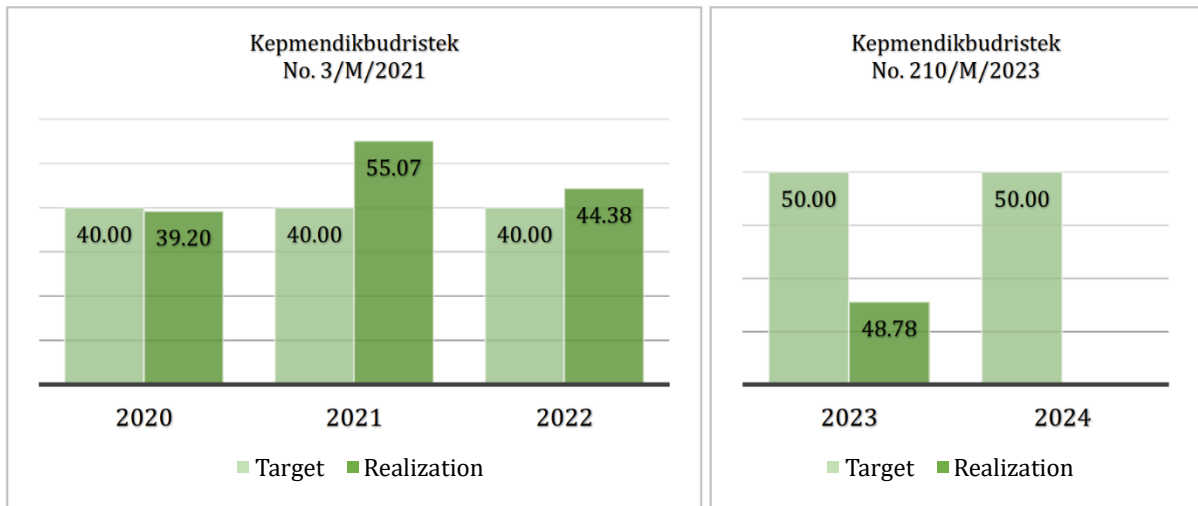
**Figure 1.16** Percentage of Lecturers Holding the Title of Associate Professor  
Source: USK, 2024



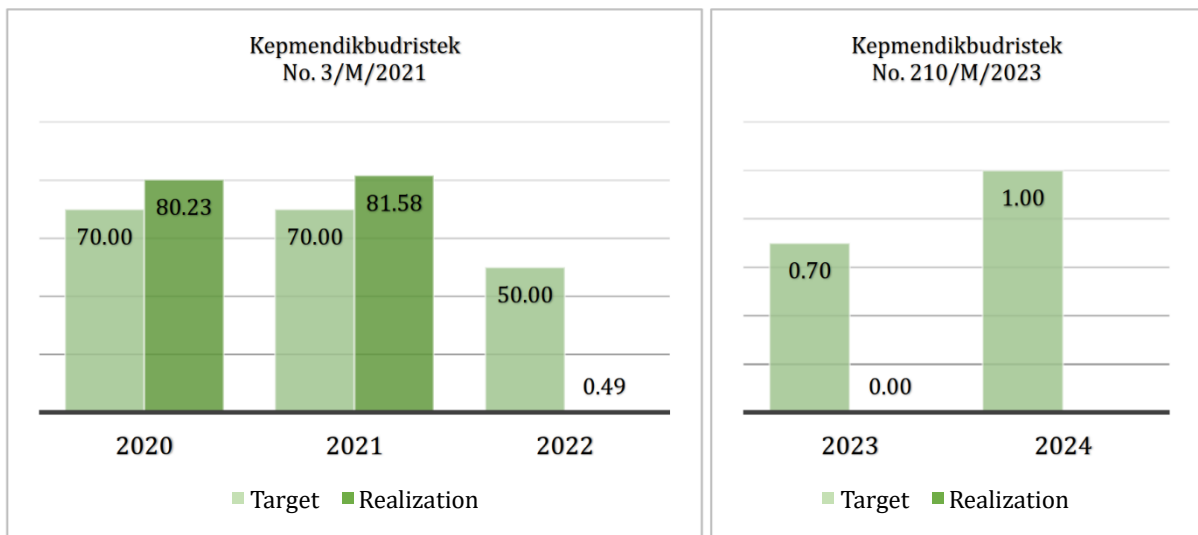
**Figure 1.17** Number of Reputable Journals Indexed Nationally  
Source: USK, 2024



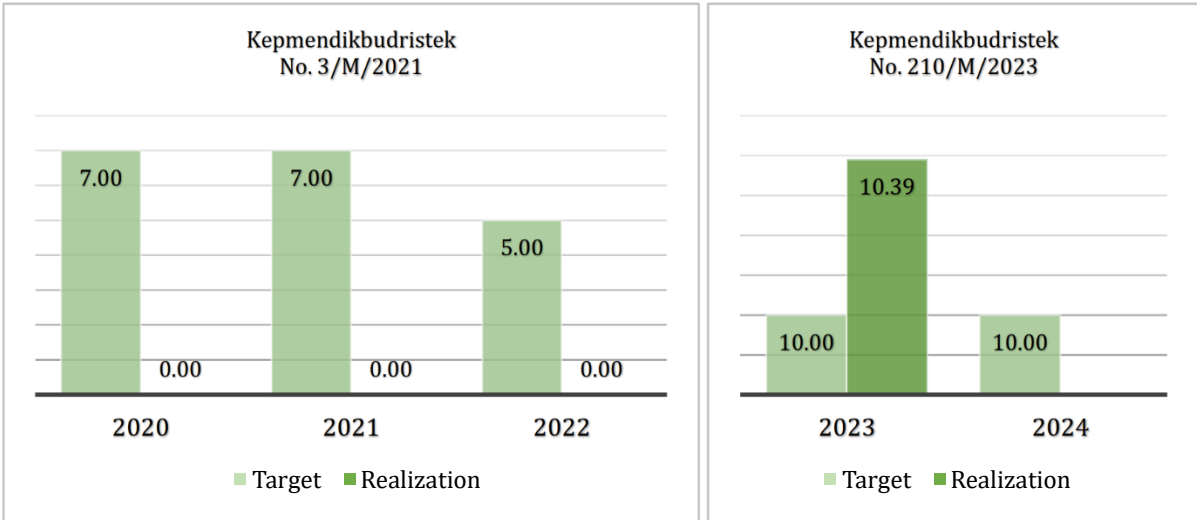
**Figure 1.18** Number of Reputable Journals Indexed Globally  
Source: USK, 2024



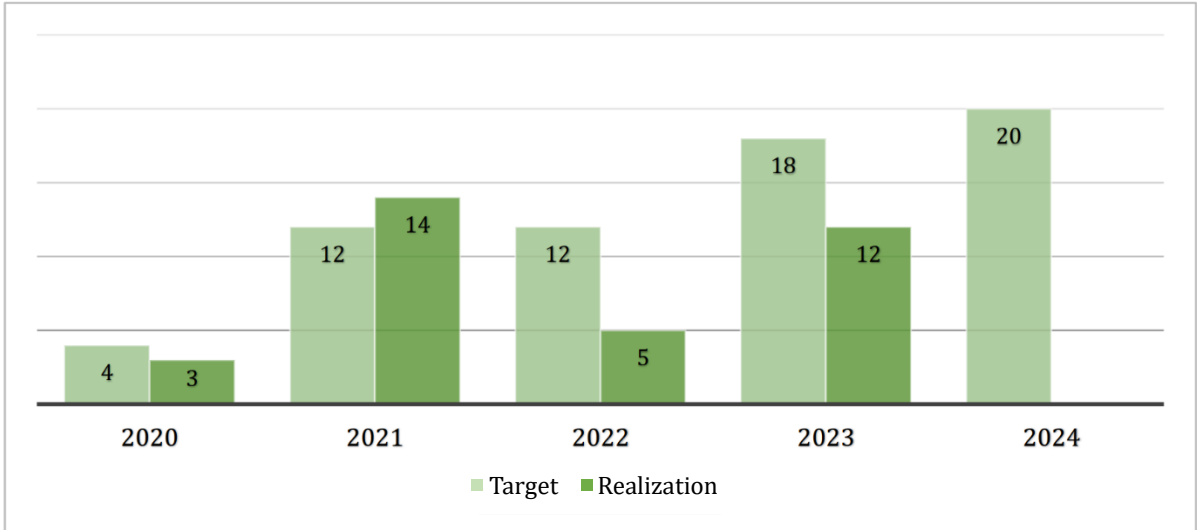
**Figure 1.19** Percentage of Undergraduate and D4/D3/D2 Courses Implementing Case Method or Team-Based Project Learning as Part of the Evaluation Component  
Source: USK, 2024



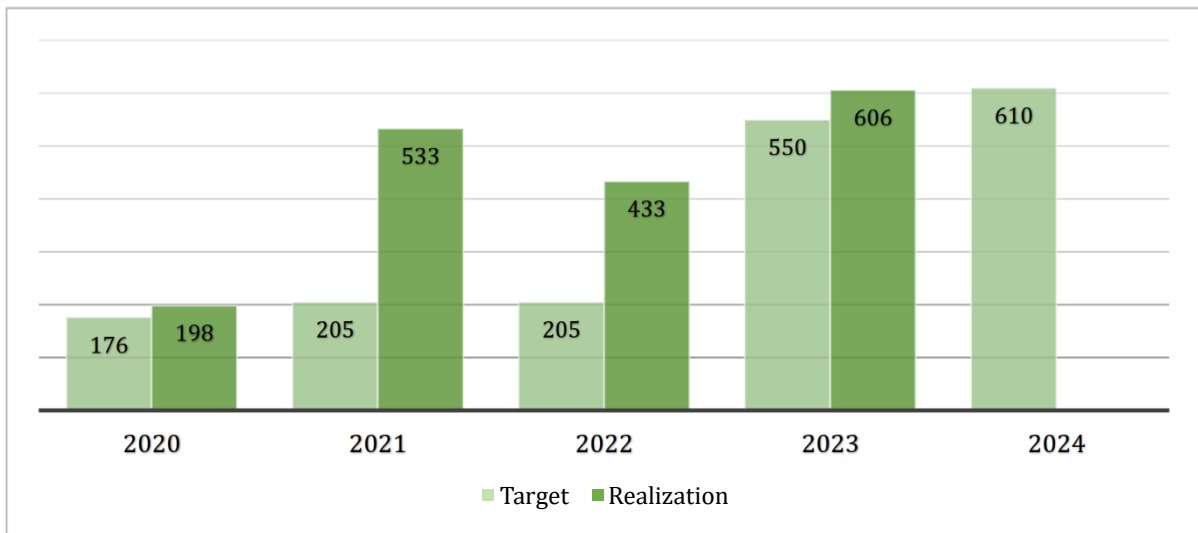
**Figure 1.20** Number of Partnerships Established with External Partners per Undergraduate (S1) and Diploma (D4/D3/D2) Study Program  
Source: USK, 2024



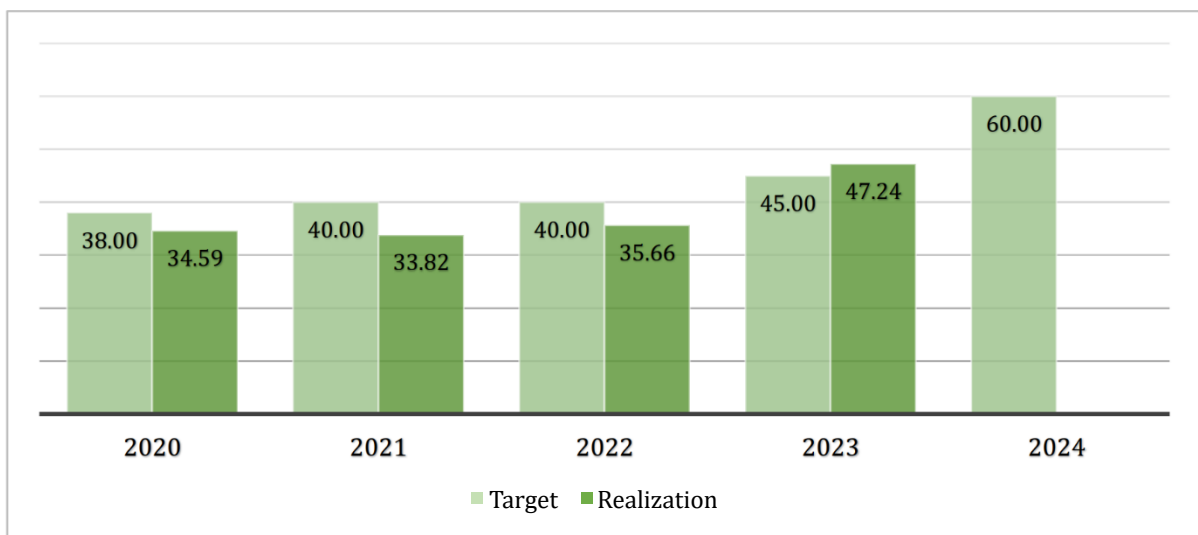
**Figure 1.21** Percentage of Undergraduate and D4/D3/D2 Study Programs with International Accreditation or Certification Recognized by the Government  
Source: USK, 2024



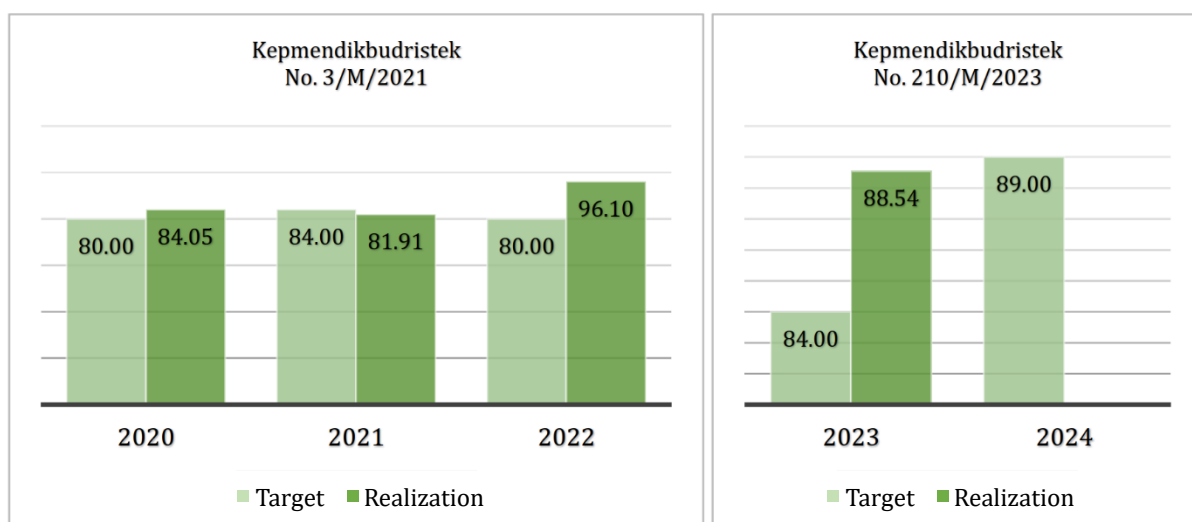
**Figure 1.22** Number of Certified Laboratories  
Source: USK, 2024



**Figure 1.23** Number of Collaborations in Research, Community Service, and Institutional Development  
Source: USK, 2024



**Figure 1.24** Number of Certified Laboratories  
Source: USK, 2024



**Figure 1.25** Budget Performance Score for RKAT Implementation  
Source: USK, 2024

## Issues and Potentials

### 1.2.1 Issues

Based on the Performance Achievements of the Universitas Syiah Kuala Strategic Plan (Renstra) for 2020–2024, several key performance indicators (KPI) did not meet the intended targets. The unmet targets were caused by various challenges and obstacles encountered during implementation. The specific issues and constraints faced in achieving these targets can be outlined as follows:

- a. KPI 1.1 :
  1. Competitiveness of graduates in the job market remains limited.
  2. Access to employment information for graduates has not been fully optimized.
  3. Graduates show low motivation to seek employment opportunities outside Aceh.
  4. Graduates' orientation toward employment outside government institutions and entrepreneurship is still low.
- b. KPI 1.2 :
  1. Recognition of the MBKM (Merdeka Belajar - Kampus Merdeka [Independence Learning – Independent Campus]) program is not yet uniform across faculties.
  2. Understanding and implementation of MBKM activities remain inconsistent.
  3. Development and supervision of student interest and talent activities are not yet optimal.
- c. KPI 2.2 :
  1. Lecturer motivation to participate in activities aimed at improving competencies (other than lecturer certification) remains low.
  2. Collaboration between Universitas Syiah Kuala and the business and industrial sectors (DUDI) is still inadequate.
- e. KPI 2.3 :
  1. The data collection of research outputs from lecturers receiving funding through matching funds or collaborative research has not been optimal;

2. Universitas Syiah Kuala's funding for research activities that produce products beneficial to the community remains limited.
- f. KPI 3.1 : Collaboration between Universitas Syiah Kuala and global technology companies, technology startups, multilateral institutions/organizations, and nationally or internationally reputable cultural institutions remains insufficient.
- g. KPI 3.2 :
  1. The understanding and implementation of case method- and project-based curricula are not yet uniform across programs;
  2. There are still course portfolios based on case method and project-based learning that do not fully comply with established standards.

Efforts undertaken to address the identified problems and challenges include the following:

- a. KPI 1.1 :
  1. Revising the curriculum to ensure alignment with the needs and demands of the job market.
  2. Enhancing the role of alumni in providing access to information and motivation for prospective graduates.
  3. Strengthening collaboration between Universitas Syiah Kuala and the industrial and business sectors (DUDI).
- b. KPI 1.2 :
  1. Conducting socialization of the implementation of the MBKM program and its recognition across all faculties.
  2. Strengthening the role of Student Activity Units (UKM) and student organizations as platforms to accommodate students' interests and talents in achieving excellence.
  3. Implementing structured and well-programmed guidance for students' interests and talents.
- c. KPI 2.2 :
  1. Facilitating lecturers in enhancing their professional competencies.
  2. Strengthening collaboration with the industrial and business sectors (DUDI).
- e. KPI 2.3 :
  1. Regularly updating research outputs of lecturers who receive funding through matching funds or collaborative research schemes;
  2. Facilitating research outputs with potential for patents, product downstreaming, and community recognition.
  3. Increasing the amount of funding allocated to support research activities that generate products beneficial to society.
- f. KPI 3.1 : Enhancing collaboration with global technology companies, technology start-up enterprises, multilateral institutions/organizations, and nationally or internationally reputable cultural institutions.
- g. KPI 3.2 :
  1. Providing guidance to study programs to continuously implement curricula based on case methods and project-based learning.



2. Conducting surveillance of study programs that have obtained international accreditation.
3. Mapping study programs with the potential to achieve international accreditation.

### 1.2.2 Potential

Universitas Syiah Kuala possesses significant potential that, if optimally utilized, can position it as a leading and highly competitive university at the national, regional, and global levels. The potential of USK, when viewed from both internal and external aspects, can be described as follows.

#### a. Education

Universitas Syiah Kuala has a total of 2,201 faculty members, consisting of 659 doctoral degree holders (37.43%), 860 master's degree holders (48.83%), and 249 lecturers currently pursuing doctoral studies (14.14%). In 2024, USK welcomed an additional 440 new lecturers. The proportion of lecturers holding doctoral degrees (over 37%) supports the target of improving the quality of lecturers and educational staff as outlined in the Strategic Plan of the Directorate General of Higher Education 2020–2024. The academic composition includes 167 Professors, 427 Associate Professors, 709 Assistant Professors, and 379 Lecturers. The number of Professors has increased significantly, a result of various initiatives undertaken at the study program, faculty, and university levels. At the program and faculty levels, USK has provided training programs for faculty development, particularly for prospective professors, and offered research grants to support them in achieving professorship.

To achieve the objectives of the Directorate General of Higher Education and the goals of the program for improving learning quality, Universitas Syiah Kuala needs to implement the following measures: (a) Strengthening and enriching learning outcomes oriented toward the distinctive attributes of graduates; (b) Optimizing the implementation of learning processes that emphasize Student-Centered Learning (SCL) and IT-Based Learning; (c) Reinforcing the delivery of resource-sharing-based education at the national and international levels (including credit transfer, sandwich programs, joint degrees, and double degrees); (d) Optimizing the management of learning through the application of national and international quality management standards; and (e) Expanding access to education for both domestic and international students, with an emphasis on downstream-oriented study programs.

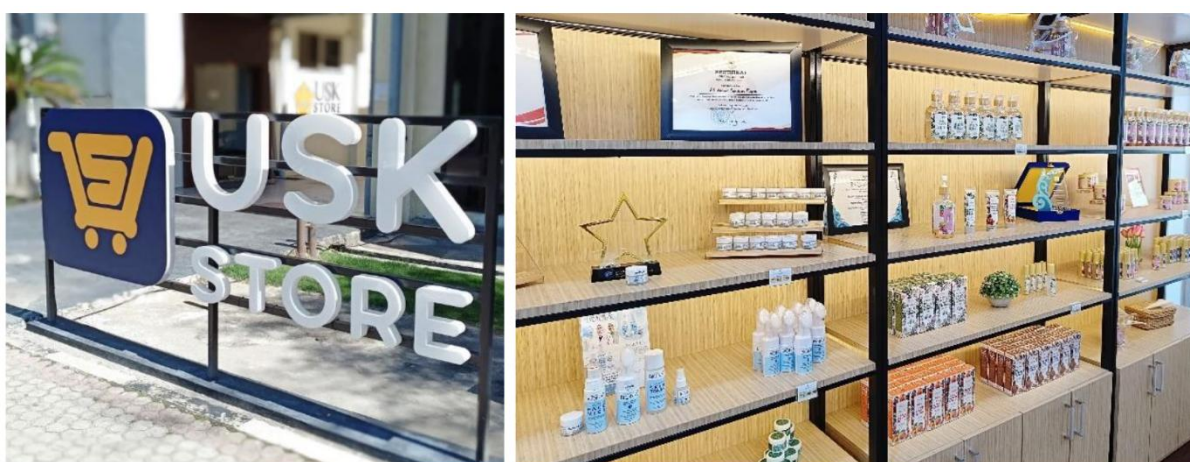
Meanwhile, the human resource potential of Universitas Syiah Kuala strongly supports the implementation of the nine (9) schemes of the MBKM (Merdeka Belajar – Kampus Merdeka [Independent Learning - Independent Campus] program at local, national, and international levels. Accordingly, USK has implemented the Community Service Program under the MBKM Research Scheme for lecturers, supervised by the Institute for Research and Community Service (LP2M), as well as the MBKM USK Unggul program for students, supervised by the Institute for Educational Development and Quality Assurance (LP3M), in 2022. These programs were successfully executed, enabling the university to achieve the targets of Key Performance Indicator (KPI) 1 optimally. This accomplishment has enhanced student achievements at the national level and strengthened the soft skills of USK's prospective graduates.

## b. Research

Collaborations in the field of research have been initiated by the Institute for Research and Community Service (LP2M) of Universitas Syiah Kuala with both governmental and private institutions. These collaborations aim to address regional challenges related to human resources, natural resources, biological resources, culture, economy, and social welfare. To achieve these objectives, LP2M implements a development strategy based on science, technology, the humanities, sports, and the arts.

The Institute for Research and Community Service (LP2M) of Universitas Syiah Kuala has successfully fostered the growth and development of research outputs related to innovative, applicable, and socially impactful studies and community service activities. These efforts are designed to support regional, national, and global development in alignment with Key Performance Indicator (KPI) 2. LP2M's achievement in meeting KPI 2 targets is reflected in the fact that 55% of its publications have gained recognition and are indexed in Scopus, surpassing other forms of research outputs. Consequently, LP2M has established an Intellectual Property Rights (IPR) Publication Acceleration Unit to increase the number of prototypes generated from research conducted by USK faculty members and students.

LP2M currently manages 51 research centers, two of which have received national recognition as Centers of Excellence (PUI), namely PUI ARC and PUI TDMRC. The PUI ARC serves as a research hub that strengthens the agro-industrial subsystem in Aceh, particularly in the patchouli sector. This is because the upstream and downstream components of the patchouli agroindustry require comprehensive support in terms of quality control, product innovation, and quality improvement, as well as the diversification of derivative products. PUI ARC provides essential support to patchouli farmers and industrial actors in Aceh, thereby generating income for both USK and the local community through the development of patchouli oil-based products.



**Figure 1.26** Neelam Products by PUI ARC at the USK Store

Source: USK Store, 2024

Tsunami disaster mitigation serves as the flagship research focus of the Center of Excellence for the Tsunami and Disaster Mitigation Research Center (PUI TDMRC), which has conducted collaborative research with both national and international partners. One of its key research outputs is disaster risk mapping—particularly in the Aceh region—

aimed at protecting communities through the application of science and technology. PUI TDMRC's partners include domestic and international institutions. The main products developed by PUI TDMRC include: Disaster Risk Maps for Aceh (covering tsunamis, earthquakes, landslides, and floods); Mobile Application System for Mapping and Assessment of Post-Disaster Housing Damages; SG EvaNami, a tool promoting tsunami evacuation route planning; and Seismic Vulnerability Index of Microtremor (SVIM) software. In addition, PUI TDMRC has produced a range of scientific publications that contribute significantly to disaster risk reduction and management knowledge at both the national and international levels.



**Figure 1.27** PUI TDMRC Building and Partner from the University of Otago, New Zealand

Source: PUI TDMRC USK, 2024

### **c. Community Service (PkM) and Business Innovation Development**

One of the missions of Universitas Syiah Kuala (USK) is to conduct research and community service grounded in socio-technopreneurship that is excellent, innovative, competitive, and sustainable. This aligns with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 49, Article 61 of 2014, concerning the National Standard for Higher Education, which stipulates that “universities are required to have a strategic plan for community service as part of the institution’s strategic plan.” Therefore, LP2M (the Institute for Research and Community Service) carries the mission of developing community service programs based on research outcomes that are relevant to societal needs and aligned with the competencies of USK.

Universitas Syiah Kuala (USK) currently manages seven foster villages located across Aceh Besar District. The establishment of these foster villages is implemented through the development of micro, small, and medium enterprises (MSMEs), community empowerment in various sectors, child development, and the enhancement of regional potential, among other initiatives. These efforts are not only aimed at carrying out community service (PkM) programs but also at disseminating technological innovations



from the academic environment to the wider community. Through these programs, lecturers and students engage directly with local communities.

LP2M USK implements research-based community service programs through the following strategies: (a) Strengthening the Academics, Business, Community, and Government (ABCG) collaboration network to realize locally grounded science and technology (IPTEKS); (b) Prioritizing distinctive and leading community service and research programs as institutional branding and national and international contributions; (c) Empowering national and international networks of expertise to foster collaborative research and community engagement; (d) Promoting and facilitating research and community service outcomes with the potential to generate intellectual property rights (IPR), publications, and textbooks; (e) Enhancing the capacity and capability of services for lecturers and students in the field of industrial agriculture; (f) Strengthening agrotechnopark activities for educational and practical fieldwork in industrial agriculture; and (g) Expanding partnerships with local institutions and community organizations in the surrounding areas related to industrial agricultural development.



**Figure 1.28** Inauguration of the Community Empowerment Program (PDB) in Kajhu Village, Aceh Besar

Source: usk.ac.id, July 2024

The target of LP2M in developing business innovation is to promote the commercialization of innovations through activities such as promotion, bridging, licensing, and royalty management. Increasing the number of intellectual property rights (IPR) obtained as standardized and certified research outputs is also one of LP2M's main objectives, particularly for appropriate technologies, models/prototypes, designs, artistic works, and social engineering innovations.

#### d. Information Technology

Since 2014, Universitas Syiah Kuala (USK) has developed an accountable university management system, enabling integrated institutional governance. Various supporting infrastructures have been provided by the Information and Communication Technology Technical Implementation Unit (UPT TIK) of USK, such as Cisco routers, Blade Servers, Blade Switches, and others. USK's Data Center, managed by UPT TIK, functions as the central hub for data storage, applications, and interconnection infrastructure across the university. This facility, known as the Server Room, houses all servers responsible for data management, application hosting, web servers, backbone interconnection, and routing systems.

The integrated governance system developed by USK includes the implementation of a Single Sign-On (SSO) Information System, which covers various operational areas such as academic activities, finance, human resources, research, community service, and institutional planning.

#### e. Infrastructure and Facilities

USK's flagship infrastructures serve as the primary support for the implementation of the university's Tri Dharma Perguruan Tinggi (three pillars of higher education): education, research, and community service. These include the Library Technical Implementation Unit (UPT Perpustakaan), the Information and Communication Technology Unit (UPT TIK), the Language Center (UPT Bahasa), the Integrated Laboratory Building, and the Prince Nayef Hospital.

These five facilities form a strong foundation for supporting academic activities, internal governance and management, faculty quality improvement in producing publications, research, and community service. They also play a crucial role in promoting research-based innovation and business development, as well as in providing public services.



**Figure 1.29** Integrated Information System at Universitas Syiah Kuala

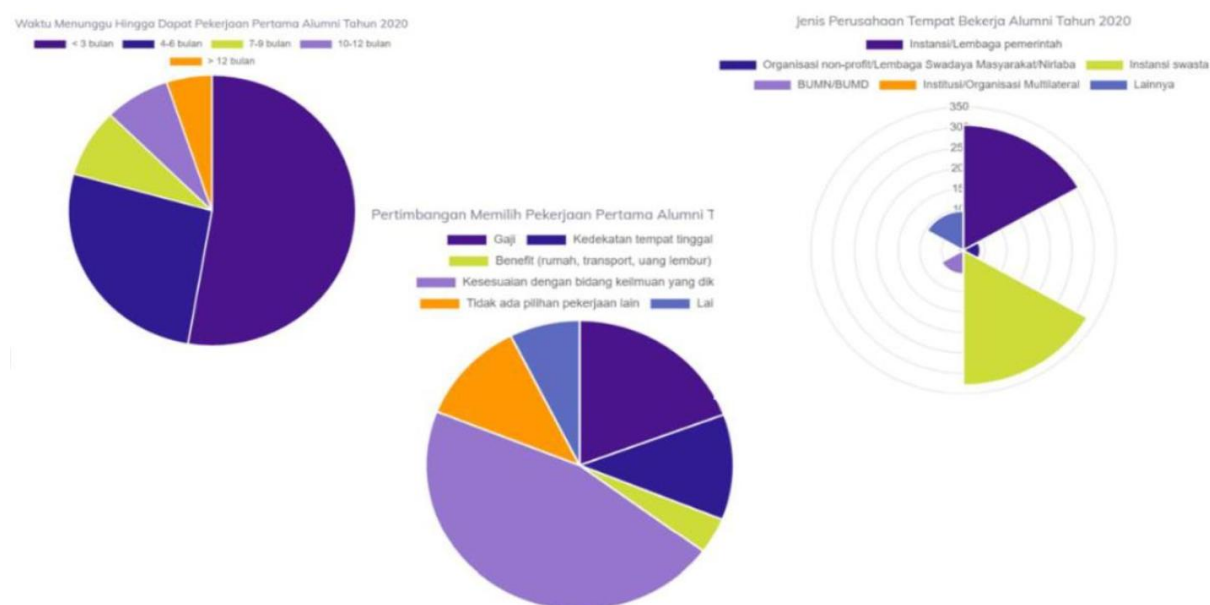
Source: Universitas Syiah Kuala, 2022

The facilities available in USK's buildings are highly comprehensive and well-equipped. Each building is furnished with advanced electronic systems to support

operational activities in academics, governance, and public services. Hybrid rooms are available in every faculty to facilitate seminars and partnership meetings with external parties, particularly since the COVID-19 pandemic in 2020. These rooms are equipped with virtual meeting systems that effectively support networking and collaboration with institutional partners.

#### f. Student and Alumni Academic Affairs

The current developments and conditions of the industry present a major challenge in preparing Universitas Syiah Kuala graduates to be anticipatory and responsive to the growth of the global industrial sector, particularly in the fields of environment, business, and industrial agriculture, with strong competitiveness. The quality of graduate outcomes, which refers to the Key Performance Indicator (KPI) 1 of public universities (PTN), demands the enhancement of soft skills and work readiness to meet the needs of the industrial world.



**Figure 1.30** Career Development Center (CDC) Data on USK Alumni, 2020

Source: CDC Universitas Syiah Kuala, 2022

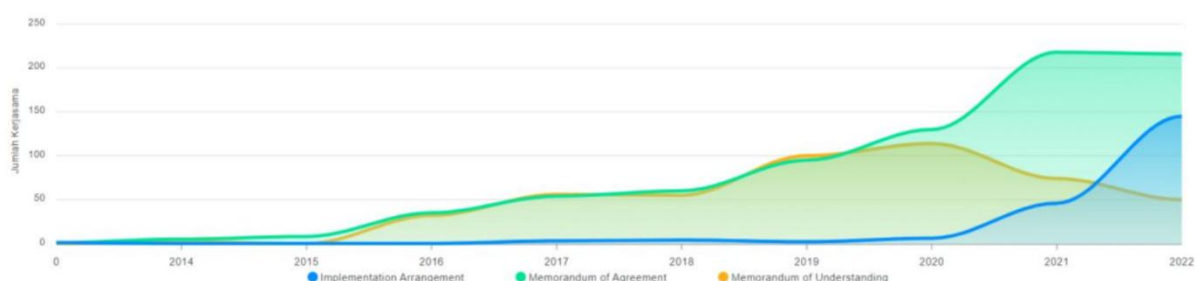
Based on data from the Career Development Centre (CDC) of Universitas Syiah Kuala, 52.68% of USK alumni from the 2020 cohort across 143 study programs secured employment within less than three months after graduation, and 94.87% were employed within the same year. Regarding the considerations for selecting their first job, 45.89% of 2020 alumni chose positions aligned with their field of study. This indicates that USK graduates possess strong competitiveness in both the job market and entrepreneurship. According to the 2021 tracer study, 39.21% of USK's 2020 alumni were employed in private institutions, 36.47% in government agencies or institutions, while the rest were distributed across state-owned/regional-owned enterprises (BUMN/BUMD), non-governmental organizations, and other multilateral institutions.

In 2021, Universitas Syiah Kuala achieved a KPI (Key Performance Indicator) score of 77.75%, consisting of 32.84% of graduates who obtained employment within six

months, 22.50% who pursued further studies, and 21.96% who became entrepreneurs. This achievement demonstrates USK's success in fostering entrepreneurial skills among its students, surpassing the university's initial target of 20%.

### **g. Collaboration with External Partners**

Universitas Syiah Kuala has established collaborations with various partners, including higher education institutions both domestic and international, government and private agencies, industries, and other external stakeholders. The forms of collaboration include Memoranda of Understanding (MoUs), Memoranda of Agreement (MoAs), and Cooperation Implementations managed by the Cooperation Division of the Academic Bureau of Universitas Syiah Kuala. All of these collaborative arrangements are designed to support the achievement of the eight Key Performance Indicators (KPI) for State Universities (PTN), particularly in the areas of academics, implementation of the Tridharma of higher education, innovation development, and the advancement of USK's business and innovation centers.

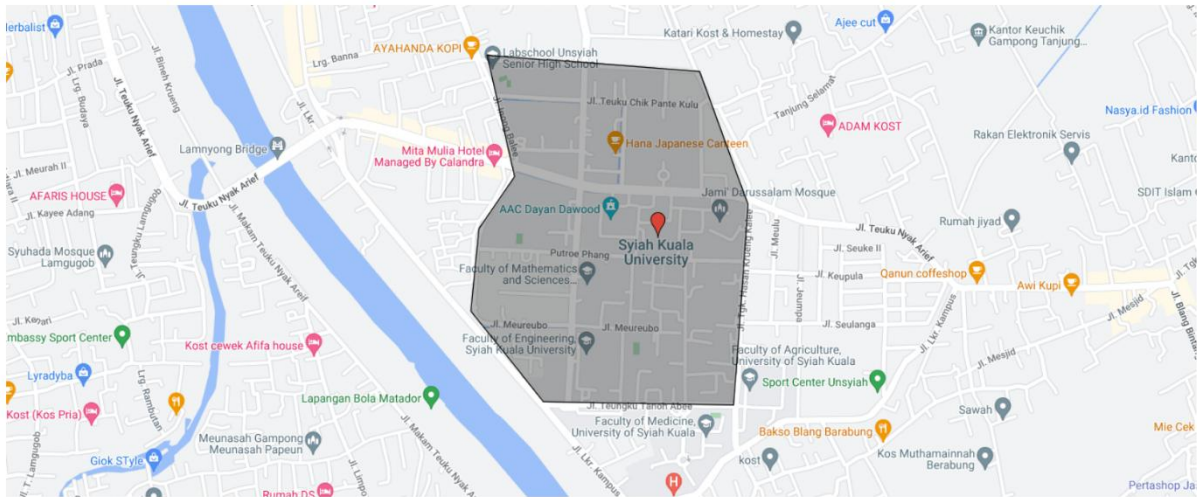


### **h. Campus Land**

The main campus of Universitas Syiah Kuala is located in Darussalam, Banda Aceh City, occupying an area of 125 hectares. Topographically, the campus is situated on flat terrain, bordered on the west by the Krueng Aceh River buffer zone, on the south and east by residential areas, and on the north by Universitas Islam Negeri (UIN) Ar-Raniry. The existing infrastructure within the Universitas Syiah Kuala campus includes the Rectorate Building, faculty buildings, Integrated Laboratories and Technical Implementation Units (UPT), the Jami' Mosque of USK, the Academic Activity Center, the USK Student Hall, the General Lecture Hall, the USK Alumni Building, the Monument Field and Student Park, the Prince Nayef Hospital of USK, as well as various corridors and internal infrastructure throughout the campus area.

The initial development of Universitas Syiah Kuala's campus focuses on promoting equitable distribution and expanding access to education for the wider community. The available land that supports the development of USK's campus area is located in Gayo Lues Regency, which is predominantly covered by forests and agricultural land. This provides significant potential for establishing a "compact agriculture campus." The USK Gayo Lues campus was officially inaugurated and began admitting new students in 2014. The total land area of the USK Gayo Lues campus is 100 hectares, of which 2% has been developed with educational and training facility buildings, while the remaining 98% is still under development.





**Figure 1.31 Map of Universitas Syiah Kuala Campus**  
Source: Public Relations Office of Universitas Syiah Kuala, 2024



**Figure 1.32 Campus of the Off-Main Campus Study Program (PSDKU) of Universitas Syiah Kuala in Gayo Lues**  
Source: Public Relations Office of Universitas Syiah Kuala, 2024

The third campus development site of Universitas Syiah Kuala is located in Aceh Besar Regency, covering an area of 1,587.79 hectares since 2016. This development aims to respond to the increasing demand for educational facilities in line with the standardization of graduate quality and workforce readiness. The designated area for campus expansion was formerly an industrial zone and is now being developed into an educational hub, particularly to serve the local community in Aceh Besar Regency.

#### **a. Implementation of Universitas Syiah Kuala as a State University with Legal Entity**

In accordance with Government Regulation of the Republic of Indonesia Number 38 of 2022 concerning the Designation of Universitas Syiah Kuala as a State University with Legal Entity (PTN-BH) under the Ministry of Education, Culture, Research, and Technology, and based on the Minister of Education and Culture Decree Number 3/M/2010 concerning Key Performance Indicators (KPI), which was subsequently



amended by the Minister of Education, Culture, Research, and Technology Decree Number 210/M/2023, Universitas Syiah Kuala has established the following performance indicators:

**Table 1.4**  
Performance Contract between the Rector and the Ministry of Education, Culture, Research, and Technology

No.	Aspect	Key Performance Indicators	Unit
1	Improving the Quality of Graduates	1. Percentage of Bachelor's (S1) and Diploma (D4/D3/D2/D1) graduates who are employed, continue their studies, or become entrepreneurs.	%
		2. Percentage of Bachelor's (S1) and Diploma (D4/D3/D2/D1) graduates who participate in learning activities outside their study programs or achieve recognition/awards.	%
2	Improving the Quality of Higher Education Lecturers	1. Percentage of lecturers engaged in tridharma activities at other universities, working as practitioners in industry, or supervising students in activities outside their study programs.	%
		2. Percentage of lecturers holding competency/professional certificates recognized by business and industry sectors, or percentage of instructors from professional, business, or industrial backgrounds.	%
		3. Number of lecturer outputs that have received international recognition or have been applied by the community, industry, or government, per total number of lecturers.	Research outputs per lecture
3	Enhancing the Quality of Curriculum and Learning	1. Number of collaborations per Bachelor's (S1) and Diploma (D4/D3/D2/D1) study program.	%
		2. Percentage of courses in Bachelor's (S1) and Diploma (D4/D3/D2/D1) programs that apply case method or team-based project learning as part of the assessment.	%
		3. Percentage of Bachelor's (S1) and Diploma (D4/D3) study programs that have obtained international accreditation or certification recognized by the government.	%
4	Improving Governance of Work Units within the Directorate General of Higher Education	1. Average SAKIP rating (Government Agency Performance Accountability System)	Rating
		2. Budget Performance Score for the Implementation of the RKA-K/L (Budget Work Plan of Ministries/Agencies).	Score
		3. Percentage of faculties implementing Integrity Zones.	%

### 1.2.3 Problem and Potential Analysis

Based on the analysis of challenges and potentials, it is necessary to undertake strategic considerations to further develop Universitas Syiah Kuala (USK) into a more prominent and competitive higher education institution compared to the previous Strategic Plan period. The issues and potentials faced by USK are presented in the following SWOT Analysis.

**Table 1.5**  
Analysis of Problems and Potentials (SWOT Analysis)

INTERNAL	
<b>Strengths</b> 1. Increasing student intake capacity for new admissions. 2. A large number of active students enrolled across various study programs. 3. Implementation of the flagship Merdeka Belajar (Freedom to Learn) program.	<b>Weaknesses</b> 1. Some study programs have low enrollment rates or students who do not re-register after being declared accepted.

<ol style="list-style-type: none"> <li>4. Students with strong potential, interests, and talents in sports, arts, and scientific reasoning.</li> <li>5. Availability of scholarship programs for financially disadvantaged students with strong academic performance.</li> <li>6. A relatively high graduation rate, with more than 60% of students completing their studies on time.</li> <li>7. A substantial number of academic staff (faculty members).</li> <li>8. A relatively high number of research outputs, with a ratio exceeding the total number of lecturers.</li> <li>9. Numerous Memorandums of Understanding (MoUs) established with various partners.</li> <li>10. A wide range of courses offered in alignment with the characteristics of each study program.</li> <li>11. A total of 147 study programs across multiple academic levels.</li> <li>12. Significant institutional resources available within the university.</li> </ol>	<ol style="list-style-type: none"> <li>2. Uneven student distribution across programs, with some exceeding the ideal lecturer-to-student ratio and others falling below it.</li> <li>3. The percentage of students participating in the MBKM (Merdeka Belajar – Kampus Merdeka [Independent Learning - Independent Campus) program remains low.</li> <li>4. The proportion of high-achieving students is still small compared to the total number of active students.</li> <li>5. Scholarship quotas are insufficient to meet the needs of financially disadvantaged and high-achieving students fully.</li> <li>6. The absorption rate of graduates into the workforce, further education, and entrepreneurship remains suboptimal.</li> <li>7. The number of lecturers holding professional competency certificates or with industry experience is still relatively small.</li> <li>8. Research outputs involving collaboration and patented technological or artistic innovations are still relatively low.</li> <li>9. Follow-up agreements in the form of Cooperation Agreements (PKS) or Implementation Agreements (IA) remain limited, particularly with global technology companies and technology-based start-ups.</li> <li>10. Some courses have yet to implement the case method and team-based project learning approaches.</li> <li>11. The number of programs with international accreditation or “Excellent” accreditation status remains limited.</li> <li>12. Existing university resources are not yet fully optimized.</li> </ol>
<b>EXTERNAL</b>	
<b>Opportunities</b> <ol style="list-style-type: none"> <li>1. The PTN BH (Legal Entity State University) status provides Universitas Syiah Kuala with greater flexibility to open new study programs.</li> <li>2. The MBKM program, initiated by the Ministry, offers opportunities for curriculum innovation and student development.</li> <li>3. The availability of competitions and championships for students at the international, national, and provincial levels encourages student achievement.</li> <li>4. There is access to job information for alumni from government institutions, businesses, industries, higher education institutions, and entrepreneurship opportunities.</li> <li>5. Partnerships with industries and government agencies enable the utilization of human resources as practitioners or experts.</li> <li>6. The presence of training and certification institutions provides opportunities for lecturers to obtain competency certifications.</li> <li>7. The establishment of international university rankings drives USK to become more innovative and prominent in research and community service.</li> <li>8. Strong support from USK partners and alumni, both domestic and international, enhances the implementation of the Tri Dharma Perguruan Tinggi (education, research, and community service).</li> </ol>	<b>Threats</b> <ol style="list-style-type: none"> <li>1. The increasing number of public and private universities creates intense competition.</li> <li>2. Limited quotas for competitive grants lead to competition among universities for funding and recognition.</li> <li>3. The competition to achieve excellence and awards at international, national, and provincial levels is becoming increasingly tight.</li> <li>4. Job vacancies are limited, with a relatively high level of competition among job seekers.</li> <li>5. The number of industries and businesses in Aceh remains relatively small, reducing opportunities for lecturers to serve as practitioners or experts.</li> <li>6. Many certification programs are not fully relevant to the lecturers’ fields or functional assignments.</li> <li>7. There are limited institutions in Aceh capable of providing feasibility assessments for research products to be recognized as industrial prototypes or innovative products.</li> <li>8. The Key Performance Indicators (KPI) for state universities require USK to establish academic collaborations with multinational corporations, global technology firms, hospitals, research institutions, and QS200-ranked universities.</li> <li>9. Growing competition among national universities in offering international and professional programs urges</li> </ol>

9. International accreditation of study programs creates opportunities to establish internationally recognized and competitive programs (international classes).	USK to enhance its professional study programs and teaching methods.
10. As a PTN BH, USK gains autonomy in governance, management, and financial administration.	10. Increasing competition from both educational institutions and the private sector, offering non-academic training services.
11. The Green Metric University Ranking serves as motivation for USK to integrate Sustainable Development Goals (SDGs) practices across the university.	11. Heightened competition from universities that are more advanced in implementing Green Metric and sustainability-related standards.

Dari analisis masalah yang dihadapi dan potensi yang dimiliki USK, maka akan dikembangkan menjadi universitas sosio-teknopreneur yang inovatif, mandiri, dan terkemuka di tingkat global. Arah pengembangan ini menindaklanjuti perubahan status USK. Dengan demikian, optimalisasi potensi USK diharapkan dapat meningkatkan daya saing pada tingkat global.

- **Analysis of Problems and Potentials**

Based on the achievements of the previous period, several issues have been identified as contributing factors to the slowdown or delay in achieving targets.

<b>External Organizational Challenges</b>	<b>Internal Organizational Challenges</b>
<ul style="list-style-type: none"> <li>• The limited number of investors investing in Aceh affects the availability of large companies capable of absorbing a substantial workforce.</li> <li>• Partner institutions have not yet fully understood the Ministry's policies regarding the Merdeka Belajar (Independent Learning) program and its components, which are intended to provide students with opportunities to engage in activities outside their study programs.</li> <li>• Coaching and guidance from national and regional Sports and Arts Development Boards for student organizations remains suboptimal.</li> <li>• The number of institutions authorized to issue competency certificates relevant to lecturers' duties and functions is still limited.</li> <li>• The number of industries and business sectors (DUDI) in Aceh that can offer opportunities for lecturers to gain professional experience or for practitioners to teach remains insufficient.</li> <li>• Collaborative research partnerships with industries, NGOs, community organizations, and government agencies are still limited.</li> <li>• The availability of industries, technology-based start-ups, global technology companies, and multilateral institutions as potential partners for Universitas Syiah Kuala remains limited.</li> </ul>	<ul style="list-style-type: none"> <li>• The competitiveness of graduates in the job market remains limited. Access to employment information for alumni has not been fully optimized, and graduates' motivation to work outside Aceh is relatively low. Furthermore, graduates' orientation toward employment beyond government institutions and entrepreneurship is still minimal.</li> <li>• The recognition and implementation of the MBKM program are inconsistent across faculties, with varying levels of understanding and execution.</li> <li>• The development and supervision of student talent and interest activities have not been fully optimized.</li> <li>• Lecturers' motivation to participate in professional development activities, apart from lecturer certification programs, remains low.</li> <li>• Collaboration between Universitas Syiah Kuala and industries/business sectors (DUDI) is still insufficient.</li> <li>• Data collection on lecturers' research outputs funded through matching funds or collaborative research has not been optimized, and the university's internal funding for research activities that produce community-beneficial outputs remains limited.</li> <li>• Partnerships between Universitas Syiah Kuala and global technology companies, technology start-ups, multilateral institutions/organizations, and nationally or internationally reputable cultural institutions are still inadequate.</li> </ul>

Although these challenges are anticipated to slow down the achievement of institutional targets, potentially, they can be effectively addressed through the existing potential arising from both internal and external organizational strengths.

Potentials from External Organizations		Potentials from Internal Organization
<ul style="list-style-type: none"> <li>• Aceh possesses abundant natural resources, and the Aceh Government has implemented policies that facilitate administrative and bureaucratic procedures.</li> <li>• The Merdeka Belajar (Freedom to Learn) program is one of the flagship initiatives of the Ministry of Education, Culture, Research, Technology, and Higher Education.</li> <li>• The existence of various national and provincial-level competitions provides opportunities for institutional and student achievement.</li> <li>• Industry and Business (DUDI), as well as governmental and non-governmental institutions, offer opportunities for universities to involve lecturers as practitioners and to recruit industry professionals as teaching staff.</li> <li>• Partnerships with DUDI, governmental, and non-governmental organizations create opportunities for collaborative research, supported by the allocation of research funds from the Ministry.</li> <li>• Ministerial policies related to cooperation programs with DUDI, governmental, and non-governmental institutions serve as integral components of the Merdeka Belajar Kampus Merdeka (MBKM) initiative and as benchmarks for measuring higher education advancement.</li> </ul>		<ul style="list-style-type: none"> <li>• Universitas Syiah Kuala has competitive graduates, supported by a curriculum revision policy that aligns academic programs with labor market needs (link and match). The university also enhances alumni engagement to provide access to career information and motivation for prospective graduates, as well as through the “1,000 Prospective Entrepreneurs” program.</li> <li>• Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) programs and their recognition across all faculties, supported by funding from both the Ministry and Universitas Syiah Kuala’s internal resources.</li> <li>• Student Activity Units (UKM) and student organizations serve as platforms for accommodating students’ interests and talents, fostering achievements, and ensuring that student talent development is structured and well-coordinated.</li> <li>• Policies to enhance lecturer competencies and expand collaboration with industries and businesses (DUDI) to recruit practitioners as teaching professionals.</li> <li>• Increased research outputs from lecturers funded through matching funds and periodic collaborative research projects, as well as research outcomes with potential for patents, product commercialization, and community recognition.</li> <li>• Strengthened partnerships with global technology companies, technology-based startup enterprises, multilateral institutions or organizations, and reputable national cultural institutions.</li> </ul>

#### • Analysis of Opportunities and Challenges

The opportunities available to Universitas Syiah Kuala are external conditions that can provide significant advantages for the university’s future development. As outlined in the SWOT analysis, these opportunities include the following:

1. The status of Universitas Syiah Kuala as a Perguruan Tinggi Negeri Berbadan Hukum (PTN-BH, State University with Legal Entity Status) facilitates the establishment of new academic programs.
2. The implementation of the MBKM (Merdeka Belajar – Kampus Merdeka [Independent Learning - Independent Campus) program initiated by the Ministry provides broad opportunities for academic and institutional innovation.
3. The availability of student competitions at the international, national, and provincial levels supports the development of student achievement and institutional visibility.
4. The availability of job information for alumni from government institutions, business sectors, companies, higher education institutions, and entrepreneurship programs enhances graduate employability.
5. The presence of partners from industries, businesses, and government institutions enables the utilization of human resource assets as practitioners or expert consultants.

6. The existence of education and training institutions provides opportunities for lecturers to obtain professional and competency certifications.
7. The global university ranking system encourages Universitas Syiah Kuala to become more innovative and distinguished in research and community service activities.
8. The support of partners and alumni in implementing the Tri Dharma Perguruan Tinggi—education, research, and community service—both domestically and internationally.
9. The availability of international accreditation for study programs creates opportunities to establish internationally recognized and competitive programs (international class).
10. The PTN-BH status provides Universitas Syiah Kuala with autonomy in governance, management, and financial administration.
11. The Green Metric University Ranking standards serve as a motivation for Universitas Syiah Kuala to integrate Sustainable Development Goals (SDGs) within its campus environment.

The external challenges that may pose threats, and, if not properly addressed, could hinder the development of Universitas Syiah Kuala, are outlined as follows:

1. The increasing number of both public and private universities serving as a competitor.
2. Limited quotas available through competitive grants, which heighten competition among higher education institutions.
3. Intense competition in achieving academic and non-academic excellence at international, national, and provincial levels.
4. Limited job vacancies accompanied by a high level of competition among job seekers.
5. The relatively small number of businesses and industries in Aceh which restricts opportunities for lecturers to serve as practitioners or expert consultants.
6. Many of the certification programs offered are not yet aligned with the academic fields or functional duties of lecturers.
7. The limited number of institutions in Aceh capable of providing certification or feasibility assessments for research products to be recognized as industrial prototypes or innovative products.
8. The key performance indicators (KPI) for State Universities (PTN) that Universitas Syiah Kuala must achieve, particularly in developing academic collaborations with multinational corporations, global technology firms, hospitals, research institutions, and QS200-ranked universities.
9. Increasing competition among national universities in providing international and professional programs, requiring Universitas Syiah Kuala to expand its professional study programs and adopt innovative learning methodologies.
10. Growing competition from other universities and private sector institutions offering both academic and non-academic educational services.
11. Intensifying competition from more established universities that are already well-prepared in implementing sustainability and Green Metric initiatives.

#### 1.2.4 Universitas Syiah Kuala Performance Tree

The Performance Tree of Universitas Syiah Kuala represents a detailed breakdown of performance and performance indicators, as well as the conditions influencing them, developed within a logical framework. The establishment of this document enables Universitas Syiah

Kuala to ensure that its development and improvement targets and priorities are aligned with its strategic objectives, while also guaranteeing the achievement of targets agreed upon with the relevant competent officials.

The Performance Tree of Universitas Syiah Kuala is structured through the following process:

1. Identification of various activities that produce specific outputs.
2. Aggregation of outputs to achieve performance indicator targets.
3. Achievement of performance indicators to realize strategic objectives.
4. Fulfillment of strategic objectives to attain the vision and mission stated in the Strategic Plan (Renstra).
5. A more detailed illustration can be found in the diagram of the Universitas Syiah Kuala Performance Tree.

Furthermore, the Performance Tree also illustrates the cascading of performance agreements—from the highest leadership levels down to the lowest managerial levels—along with their corresponding indicators, as depicted in the Cascading Performance Agreement diagram.

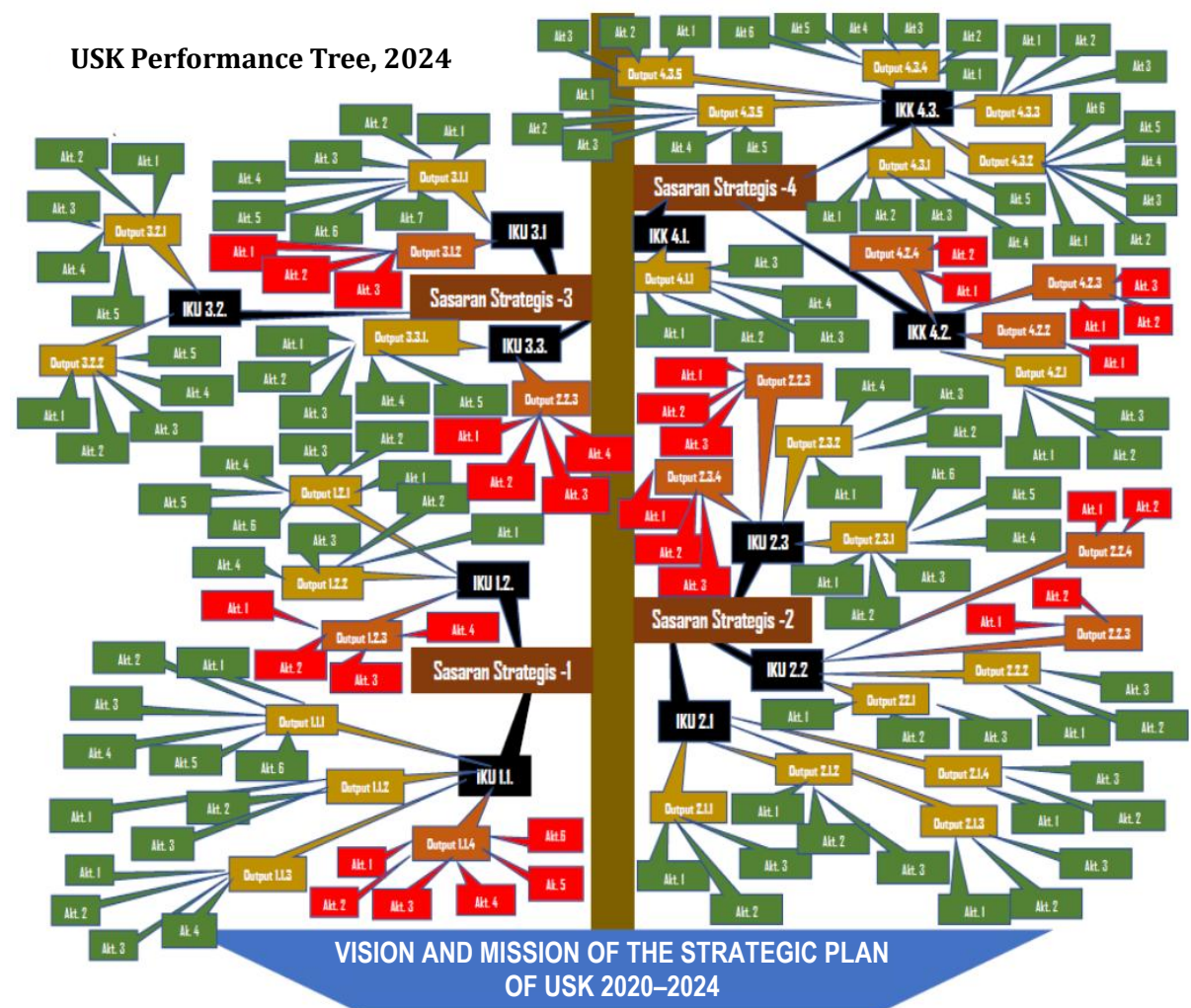


Figure 1.33. Cascading Performance Agreement and Its Indicators

Strategic Objective	: Improvement in the Quality of Higher Education Graduates
PIC	: Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 1.1</b>  <b>Percentage of bachelor's (S1) and diploma (D4/D3/D2) graduates who successfully gain employment, pursue further education, or engage in entrepreneurship</b>  PIC: Vice Rector I, Vice Rector II, Vice Dean I, Vice Dean II	<b>Output 1.1.1</b>  <b>Number of graduates who secure employment</b>  PIC: Directorate of Student and Alumni Affairs; Study Programs	<ol style="list-style-type: none"> <li>1. Development of graduate soft skills</li> <li>2. Management of tracer study data</li> <li>3. Dissemination of job market information and organization of job fairs</li> <li>4. Student competency certification</li> <li>5. Standardization of graduate competency and professional specialization</li> <li>6. Issuance of Diploma Supplement (SKPI)</li> </ol> PIC: Alumni Division; Subdivision of Student Affairs, Alumni, and Partnerships; Faculties
	<b>Output 1.1.2</b>  <b>Number of graduates pursuing further studies</b>  PIC: Directorate of Student and Alumni Affairs; Study Programs	<ol style="list-style-type: none"> <li>1. Information services for graduate further studies</li> <li>2. Provision of educational assistance</li> <li>3. Implementation of joint degree, double degree, and fast-track programs</li> </ol> PIC: Alumni Division; Subdivision of Student Affairs, Alumni, and Partnerships; Faculties
	<b>Output 1.1.3</b>  <b>Number of graduates engaged in entrepreneurship</b>  PIC: Directorate of Student and Alumni Affairs; Study Programs	<ol style="list-style-type: none"> <li>1. Development of student entrepreneurship incubators</li> <li>2. Support for the "1,000 Entrepreneurs" program</li> <li>3. Facilitation of student entrepreneurial interests and potential</li> <li>4. Feasibility studies for graduate business ventures</li> </ol> PIC: Alumni Division; Subdivision of Student Affairs, Alumni, and Partnerships; Faculties
	<b>Output 1.1.4</b>  <b>Percentage of students graduating on time</b>  PIC: Directorate of Student and Alumni Affairs; Study Programs	<ol style="list-style-type: none"> <li>1. New student admission selection process</li> <li>2. Implementation of learning activities</li> <li>3. Final project and thesis service management</li> <li>4. Procurement of library books and e-journals</li> <li>5. Guest lecture and visiting professor programs</li> <li>6. Provision of learning facilities and infrastructure</li> </ol> PIC: Alumni Division; Subdivision of Student Affairs, Alumni, and Partnerships; Faculties



Strategic Objective	: Improvement in the Quality of Higher Education Graduates
PIC	: Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 1.2</b> <b>Percentage of Undergraduate (S1) and Diploma (D4/D3/D2) Students Engaged in Learning Activities Outside Their Study Program or Achieving Outstanding Performance</b>  PIC: Vice Rector I, Vice Rector II, Vice Dean I, Vice Dean II	<b>Output 1.2.1</b>  <b>Number of Graduates Gaining Employment</b>  PIC : Directorate of Education and Learning; Study Program	<ol style="list-style-type: none"> <li>1. USK MBKM Excellence Program</li> <li>2. Integration of MBKM Data Standardized by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek)</li> <li>3. Implementation of Community Service Program (KKN)</li> <li>4. Student Internship Program</li> <li>5. Student Research Activities</li> <li>6. Student Exchange Program</li> </ol> PIC : Learning and MBKM Division of the University; Academic Subdivision; Faculties
	<b>Output 1.2.2</b>  <b>Number of Outstanding Students</b>  PIC : Directorate of Education and Learning; Study Program	<ol style="list-style-type: none"> <li>1. Competitions in Education, Sports, and Arts and Culture</li> <li>2. Academic Awards for Outstanding Students</li> <li>3. Development and Mentorship of Student Organizations and Activity Units</li> <li>4. Implementation of Student Creativity and Leadership Week</li> </ol> PIC : Learning and MBKM Division of the University; Academic Subdivision; Faculties
	<b>Output 1.2.3</b>  <b>Number of Scholarship Recipients</b>  PIC : Directorate of Education and Learning; Study Program	<ol style="list-style-type: none"> <li>1. Scholarship Management</li> <li>2. Verification of Prospective Students Receiving Educational Assistance</li> <li>3. Field Visits to Regions for Affirmative Student Recruitment</li> <li>4. Monitoring and Evaluation of Scholarship Recipients</li> </ol> PIC : Learning and MBKM Division of the University; Academic Subdivision; Faculties



Strategic Objective	: Improvement in the Quality of Higher Education Faculty Members
PIC	: Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 2.1</b> <b>Percentage of Faculty Members Engaged in the Tridharma Activities at Other Higher Education Institutions, Working as Industry Practitioners, or Supervising Students in Activities Outside Their Study Programs</b>  PIC: Vice Rector I Vice Rector II Vice Rector III Vice Dean I Vice Dean II	<b>Output 2.1.1</b>  <b>Number of Faculty Members Engaged in Tridharma (three pillars of higher education) Activities at Higher Education Institutions</b>  PIC : Directorate of Human Resources; Study Program	<ol style="list-style-type: none"> <li>1. Update of faculty data engaged in off-campus activities</li> <li>2. Formulation of regulations regarding the mechanism for off-campus activities</li> <li>3. Granting permission for faculty members to engage in activities at other higher education institutions</li> </ol> PIC: Human Resources Division; General Affairs and Human Resources Subdivision; Faculties
	<b>Output 2.1.2</b>  <b>Number of Faculty Members Serving as Practitioners</b>  PIC : Directorate of Human Resources; Study Program	<ol style="list-style-type: none"> <li>1. Implementation of faculty competency development programs to enable the application of knowledge in the industrial sector</li> <li>2. Granting permission for faculty members to serve as practitioners outside the university</li> <li>3. Update of faculty data serving as professional practitioners</li> </ol> PIC: Human Resources Division; General Affairs and Human Resources Subdivision; Faculties
	<b>Output 2.1.3</b>  <b>Number of Faculty Advisors for Outstanding Students</b>  PIC : Directorate of Human Resources; Study Program	<ol style="list-style-type: none"> <li>1. Assignment of faculty members as advisors for outstanding students</li> <li>2. Certification of faculty coaches for mentoring student talent and interest development</li> <li>3. Update of faculty advisor data for outstanding students in the student affairs system</li> </ol> PIC: Human Resources Division; General Affairs and Human Resources Subdivision; Faculties
	<b>Output 2.1.4</b>  <b>Percentage of Faculty Advisors Supervising Students Engaged in Off-Campus Activities</b>  PIC : Directorate of Human Resources; Study Program	<ol style="list-style-type: none"> <li>1. Assignment of faculty members as mentors for students engaged in activities outside their study programs</li> <li>2. Enhancement of faculty understanding in mentoring students participating in inter-program activities</li> <li>3. Update of faculty data involved in mentoring students outside their respective study programs</li> </ol> PIC: Human Resources Division; General Affairs and Human Resources Subdivision; Faculties

Strategic Objective	: Improvement in the Quality of Higher Education Faculty Members
PIC	: Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 2.2</b>  <b>Percentage of Faculty Members Holding Competency or Professional Certificates Issued by the Business or Industrial Sectors, or the Percentage of Instructors Drawn from Professional Practitioners, the Business Community, or Industry</b>  PIC: Vice Rector I Vice Rector II Vice Rector III Vice Dean I Vice Dean II	<b>Output 2.2.1</b>  <b>Number of Faculty Members Holding Professional or Competency Certificates</b>  PIC : Directorate of Human Resources; Study Programs	<ol style="list-style-type: none"> <li>1. Mapping competency programs for faculty members in accordance with BNSP (National Professional Certification Agency) standards</li> <li>2. Engaging faculty members in practitioner competency enhancement programs based on BNSP standards</li> <li>3. Updating data on faculty members holding professional or competency certificates</li> </ol> PIC: Human Resources Division; Subdivision of General Affairs and Human Resources; Faculties
	<b>Output 2.2.2</b>  <b>Number of Faculty Members from Professional Practitioners</b>  PIC : Directorate of Human Resources; Study Programs	<ol style="list-style-type: none"> <li>1. Recruiting faculty members from professional practitioners and industry partners (DUDI)</li> <li>2. Recruiting faculty members who possess professional competency certificates</li> <li>3. Updating data on practitioner-lecturers</li> </ol> PIC: Human Resources Division; Subdivision of General Affairs and Human Resources; Faculties
	<b>Output 2.2.3</b>  <b>Number of Faculty Members Holding the Rank of Associate Professor</b>  PIC : Directorate of Human Resources; Study Programs	<ol style="list-style-type: none"> <li>1. Providing guidance and mentoring for faculty members with the potential to attain the rank of Associate Professor</li> <li>2. Modernizing administrative services for human resources management</li> </ol> PIC: Human Resources Division; Subdivision of General Affairs and Human Resources; Faculties
	<b>Output 2.2.4</b>  <b>Percentage of Faculty Members Holding the Rank of Full Professor</b>  PIC : Directorate of Human Resources; Study Programs	<ol style="list-style-type: none"> <li>1. Assigning and mentoring faculty members with the potential to attain the rank of Full Professor</li> <li>2. Modernizing administrative services for human resources management</li> </ol> PIC: Human Resources Division; Subdivision of General Affairs and Human Resources; Faculties

Strategic Objective : Improvement in the Quality of Higher Education Faculty Members  
 PIC : Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 2.3</b>  <b>Number of Faculty Outputs that Have Achieved International Recognition or Been Applied by the Community, Industry, or Government per Total Number of Faculty Members</b>  PIC: Vice Rector I Vice Dean I	Output 2.3.1  <b>Number of Scientific Works Receiving Recognition</b>  PIC : Research Institute; Study Program	1. Research activities under various funding schemes 2. Publication of scientific works in reputable international journals 3. Publication of reference books, ISBN-registered books, and book chapters 4. Publications in nationally accredited journals, foreign-language journals, and DOAJ-indexed journals 5. International conference proceedings 6. Collaborative research projects  PIC: Research Institute Program Subdivision; Education Subdivision; Faculty
	Output 2.3.2  <b>Number of Applied Works Utilized by the Community</b>  PIC : Research Institute; Study Program	1. Publications in nationally accredited journals, foreign-language journals, and DOAJ-indexed journals 2. International conference proceedings 3. Collaborative research projects 4. Research outputs with registered patents  PIC: Research Institute Program Subdivision; Education Subdivision; Faculty
	Output 2.3.3  <b>Number of Nationally Indexed Journals</b>  PIC : Research Institute; Study Program	1. Journal operational assistance 2. Journal accreditation support 3. Mentorship for journal submissions to achieve SINTA Q2, Q3, Q4, or Q5 rankings  PIC: Research Institute Program Subdivision; Education Subdivision; Faculty
	Output 2.3.4  <b>Number of Internationally Indexed Journals</b>  PIC : Research Institute; Study Program	1. Journal operational assistance 2. Journal accreditation support 3. Mentorship for journal submissions to achieve SINTA Q1 ranking  PIC: Research Institute Program Subdivision; Education Subdivision; Faculty

Strategic Objective	: Improved Quality of Curriculum and Learning
PIC	: Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 3.1</b>  <b>Number of Collaboration Agreements per Undergraduate and Diploma Program (S1, D4, D3, D2, D1)</b>  PIC: Vice Rector IV; Vice Dean III	Output 3.3.1  <b>Number of Collaborations Conducted by Study Programs</b>  PIC : Directorate of Planning and Partnerships; Study Programs	1. Collaboration on Student Exchange Programs 2. Collaboration on Staff Exchange Programs 3. Joint Research Activities 4. Curriculum Development Collaboration 5. Partnerships with Government Institutions, Industry, and International NGOs 6. Collaboration with Domestic Universities Ranked within QS-100 and International Universities Ranked within QS-200 7. Update of Study Program Collaboration Data  PIC: Partnership Division; Student Affairs Subdivision; Faculties
	Output 3.1.2 <b>Number of Educational, Research, and Institutional Development Collaborations</b>  PIC : Directorate of Planning and Partnerships; Directorate of Business and Sustainable Funds; Institute for Research and Community Service (LPPM); Faculties/Graduate School/Technical Implementation Units (UPT)	1. Collaborations Conducted by Units Outside Study Programs 2. Partnerships to Enhance the University's Business Networks 3. Updating Data and Regulations Concerning Stakeholder Collaboration  PIC: Partnership Division; Program Subdivision; Research Institute
	Output 3.2.1  <b>Number of Courses Implementing the Case Method</b>  PIC : Directorate of Education and Learning; Study Programs	1. Implementation of Case-Based Learning Methods 2. Management of Learning Plans 3. Management of Learning Reports 4. Updating Data on Case Method Learning 5. Implementation of the Outcome-Based Education (OBE) Curriculum  PIC: Education Division
	Output 3.2.2  <b>Number of Courses Implementing the Team-Based Project Method</b>  PIC : Directorate of Student Affairs and Alumni; Study Programs	1. Implementation of Team-Based Project Learning Methods 2. Management of Learning Plans 3. Management of Learning Reports 4. Updating Data on Case Method Learning 5. Implementation of the Outcome-Based Education (OBE) Curriculum  PIC: Education Division
<b>KPI 3.2</b> <b>Percentage of Undergraduate and Diploma Courses (S1, D4, D3, D2, D1) Utilizing Case Method and Project-Based Learning Approaches as Part of the Evaluation Criteria</b>  PIC: Vice Rector I Vice Dean I		

Strategic Objective : Improved Quality of Curriculum and Learning  
 PIC : Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 3.3</b>  <b>Percentage of Undergraduate (S1) and Diploma (D4/D3/D2) Study Programs with International Accreditation or National Certificates Recognized by the Government</b>  PIC: Vice Rector Vice Dean I	Output 3.3.1  <b>Number of Undergraduate (S1) and Diploma (D3) Study Programs with International Accreditation</b>  PIC : Quality Assurance Institute; Study Programs	<ol style="list-style-type: none"> <li>1. Mapping Potential Study Programs Eligible for Submission to International Accreditation Agencies</li> <li>2. Providing Assistance for Study Programs Undergoing Submission to International Accreditation Agencies</li> <li>3. Improving Service Standards in Accordance with International Criteria</li> <li>4. Fulfilling Facility Standards in Line with International Requirements</li> <li>5. Conducting Surveillance for Study Programs with International Accreditation</li> </ol> PIC: Program Division of the Quality Assurance Institute (LPM)
	Output 3.1.2 <b>Number of Study Programs Across All Levels with “Excellent” Accreditation Status</b>  PIC : Quality Assurance Institute; Study Programs	<ol style="list-style-type: none"> <li>1. Strengthening Faculty and Study Program Quality Assurance Units</li> <li>2. Conducting Internal Audits for Study Programs</li> <li>3. Providing Guidance for Study Programs Preparing for Accreditation Submission</li> <li>4. Meeting Quality Service Standards in Accordance with Accreditation Criteria</li> </ol> PIC: Program Subdivision of the Quality Assurance Institute (LPM)

Strategic Objective : Improvement in the Quality of Higher Education Faculty Members  
 PIC : Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 4.1</b> Government Agency Performance Accountability System (SAKIP) Rating PIC: Vice Rector IV Vice Dean II	<b>Output 4.2.1</b> <b>Average Performance Score of the Tridharma (three pillars of higher education) Services in Implementing Performance-Based Budgeting</b> PIC: Directorate of Planning and Partnership; Faculties/Work Units; Budget Users	<ol style="list-style-type: none"> <li>1. Review of the Strategic Plan (Renstra)</li> <li>2. Performance Planning</li> <li>3. Performance Measurement</li> <li>4. Performance Management</li> <li>5. Performance Reporting</li> </ol> PIC: Planning Division; Finance and Planning Subdivision; Faculties
<b>KPI 3.3</b> <b>Percentage of Undergraduate (S1) and Diploma (D4/D3/D2) Study Programs with International Accreditation or National Certification Recognized by the Government</b> PIC: Vice Rector Vice Dean I	<b>Output 4.2.1</b> <b>Performance Indicators of Budget Implementation and Evaluation of Budget Performance</b> PIC : Directorate of Planning and Partnership; Directorate of Finance; Faculties/Work Units; Budget Users	<ol style="list-style-type: none"> <li>1. Preparation of the RKAT/RKT (Annual Work and Budget Plan)</li> <li>2. Formulation of Revision Policies</li> <li>3. Monitoring and Evaluation of RPD, Budget Absorption, Contractual Expenditures, Cash Advances (UP), Billing, and Output Achievement</li> </ol> PIC: Divisions of Planning, Treasury, Accounting, and Reporting; Finance and Planning Subdivision; Faculties
	<b>Output 4.2.2</b> <b>Ratio of Revenue to Operational Expenditure</b> PIC : Directorate of Planning and Partnership; Directorate of Finance; Faculties/Work Units; Budget Users	Enhancement of University Revenue to Support Institutional Independence PIC: Planning Division; Treasury Division
<b>KPI 4.2</b> <b>Budget Performance Score on the Implementation of the RKAKL (Budget and Activity Implementation Plan)</b> PIC: Vice Rector IV Vice Rector II Vice Dean II	<b>Output 4.2.3</b> <b>Total University Revenue</b> PIC : Directorate of Planning and Partnership; Directorate of Finance; Faculties/Work Units; Budget Users	<ol style="list-style-type: none"> <li>1. Increasing Revenue from Educational Services</li> <li>2. Increasing Revenue from Non-Educational Services</li> <li>3. Enhancing Partnerships and Grant Acquisition</li> </ol> PIC: Planning Division; Treasury Division
	<b>Output 3.2.2</b> <b>Total University Revenue and Optimization of Resources</b> PIC : Directorate of Planning and Partnership; Directorate of Finance; Faculties/Work Units; Budget Users	<ol style="list-style-type: none"> <li>1. Improving Public Access to Service Information</li> <li>2. Formulating Tariffs for Educational and Non-Educational Services</li> </ol> PIC: Planning Division; Treasury Division

Strategic Objective	: Improvement in the Quality of Higher Education Faculty Members
PIC	: Rector, Dean

Performance Indicator (KPI)	Cascading Performance Indicators (Activity-Based)	Cascading Performance Indicators (Activity-Based)
<b>KPI 4.3</b>  <b>Percentage of Faculties Establishing Integrity Zones</b>  PIC: Vice Rector IV Vice Rector II Vice Dean II	<b>Output 4.3.1</b>  <b>Governance Structuring</b> PIC: University Secretariat; Faculty/Graduate School Administrative Offices	1. Implementation of Electronic-Based Government System (SPBE) Services 2. Modernization of Archival Management 3. Utilization of Information Technology in Governance 4. Public Information Transparency 5. Updating Business Processes and SOPs  PIC: Administrative and Correspondence Subdivision; Organizational and Institutional Subdivision (Ortala); General and Human Resource Subdivision
	<b>Output 4.3.2</b>  <b>Human Resource System Structuring</b> PIC: Directorate of Human Resources; Faculty/Graduate School Administrative Offices	1. Merit-Based Human Resource Management System 2. Individual Performance Target Setting 3. Reward and Punishment Mechanisms 4. Competency Development 5. Utilization of Information Technology in HR Governance 6. Talent Management  PIC: Human Resource Division; General and HR Subdivision; Faculties
	<b>Output 4.3.3</b> <b>Strengthening Performance Accountability</b> PIC: Directorate of Planning and Partnership; Faculty/ Graduate School Administrative Offices	1. Integrated Planning System 2. Leadership Involvement in Planning and Performance Target Setting 3. Performance Monitoring and Evaluation  PIC: Planning Division; Faculty Finance and Planning Subdivision
	<b>Output 4.3.4</b>  <b>Strengthening Supervision</b> PIC: Internal Audit Office; Faculty/ Graduate School Administrative Offices	1. Strengthening the Internal Control System 2. Financial Management in Compliance with Regulations 3. Asset Management in Compliance with Regulations 4. Assistance for Units Applying for Integrity Zone (WBK) Status 5. Management of Public Complaints 6. Implementation of Risk Management  PIC: Finance Division; Asset Division
	<b>Output 4.3.5</b> <b>Improving the Quality of Public Services</b> PIC: University Secretariat; Faculty/ Graduate School Administrative Offices	1. Establishment of Standard Service Policies, Declarations, and Satisfaction Surveys 2. Modernization of Integrated Public Services 3. Creation of Public Service Innovations  PIC: Public Relations Division
	<b>Output 4.3.6</b>  <b>Change Management</b> PIC: University Secretariat; Faculty/ Graduate School Administrative Offices	1. Design of Integrity Zones 2. Formation of Integrity Zone Teams 3. Completion of Evaluation Instrument (LKE) 4. Enhancement of Work Culture 5. Designation of Role Models and Change Agents  PIC: Organizational and Institutional Division (Ortala); Human Resource Division



## CHAPTER II

### GOALS AND OBJECTIVES

#### 2.1 Vision and Mission of Universitas Syiah Kuala

Universitas Syiah Kuala has formulated its Strategic Plan for 2025–2029 in alignment with the Strategic Plan of the Ministry of Education and Culture. The alignment between the 2025–2029 Strategic Plan of Universitas Syiah Kuala and the 2025–2029 Strategic Plan of the Ministry of Education, Culture, Research, and Technology is reflected in the vision, as shown in the following table.

**Table 2.1**

Vision of the Ministry of Education, Culture, Research, and Technology and the Vision of Universitas Syiah Kuala

Vision of the Ministry of Education, Culture, Research, and Technology	Vision of Universitas Syiah Kuala
The Ministry of Education, Culture, Research, and Technology supports the Vision and Mission of the President and Vice President to realize an advanced Indonesia that is sovereign, independent, and possesses a strong national identity based on cooperation (gotong royong), through the development of Pancasila students who are faithful and devoted to God Almighty, virtuous, globally diverse, collaborative, independent, critically minded, and creative.	To become an innovative, independent, and globally recognized socio-technopreneur university.

The explanations of several key terms contained in the vision of Universitas Syiah Kuala are as follows:

1. A socio-technopreneur university means that Universitas Syiah Kuala aims to become a university that produces discoveries that can be commercialized or industrialized for the benefit of society, the nation, and the state.
2. An innovative university means that Universitas Syiah Kuala has the capability to utilize all available resources and expertise to generate new works in the form of ideas, methods, and tools.
3. An independent university means that Universitas Syiah Kuala possesses the capacity to empower itself by optimizing its existing resources.
4. A leading university means that Universitas Syiah Kuala is recognized for its excellence and reputation at the global level in the field of socio-technopreneurship.
5. A globally competitive university means that Universitas Syiah Kuala is capable of competing at the international level.

The vision of Universitas Syiah Kuala serves as a vital foundation for the implementation of its mission and strategic programs. This vision is highly realistic, reflecting the current conditions of Universitas Syiah Kuala and the collective spirit of its academic community to continuously grow and advance in response to national and



global challenges and opportunities. The vision is elaborated in the Universitas Syiah Kuala Strategic Plan (Renstra) 2025–2029 and aligned with the institutional development policy direction for 2020–2039. It will continue to serve as a shared guide for the university’s future trajectory. In line with the vision, the missions implemented by Universitas Syiah Kuala must also be harmonized, as presented in the following table:

**Table 2.2**

The Missions of the Ministry of Education, Culture, Research, and Technology (Kemdikbud) and the Missions of Universitas Syiah Kuala

Vision of the Ministry of Education, Culture, Research, and Technology	Vision of Universitas Syiah Kuala
<ol style="list-style-type: none"> <li>1. To realize high-quality, relevant, equitable, and sustainable education supported by infrastructure and technology.</li> <li>2. To optimize the participation of all stakeholders in supporting the transformation and reform of the management of Education, Culture, Research, and Technology.</li> </ol>	<ol style="list-style-type: none"> <li>1. To deliver excellent higher education that produces graduates with socio-technopreneur competence and character, capable of strong competitiveness;</li> <li>2. To conduct research and community service based on socio-technopreneurship that is excellent, innovative, competitive, and sustainable;</li> <li>3. To strengthen and expand institutional cooperation networks to develop and preserve science and technology</li> <li>4. To implement an integrated quality management system in both academic and non-academic fields through the principles of transparency, participation, productivity, effectiveness, and efficiency, as well as to organize higher education with accountable governance.</li> </ol>

## 2.2 Goals and Performance Indicators

The goals of Universitas Syiah Kuala (USK) are aligned with those established in the Strategic Plan (Renstra) of the Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek) for 2025–2029, namely:

1. Strengthening the quality and relevance of higher education;
2. Strengthening the quality of lecturers and educational staff; and
3. Strengthening the governance system.

These goals are formulated as part of USK’s efforts to enhance its duties and functions as outlined in the Organizational Structure and Work Procedures of Universitas Syiah Kuala (OTK USK), which states that Universitas Syiah Kuala is tasked with organizing academic education and may also provide vocational education across various branches of science and/or technology, and, if qualified, may offer professional education program.

In carrying out its mandate, Universitas Syiah Kuala performs the following functions:

1. Implementation of education, teaching, and the development of higher education;
2. Implementation of research aimed at advancing science and technology;
3. Implementation of community service activities;

4. Development and guidance of the academic community and its relationship with the surrounding environment; and
5. Implementation of administrative and support services.

Based on the mandate and functions of Universitas Syiah Kuala as well as the objectives of the Directorate General of Higher Education, Ministry of Education and Culture, the formulated objectives of Universitas Syiah Kuala are as follows:

1. To produce graduates who possess socio-technopreneurial competence and character, are highly competitive, and able to apply USK's core values;
2. To generate research and community service grounded in socio-technopreneurship that is excellent, innovative, competitive, and sustainable;
3. To become a leading partner in national development and the advancement of science and technology; and
4. To implement integrated quality management in both academic and non-academic fields through accountable governance.

The performance indicators corresponding to these objectives are presented in the following table.

**Table 2.3**  
Objectives and Performance Indicators

No.	Objective	Performance Indicator		Target
1	Implementation of educational services to produce graduates with socio-technopreneurial competence and character, who are highly competitive and able to embody USK's core values;	1.1	Number of newly admitted students	11.000
		1.2	Number of students served through academic activities	40.000
		1.3	Number of students who have completed their studies	7.500
		1.4	Availability of Diploma Supplement (Surat Keterangan Pendamping Ijazah/SKPI) for graduates	700
		1.5	Establishment of new study programs	35
		1.6	Number of professional study programs	7
		1.7	Number of undergraduate (S1) programs converted into vocational programs	8
		1.8	Number of competency test centers developed	3
		1.9.	Number of entrepreneurial students	1000
		1.10	Number of new students participating in character development programs	5.500
		1.11	Number of students participating in the UP3AI (Academic Development and Islamic Values Program)	5.500
		1.12	Number of regulatory documents on academic community ethics	1
		1.13	Number of lecturers participating in PEKERTI (Instructional Skills Development Program) training	450
		1.14	Number of lecturers participating in the Applied Approach (AA) training	450

No.	Objective	Performance Indicator		Target
2	Implementation of research and community service based on socio-technopreneurship that is excellent, innovative, competitive, and sustainable;	2.1	Number of submitted research proposals	600
		2.2	Number of articles published in accredited journals	1500
		2.3	Number of accredited internal journals	50
		2.4	Number of national journals indexed in DOAJ	45
		2.5	Number of journals integrated into BKSPTNB	3
		2.6	Number of JIM (Student Scientific Journals)	500
		2.7	Number of partner villages in community service programs	45
		2.8	Number of submitted community service proposals	500
		2.9	Number of students participating in community service programs	3500
		2.10	Number of articles presented at international seminars	100
		2.11	Number of flagship university research products	30
		2.12	Number of appropriate technologies, social engineering, or other innovations implemented by government, industry, or inter-university collaboration	10
		2.13	Number of models/prototypes/designs/artworks/social engineering outputs	30
		2.14	Number of science and technology research titles	20
		2.15	Number of applied research projects	
3	Enhancement of Universitas Syiah Kuala's role as an excellent partner for national development and the advancement of science and technology;	3.1	Number of study programs developing joint curricula	147
		3.2	Number of students participating in full-semester internship programs	300
		3.3	Number of study programs implementing international classes and collaborations	15
		3.4	Number of international students recruited	125
		3.5	Increase in the number of students participating in student exchange programs	200
4	Implementation of integrated quality management in academic and non-academic areas through accountable governance.	4.1	Percentage of follow-up on BPK (The Audit Board of Indonesia) examinations	100
		4.2	BPK opinion on financial statements	WTP (Unqualified Opinion)
		4.3	Number of business units	25
		4.4	Number of modernized service products	50
		4.5	Achievement of institutional accreditation	U (Unggul/Excellent)
		4.6	Percentage of study programs implementing SPMI (Internal Quality Assurance System)	100
		4.7	Increase in the number of certified work units	20
		4.8	Improvement in Green Metric ranking	16

### 2.3 Strategic Goals and Performance Indicators

In order to realize the objectives of Universitas Syiah Kuala as outlined above, a set of strategic goals and corresponding performance indicators have been formulated. These

align with the Program Objectives stipulated in the Strategic Plan of the Directorate General of Higher Education, as presented in the table below:

1. Enhancement of the quality of higher education graduates;
2. Improvement of the quality of higher education lecturers;
3. Enhancement of the quality of curriculum and learning processes; and
4. Strengthening of governance within the Work Units under the Directorate General of Higher Education.

The performance indicators for these strategic goals are presented in Table 2.4.

**Table 2. 4**  
Strategic Goals, Activity Objectives, and Activity Performance Indicators

No.	University Strategic Goal	Activity Objective	Activity Performance Indicator	Target					
				2025	2026	2027	2028	2029	
1	Availability of graduates with high competitiveness and socio-technopreneurial character who are able to apply Universitas Syiah Kuala's values	Availability of graduates who successfully obtain employment, pursue further studies, or become entrepreneurs.	Main Performance Indicator						
			KPI-1.01	Percentage of graduates who successfully obtain employment, pursue further studies, or become entrepreneurs	80,00	80,00	60,00	60,00	80,00
		Implementation of learning activities for students engaged in off-campus programs or who have achieved outstanding performance.	Additional Performance Indicator						
			IKT-1.01	Percentage of graduates completing their studies on time	65,00	68,00	72,00	76,00	80,00
			KPI-1.02.	Percentage of undergraduate and diploma students (S1, D4, D3, D2) participating in off-campus learning activities or achieving recognition/awards	40,00	40,00	40,00	40,00	40,00
			Additional Performance Indicator						
			IKT-1.02	Percentage of students receiving scholarships	25,00	26,00	26,00	28,00	30,00
IKT-1.03	Average percentage of decline in new student enrollment (S1, D4, D3) over the past five years	20	20	20	20	20			
IKT-1.04	Ratio of active undergraduate and diploma students (S1, D4, D3) to permanent lecturers in the reporting year (non-distance learning)	40	40	40	40	40			
2	Realization of research and community service outcomes grounded in socio-technopreneurship that are excellent, innovative, applicable, competitive, and aligned with the Sustainable Development Goals (SDGs)	Availability of lecturers engaged in off-program study activities, mentors for outstanding students, and advisors for students participating in off-program study activities	Main Performance Indicator						
			KPI-2.01	Percentage of lecturers participating in Tridharma activities at other institutions, working as practitioners in industry, or mentoring outstanding students and students involved in off-program study activities within the last five (5) years	45,00	47,00	49,00	51,00	53,00
		Availability of lecturers holding professional/competency certifications and lecturers from professional or industrial backgrounds	KPI-2.02	Percentage of permanent lecturers holding professional or competency certificates recognized by industry and the workforce, or originating from professional, industrial, or business sectors	25,00	27,00	29,00	31,00	33,00
			Additional Performance Indicator						
			IKT-2.01	Percentage of lecturers holding the title of Professor	12,00	13,00	14,00	15,00	16,00

			IKT-2.02	Percentage of lecturers holding the title of Associate Professor (Lektor Kepala)	25,00	26,00	27,00	28,00	29,00
		Availability of research and community service outputs recognized internationally or implemented by society, per the total number of lecturers	<b>Main Performance Indicator</b>						
			KPI-2.03	The number of research and community service outputs that have received international recognition or have been implemented by society, per the total number of lecturers	1,00	1,10	1,20	1,30	1,40
			<b>Additional Performance Indicator</b>						
			IKT-2.03	Number of reputable journals indexed nationally	30,00	32,00	34,00	36,00	38,00
			IKT-2.04	Number of reputable journals indexed globally	1	1	2	2	2
3	Realization of strengthened and expanded institutional partnerships to develop and preserve science and technology	Implementation of institutional collaborations conducted by Universitas Syiah Kuala	<b>Main Performance Indicator</b>						
			KPI-3.01	Number of collaborations established with partners per undergraduate and diploma program (S1, D4, D3, D2)	1,00	1,05	1,10	1,15	1,20
			<b>Additional Performance Indicator</b>						
			IKT-3.01	Number of institutional collaborations in the fields of research, community service, and institutional development	620	630	640	650	660
	Availability of courses implementing the case method and team-based project learning approaches		<b>Main Performance Indicator</b>						
			KPI-3.02	Percentage of undergraduate and diploma courses (S1, D4, D3, D2) applying case method or team-based project learning approaches as part of the evaluation component	50,00	52,00	54,00	56,00	58,00
			KPI-3.03	Percentage of undergraduate and diploma programs (S1, D4, D3, D2) with international accreditation or certification recognized by the government	11,00	12,00	13,00	14,00	15,00
			<b>Additional Performance Indicator</b>						
			IKT-3.02	Number of certified laboratories	18,00	19,00	20,00	21,00	22,00
			IKT-3.03	Percentage of study programs with "Excellent" accreditation status	47,00	48,00	49,00	50,00	51,00
4	Implementation of integrated quality management in academic and non-academic fields through the application of transparency, participation, productivity, effectiveness, and efficiency principles, as well as the administration of higher education with accountable governance	Realization of university governance that upholds the principles of good governance and good government	<b>Main Performance Indicator</b>						
			IKK-4.01	Average Sistem Akuntabilitas Kinerja Instansi Pemerintah (SAKIP) rating of work units, minimum "BB" (Very Good)	A	A	AA	AA	AA
			IKK-4.02	Average budget performance score for the implementation of the Work Plan and Budget for Ministry/Agency (RKA-K/L) by work units	80,00	80,00	80,00	84,00	89,00
			IKK-4.03	Percentage of faculties that have established Integrity Zones	100,00	100,00	100,00	100,00	100,00
			<b>Additional Performance Indicator</b>						
			IKT-4.01	Ratio of university income to operational expenditure	65,00	66,00	67,00	68,00	70,00
			IKT-4.02	Total university income (in billion Rupiah)	415	425	435	445	455
			IKT-4.03	Total university income derived from asset management (in billion Rupiah)	50,00	52,00	54,00	56,00	58,00

## CHAPTER III

### POLICY DIRECTIONS FOR DEVELOPMENT, STRATEGY, REGULATORY FRAMEWORK, AND INSTITUTIONAL FRAMEWORK

#### 3.1. Policy Directions for the Development of Universitas Syiah Kuala

##### 3.1.1 Policy on the Development of USK's Vision and Objectives

Universitas Syiah Kuala (USK) has officially obtained the status of a Perguruan Tinggi Negeri Berbadan Hukum (PTN-BH), or State University with Legal Entity status, as stipulated in Government Regulation of the Republic of Indonesia Number 38 of 2022. This new legal standing directs the university's development toward realizing its vision of "Becoming an innovative, independent, and globally leading socio-technopreneurial university." In pursuit of this vision, USK aims to achieve the status of a World Class University (WCU) by the year 2039. To realize this long-term goal, USK must strategically implement a series of developmental measures beginning in the present period, focusing on several key aspects:

- a. Institutional Independence and Managerial Autonomy
- b. Enhancement of Academic Quality
- c. Internationalization
- d. Innovation and Research Commercialization
- e. Strengthening Governance and Operational Efficiency

These strategic measures will not only enhance the university's reputation but also contribute to advancing its academic and research capabilities, ensuring that Universitas Syiah Kuala remains at the forefront of innovation and education. In detail, the future development direction of USK is illustrated in Figure 3.1, which outlines the various strategic steps and key milestones that will guide the university toward achieving global excellence.



**Figure 3.1.** Policy Direction for the Development of Universitas Syiah Kuala as a State University with Legal Entity (PTN-BH)

The development direction of Universitas Syiah Kuala (USK) during the 2020–2024 period was oriented toward achieving excellence and competitiveness at the Asian level. For the 2025–2029 period, the development direction will continue with the strengthening of regional competitiveness as a foundation for advancing toward global competitiveness. This trajectory aligns with USK’s long-term vision of achieving excellence and global recognition by the year 2039.

Enhancing the quality of higher education, advancing the capacity for science, technology, and the arts (IPTEKS), promoting innovation, and increasing the contribution of IPTEKS to global competitiveness are essential efforts for USK to stand on equal footing with other leading international universities. Accordingly, USK’s policy direction is aligned with the national policy framework for 2020–2024, as established by the Government of Indonesia, which serves as a guideline for all higher education institutions nationwide. These national policy directions are as follows:

1. Building self-reliance, by strengthening the nation’s capacity in science and knowledge to support development, including the management of natural resources, governance, and decision-making processes;
2. Ensuring equity and justice, by developing a balanced distribution model between inputs and outputs to maintain harmony in national and state development; and
3. Ensuring sustainability through the reinforcement, acceleration, and management of development while considering the nation’s fundamental capacities, particularly in ensuring economic adequacy and stability.

The development focus of Universitas Syiah Kuala (USK) is directed toward achieving global competitiveness while remaining aligned with the national policies established for the 2020–2024 period. To further strengthen this policy direction, USK also adheres to the national development priorities outlined in the National Long-Term Development Plan (RPJPN) 2025–2045, which embodies the Vision of Indonesia Emas 2045, “A Sovereign, Advanced, and Sustainable Archipelagic Nation.”

In pursuit of competitive advancement in the field of education, the Ministry of Education, Culture, Research, and Technology in 2025 will emphasize external engagement to enhance international competitiveness. In preparation for this goal, USK refers to the Minister of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024, which envisions “Merdeka Belajar (Independent Learning), aspiring to provide high-quality education for all Indonesian citizens.” Accordingly, the entire higher education system, including USK, will be developed to ensure the delivery of quality education that meets global standards while remaining inclusive, innovative, and responsive to national and international challenges.

The formulation of Universitas Syiah Kuala’s (USK) policy direction in the field of education is currently aligned with the government’s framework as articulated in the Second Nawacita (nine missions), implemented by the Kabinet Indonesia Maju (Advanced Indonesia Cabinet). This policy emphasizes the enhancement of human resource quality and the development of a productive, self-reliant, and competitive economic structure. The Nawa Cita is further operationalized through national development agendas outlined in the National Medium-Term Development Plan (RPJMN) 2020–2024. To ensure alignment with the policy direction of the Ministry of Education, Culture, Research, and

Technology (Kemendikbudristek) for 2020–2024, USK must also harmonize its institutional policy orientation with the Ministry’s Merdeka Belajar (Independent Learning) framework, which focuses on the following key directions:

1. Enhancing equitable access to quality education;
2. Improving productivity and competitiveness;
3. Advancing a mental revolution and strengthening Pancasila ideology, aimed at reinforcing national cultural resilience and shaping a progressive, modern, and strong national character;
4. Promoting and preserving culture to reinforce national identity and character, enhance public welfare, and influence the direction of global civilization through Indonesia’s cultural diplomacy; and
5. Enhancing literacy, innovation, and creativity.

The policies established are expected to produce high-quality education, as reflected in increased participation rates across all levels of education, improved learning outcomes, and equitable education quality across geographic regions and socioeconomic groups. In addition, these policies aim to strengthen national culture and character through reforms in educational policies, procedures, and funding mechanisms, as well as by fostering awareness of the importance of preserving the nation’s noble cultural values while positively and productively embracing new values from global cultures. This policy direction aligns with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 on Quality Assurance in Higher Education.

The achievement of USK’s vision as an innovative, independent, and globally recognized socio-technopreneurial university is also guided by the strategic objectives established by the Government of Indonesia through the Ministry of Education, Culture, Research, and Technology for the 2020–2024 period. These objectives reflect the government’s commitment to improving the overall quality of education and align closely with the developmental direction of Universitas Syiah Kuala. Furthermore, USK integrates the principles of sustainable development into every strategic initiative, particularly in preserving and promoting a healthy and sustainable environment. The following are the key objectives that serve as the foundation for this alignment:

1. **Expanding Access to Quality Education that Is Equitable and Inclusive:**

Universitas Syiah Kuala is committed to broadening access to high-quality higher education, with particular emphasis on inclusivity and equity. In addition, USK strives to minimize the carbon footprint of its campus activities by adopting environmentally friendly technologies in distance learning facilities and by reducing the use of unsustainable resources.

2. **Enhancing the Quality and Relevance of Education Centered on Student Development:**

To improve academic quality, USK ensures that its curriculum and teaching methodologies are not only academically relevant but also contribute to fostering an understanding of environmental sustainability. Student-centered education at USK incorporates awareness of, and responsibility for, environmental issues and climate change.



3. **Developing Students' Character and Potential:**

USK emphasizes the cultivation of strong and responsible character, particularly with regard to environmental awareness. Character development programs include education on environmental ethics, social responsibility, and the role of individuals in promoting environmental sustainability.

4. **Preserving and Promoting Culture, Language, and Literature, and Mainstreaming Them in Education:**

USK plays a significant role in preserving and advancing local and national culture, including within the context of environmental sustainability. This commitment is reflected in its academic programs and research initiatives that explore the relationship between culture and sustainable practices, such as local wisdom in managing natural resources.

5. **Strengthening a Participatory, Transparent, and Accountable Higher Education Governance System:**

USK's governance system is designed to be transparent, participatory, and environmentally responsible. This includes the sustainable management of university resources, waste reduction, and the efficient use of energy to support eco-friendly institutional operations.

## Integration of Sustainable Development into USK Policies

Universitas Syiah Kuala has integrated the principles of sustainable development into all its policies and operations, focusing on three main pillars: environmental, social, and economic sustainability. Under the environmental pillar, USK is committed to reducing its ecological footprint by minimizing energy and water consumption, reducing waste, and implementing green practices across the entire campus. Environmental education is also a key priority, achieved by integrating sustainability issues into the curriculum, supporting research focused on climate change and biodiversity conservation, and organizing campus-wide initiatives that promote environmental awareness. Furthermore, USK fosters collaboration with government agencies, industries, and communities to advance sustainable practices through research and the implementation of environmentally friendly solutions. This integrative approach ensures that sustainability is not merely an institutional value but a guiding principle embedded in all aspects of university governance, education, and community engagement.

Under the social pillar, Universitas Syiah Kuala emphasizes community empowerment through community service programs that focus on entrepreneurship training, digital literacy, and public health initiatives. USK is also firmly committed to inclusivity and equality by fostering a fair and supportive campus environment that ensures access to education for individuals from all social and economic backgrounds. Social well-being is a key priority, demonstrated through the provision of various scholarship programs and the enhancement of welfare services for the university community, including access to healthcare and psychosocial support facilities. Moreover, USK's social initiatives are designed to improve the quality of life of communities surrounding the campus.

From the economic pillar, Universitas Syiah Kuala plays an active role in fostering local economic development by collaborating with micro, small, and medium enterprises

(MSMEs) and establishing business incubators that support the growth of start-ups, particularly those engaged in green and social technologies. USK has also adopted the principles of sustainable finance, investing in environmentally friendly projects and managing its financial resources responsibly to support sustainability-oriented initiatives. Economic capacity building is further strengthened through vocational training programs aligned with labor market needs, as well as by enhancing students' competitiveness through internships, industry collaborations, and entrepreneurship training. This holistic approach ensures that USK not only advances toward its vision of becoming a globally recognized socio-technopreneurial university but also makes a significant contribution to the creation of a more equitable, prosperous, and sustainable society.

### **3.1.2 Formulation of Universitas Syiah Kuala's Strategic Objectives**

Universitas Syiah Kuala (USK) has aligned its strategic objectives for the 2025–2029 period with those established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) for 2020–2024. The direction of higher education policies formulated by USK follows the guidelines derived from the nine national missions, known as Nawa Cita II. These missions are articulated in the National Medium-Term Development Plan (RPJMN) 2020–2024, under which the Ministry of Education and Culture developed specific programs in line with the defined policy directions. The Nawa Cita missions are as follows:

1. Enhancing the quality of Indonesian human resources;
2. Developing a productive, independent, and competitive economic structure;
3. Achieving equitable and just development;
4. Attaining sustainable environmental management;
5. Advancing culture that reflects national identity and character;
6. Enforcing a legal system that is free from corruption, dignified, and trustworthy;
7. Ensuring protection and a sense of security for all citizens;
8. Implementing clean, effective, and reliable governance; and
9. Promoting harmony among regional governments within the framework of the Unitary State of the Republic of Indonesia.

The formulation of Universitas Syiah Kuala's strategic objectives is also guided by the Program Objectives outlined in the Strategic Plan of the Directorate General of Higher Education (Renstra Ditjen Dikti), which include the following:

1. Enhancing the quality of higher education graduates;
2. Improving the quality and competence of higher education lecturers;
3. Strengthening the quality of curriculum design and learning processes; and
4. Improving governance and management within the organizational units under the Directorate General of Higher Education.

The direction and policy framework of the Universitas Syiah Kuala (USK) Strategic Plan for 2025–2029 encompasses four key strategic objectives, namely:

1. Producing graduates with strong socio-technopreneurial competence and character, who possess high competitiveness and the ability to apply USK's core values in their professional and social environments;

2. Achieving impactful research and community service outcomes grounded in the principles of socio-technopreneurship that are excellent, innovative, applicable, competitive, and aligned with the goals of Sustainable Development (SDGs).
3. Strengthening and expanding institutional collaboration networks to advance and preserve science and technology through partnerships with national and international stakeholders; and
4. Implementing an integrated quality management system in both academic and non-academic domains through the application of principles of transparency, participation, productivity, effectiveness, and efficiency, while ensuring accountable governance in the administration of higher education.

### 3.2. Implementation of Phase I (2020–2024)

#### 3.2.1. Performance Achievements Based on Key Performance Indicators

The performance of Universitas Syiah Kuala (USK) during Phase I (2020–2024) was evaluated based on the achievement of Key Performance Indicators (KPI), Core Performance Indicators, and Additional Performance Indicators, as stipulated in the Annual Performance Agreements between the Rector of USK and the Director General of Higher Education, Research, and Technology (Ditjen Diktiristek), Ministry of Education, Culture, Research, and Technology, as well as between the Rector and the Deans of Faculties, Director of the Graduate School (SPs), and Heads of Institutional Bodies. The performance measurement framework encompasses four (4) strategic objectives, eight (8) key performance indicators, and two (2) core performance indicators. In addition, USK established internal supplementary indicators to support the realization of its vision and mission for 2020–2024. The results of the performance measurement for Phase I (2020–2024) are presented in Table 3.1.

**Table 3.1**  
Performance Achievements Based on Key Performance Indicators (KPI)

Strategic Objectives / Performance Indicators		2020	2021	2022	2023	2024*)
<b>Strategic Objective 1:</b> <b>Improvement in the Quality of Higher Education Graduates</b>						
	<b>KEY PERFORMANCE INDICATORS (KPI)</b>					
KPI-1.01	Percentage of undergraduate (S1) and diploma (D4/D3/D2) graduates who successfully secure employment, pursue further studies, or become entrepreneurs	53,37	77,45	62,35	51,28	54,50
KPI-1.02	Percentage of undergraduate (S1) and diploma (D4/D3/D2) students who participate in learning activities outside their study programs or achieve academic/non-academic distinctions	14,58	16,57	15,39	16,60	4,03
	<b>ADDITIONAL PERFORMANCE INDICATORS (IKT)</b>					
IKT-1.01	Average percentage of students graduating on time	43,50	43,80	44,80	64,84	82,66
IKT-1.02	Percentage of students receiving scholarships	28,89	31,14	19,20	25,05	27,61
<b>Strategic Objective 2:</b> <b>Improvement in the Quality of Higher Education Faculty Members</b>						
	<b>KEY PERFORMANCE INDICATORS (KPI)</b>					

KPI-2.01	Percentage of permanent faculty members holding competency/professional certificates recognized by industry and the workforce, or originating from professional practitioners, industry, or the workforce	21,24	33,25	38,32	42,43	30,53
KPI-2.02	Percentage of permanent faculty members holding competency/professional certificates recognized by industry and the workforce, or originating from professional practitioners, industry, or the workforce	43,40	68,81	76,13	19,38	26,36
KPI-2.03	Number of faculty outputs that receive international recognition or are applied by the community, per total number of faculty members	0,66	0,59	0,48	0,94	0,42
	<b>ADDITIONAL PERFORMANCE INDICATORS (IKT)</b>					
IKT-2.01	Percentage of faculty members holding the rank of Professor	4,97	8,25	7,80	11,53	10,30
IKT-2.02	Percentage of faculty members holding the rank of Associate Professor (Lektor Kepala)	25,74	27,75	25,79	24,75	24,27
IKT-2.03	Number of nationally indexed reputable journals	21,00	22,00	24,00	30,00	36
IKT-2.04	Number of globally indexed reputable journals	1	1	1	1	1
<b>Strategic Objective 3:</b>						
<b>Enhancement of Curriculum and Learning Quality</b>						
	<b>KEY PERFORMANCE INDICATORS (KPI)</b>					
KPI-3.01	Number of partnerships established with external partners per undergraduate (S1) and diploma (D4/D3/D2) program	0,80	0,81	1,00	0,99	0,47
KPI-3.02	Percentage of undergraduate (S1) and diploma (D4/D3/D2) courses implementing case-based learning (CBL) or team-based project learning (TBL) as part of their assessment components	39,20	55,07	44,38	48,78	33,30
KPI-3.03	Percentage of undergraduate (S1) and diploma (D4/D3/D2) programs holding international accreditation or certification recognized by the government	-	-	-	10,39	12,99
	<b>ADDITIONAL PERFORMANCE INDICATORS (IKT)</b>					
IKT-3.01	Number of institutional collaborations in research, community service, and institutional development	198	433	533	606	475
IKT-3.02	Percentage of study programs accredited Excellent (Unggul)	34,59	33,82	35,66	47,24	44,14
IKT-3.03	Number of certified laboratories	3	5	12	14	
<b>Strategic Objective 4:</b>						
<b>Improvement of Governance within Work Units under the Directorate General of Higher Education</b>						
	<b>KEY PERFORMANCE INDICATORS (KPI)</b>					
KPI-4.01	Average Government Agency Performance Accountability System (SAKIP) rating per work unit of at least BB (Very Good)	A	A	A	A	A
KPI-4.02	Average budget performance score for the implementation of Work Plan and Budget of Ministries/Agencies (RKA-K/L) per work unit of at least 80	53,14	81,91	96,10	88,54	32,74
KPI-4.03	Percentage of faculties establishing Integrity Zones	--	-	-	-	100,00
	<b>ADDITIONAL PERFORMANCE INDICATORS (IKT)</b>					
IKT-4.01	Ratio of Non-Tax State Revenue (PNBP) to operational costs	53,14	63,94	54,65	61,80	

IKT-4.02	Total Public Service Agency (BLU) revenue (in billion rupiah)	282.00	344,45	288,38	395,00	
IKT-4.03	Amount of BLU revenue derived from asset management	23,78	58,57	57,21	34,47	

\*) Achievements as of the Second Quarter of 2024.

### 3.2.2. USK Academic Performance Achievements

#### 3.2.2.1 World University Ranking (WCU)

The enhancement of higher education quality through the World Class University (WCU) program plays a vital role, as it aligns with one of Universitas Syiah Kuala's missions, "To implement the tridharma of higher education to support regional, national, and international development based on local resources." Accordingly, the formulation of this development direction is intended to strengthen USK's global competitiveness and enable it to compete effectively and sustainably with other higher education institutions, both nationally and internationally.

In terms of World Class University (WCU) rankings, Universitas Syiah Kuala (USK) has significantly improved its position over the past five years when viewed from the perspective of national university rankings. Currently, USK ranks 23rd among 4,498 universities with a total of 25,548 study programs across Indonesia. In 2023, USK achieved several notable recognitions, including being named the Best Public University (PTN) in managing the KIP Kuliah Program by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), ranking 91st in Webometrics, ranking 14th in Scopus, and ranking 26th in SINTA. Meanwhile, based on international ranking systems, USK achieved: 3rd place in Scimago Institutions Rankings among Indonesian universities, 15th place in UniRank, 31st place in UI GreenMetrics, and 14th place in EduRank among Indonesian universities, placing 467th in Asia overall. The detailed positions of USK's WCU rankings across various indicators are presented as follows:

#### 1. THE World University Rankings.

Universitas Syiah Kuala (USK) achieved a remarkable milestone by successfully competing with leading universities in Indonesia and around the world. This achievement is reflected in the Times Higher Education (THE) World University Rankings 2024, where USK was ranked among the top eight universities in Indonesia and placed within the 1,500–1,800 range globally. Specifically, USK secured a position in the 1201–1500 global ranking category — a significant improvement compared to the previous year, when the university was not yet included in the rankings. In total, 24 Indonesian universities were listed in the 2024 global rankings, and among these, USK ranked 8th nationally. Notably, the University of Indonesia was the only Indonesian institution to reach the top 1,000 universities worldwide. The THE ranking methodology is based on 18 performance indicators, which are grouped into five key pillars: Teaching, Research quality, Research environment, international outlook, and Industry engagement.

2. Times Higher Education, Sustainable Development Goals (THE-SDGs).  
USK successfully achieved a global ranking position of 101–200 in one of the key components of the Times Higher Education Impact Rankings (THE-SDGs). This ranking system assesses the extent to which a university contributes to the achievement of the United Nations Sustainable Development Goals (SDGs).
3. AUR QS Rangkings  
The Quacquarelli Symonds (QS) ranking organization released the list of the world's and Indonesia's top universities through the QS Asia University Rankings (QS AUR) 2024. The QS AUR assessment is based on 11 indicators, namely: Academic Reputation, Employer Reputation, Citations per Paper, Papers per Faculty, Faculty–Student Ratio, International Research Network, International Faculty, International Students, Inbound Exchange Students, Outbound Exchange Students, and Staff with PhD. According to the QS AUR 2024, Universitas Syiah Kuala (USK) was ranked in the 701–750 range in Asia, and placed 117th in the Asian University Rankings – South Eastern Asia 2024 (Top Universities, 2024).
4. Universitas Indonesia GreenMetric (UIGM).  
UI GreenMetric (UIGM) represents a continuous global initiative that encourages universities to implement environmentally friendly, economically sustainable, and socially equitable programs and policies. The University of Indonesia (UI) launched the UI GreenMetric World University Rankings in 2010 as a platform to evaluate and promote sustainability practices in higher education institutions worldwide. The purpose of this ranking system is to advance sustainability in education and campus greening, to promote universities as agents of social change in achieving sustainability goals, and to inform governments, local and international environmental organizations, as well as the public, about the sustainable initiatives implemented by universities. Universitas Syiah Kuala (USK) has participated in the UI GreenMetric program since 2015 and became an official permanent member in 2019. With a strong commitment to implementing the indicators established by UIGM, USK continuously strives to achieve recognition as a “Sustainable Green Campus.” This commitment is reflected in the integration of sustainability assessment criteria into the university's comprehensive planning and operations. In 2023, USK achieved a significant improvement in its ranking, placing 232nd globally out of 1,183 universities and 29th nationally, an advancement from its 2022 position of 376th globally out of 1,050 universities and 36th nationally.
5. Webometrics Ranking of World Universities.  
Universitas Syiah Kuala (USK) ranked 91st among the Best Universities in Indonesia according to the Webometrics Ranking of World Universities 2023. In this ranking, USK achieved an Impact Rank of 2,218, an Openness Rank of 2,609, and an Excellence Rank of 7,237. This achievement reflects USK's progress in fulfilling the four key indicators used by Webometrics, namely: Presence, the number of web pages indexed by Google, representing the university's digital footprint and institutional online activity; Visibility, the number of unique external links (backlinks) received by the university's main web domain, reflecting its global online influence; Openness,

measured by the number and impact of citations from the top authors affiliated with the university, as indexed by Google Scholar; and Excellence, based on the number of papers published in high-impact journals and included in the top 10% most-cited papers worldwide within Scopus data.

### 3.2.2.2 Accreditation

The achievement of accreditation serves as one of the standardized indicators of quality assurance at Universitas Syiah Kuala (USK), and the details are as follows:

#### 1. Institutional Accreditation (APT)

Institutional accreditation for USK is essential as a benchmark of educational quality within the university. It ensures that USK continuously improves the quality and competitiveness of its graduates, guarantees the implementation of effective teaching and learning processes, and serves as a reference for assessing the university's readiness to conduct academic activities in accordance with the standards established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). This is particularly important in the context of educational globalization and the pursuit of future global competitiveness. As one of the State Universities with Legal Entity Status (PTNBH) in Aceh, Universitas Syiah Kuala is currently accredited "Excellent (Unggul)". The accreditation period is from February 22, 2022, to July 11, 2025, based on the Decree of the National Accreditation Board for Higher Education (BAN-PT) No. 84/SK/BAN-PT/AK-IST/PT/II/2022.

#### 2. Study Program Accreditation (National Level)

The number of nationally accredited study programs at Universitas Syiah Kuala is as follows: 55 programs with Excellent (Unggul) accreditation, 13 programs accredited A, 33 programs accredited Very Good (Baik Sekali), 30 programs accredited B, 12 programs accredited Good (Baik), 1 program accredited C (newly established program), and 5 programs with Minimum Accreditation status. The national accreditation status of study programs within Universitas Syiah Kuala is illustrated in Figure 3.2



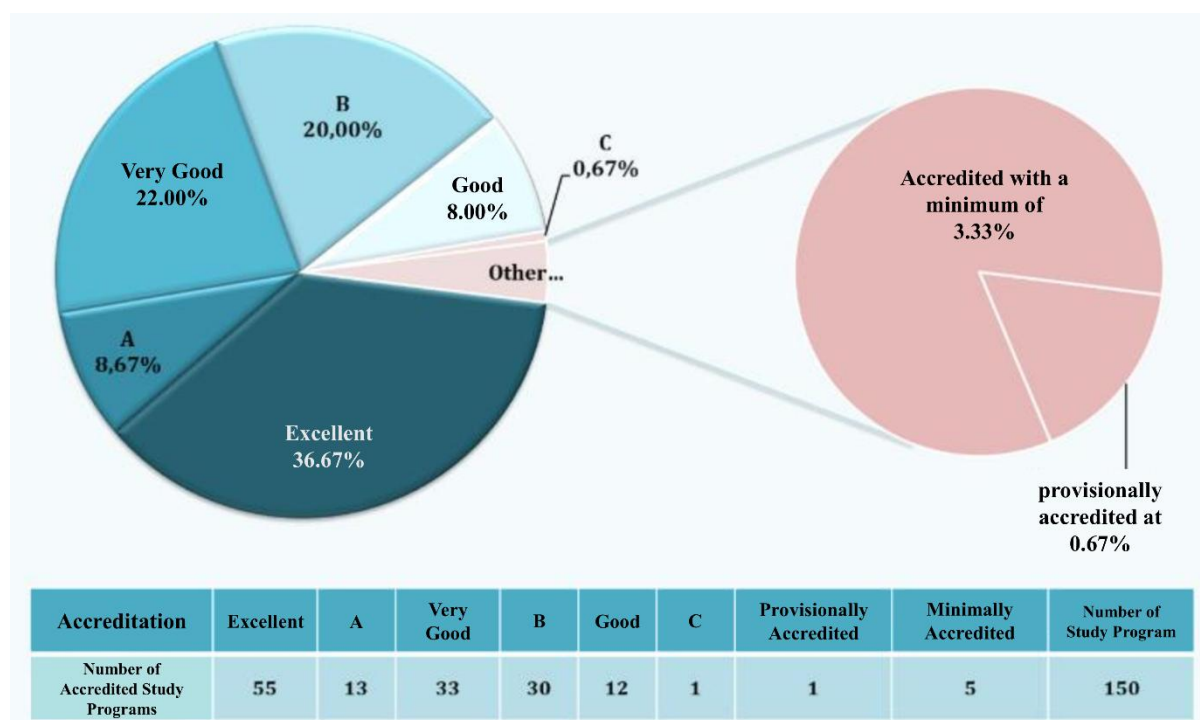


Figure 3.2. National Accreditation Status of Study Programs within USK

### 3.2.2.3 Study Program Accreditation (International)

In addition to national accreditation, Universitas Syiah Kuala (USK) has achieved remarkable progress by continuously striving to elevate study programs previously accredited A toward international accreditation and certification. As of 2024, a total of 16 study programs have obtained international accreditation or certification, with detailed information presented in Table 3.2 below:

Table 3.2  
International Accreditation Status of Study Programs within USK

No.	Faculty	Study Program	Accreditation Agency	Year of Accreditation	Valid Until
1	Engineering	Chemical Engineering (Undergraduate/S1)	IABEE	April 1, 2022	March 31, 2026
2	Engineering	Electrical Engineering (Undergraduate/S1)	IABEE	April 1, 2022	March 31, 2026
3	Veterinary Medicine	Veterinary Medicine Education (Undergraduate/S1)	ASIIN	June 23, 2023	July 14, 2024
4	Veterinary Medicine	Veterinary Medicine (Professional Program)	ASIIN	June 23, 2023	July 14, 2024
5	Medicine	Medical Education (Undergraduate/S1)	ASIIN	June 23, 2023	July 14, 2024
6	Medicine	Physician (Professional Program)	ASIIN	June 23, 2023	July 14, 2024
7	Nursing	Nursing Science (Undergraduate/S1)	ASIIN	June 23, 2023	July 14, 2024
8	Nursing	Professional Nurse (Ners)	ASIIN	June 23, 2023	July 14, 2024
9	Engineering	Geophysical Engineering (Undergraduate/S1)	IABEE	March 31, 2024	March 31, 2028
10	Engineering	Civil Engineering (Undergraduate/S1)	IABEE	March 31, 2024	March 31, 2028

No.	Faculty	Study Program	Accreditation Agency	Year of Accreditation	Valid Until
11	Engineering	Mechanical Engineering (Undergraduate/S1)	IABEE	March 31, 2024	March 31, 2028
12	Agriculture	Agribusiness (Undergraduate/S1)	ASIIN	December 6, 2024	April 17, 2026
13	Agriculture	Animal Science (Undergraduate/S1)	ASIIN	December 6, 2024	April 17, 2026
14	Agriculture	Soil Science (Undergraduate/S1)	ASIIN	December 6, 2024	April 17, 2026
15	Agriculture	Agricultural Engineering (Undergraduate/S1)	ASIIN	December 6, 2024	April 17, 2026
16	Agriculture	Agricultural Product Technology (Undergraduate/S1)	ASIIN	December 6, 2024	April 17, 2026

Remarks:

IABEE: The Indonesian Accreditation Board for Engineering Education.

ASIIN: Accreditation in Engineering, Computer Sciences, Natural Sciences, and Mathematics.

In addition to the international accreditation achievements listed above, Universitas Syiah Kuala (USK) is also in the process of proposing international accreditation for 12 other study programs, with their current progress summarized in Table 3.3.

**Tabel 3.3**

Table 3.3. Status of International Accreditation Proposals within USK (On-Progress)

No.	Faculty	Study Program	Accreditation Agency	Year of Accreditation
1	Engineering	Computer Engineering	IABEE	Professional Accreditation
2	Engineering	Industrial Engineering	IABEE	Professional Accreditation
3	Engineering	Geological Engineering	IABEE	Professional Accreditation
4	Engineering	Mining Engineering	IABEE	Professional Accreditation

#### 3.2.2.4 Applicants, Enrolled Students, and Graduates of USK

Based on academic data, the applicant-to-admission ratio for new students at Universitas Syiah Kuala (USK) in 2023 was 1:4.8, with a total of 54,355 applicants competing for 11,221 available seats across 146 study programs. The study programs with the highest number of applicants were Pharmacy (1:52.3), followed by Informatics (1:24.2), Psychology (1:19.7), Medical Education (1:16), and Computer Engineering (1:12.5). In 2023, Universitas Syiah Kuala produced a total of 7,460 graduates.

#### 3.2.2.5 Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Program

The Merdeka Belajar Kampus Merdeka (MBKM) program is one of the key initiatives introduced by the Ministry of Education, Culture, Research, and Technology to foster the development of superior, high-quality, and strong-character human resources. Through this program, both students and lecturers are expected to gain diverse experiences that ultimately enrich their perspectives, networks, and personal character. The MBKM program represents the Ministry's strategic response to prepare graduates

who are resilient and adaptable to the dynamic changes in social, cultural, industrial, and technological landscapes in the era of the Fourth Industrial Revolution (Industry 4.0). To meet these evolving demands, students' competencies must be continuously strengthened and aligned with current developments. Furthermore, the program emphasizes the need to establish direct linkages between university graduates and the business as well as industrial sectors, ensuring their preparedness for a rapidly changing future.

The MBKM policy provides students with opportunities to gain broader learning experiences and acquire new competencies outside their study programs through various learning activities. These activities include student exchange programs, internships or professional placements, research projects, independent projects, entrepreneurship activities, humanitarian projects, teaching in schools, and village or community-based projects (thematic community service programs/*Kuliah Kerja Nyata Tematik*). The key to the successful implementation of the MBKM policy in a higher education institution lies in its willingness to shift its mindset—from a rigid, content-based curriculum approach to an adaptive and flexible learning outcome-based curriculum. This transformation is essential to prepare students to become mature, independent individuals capable of self-reliance and lifelong learning.

In supporting the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program, Universitas Syiah Kuala (USK) has undertaken several initiatives at both the preparation and implementation stages. These include continuous socialization and guidance sessions for lecturers, study program heads, and students, as well as the development of information systems, partnership engagement, and other supporting activities. In addition to participating in national MBKM programs organized by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and other institutions, USK also implements an independent MBKM scheme known as “MBKM USK Unggul.” In 2023, USK successfully implemented the MBKM program with a total of 3,646 participating students, as detailed below:

1. Implementation of the National MBKM Program.

Universitas Syiah Kuala (USK) implements the Merdeka Belajar Kampus Merdeka (MBKM) program both at the national and local levels, the latter known as USK Unggul. In the National MBKM Program, a total of 717 students participated across nine program types, including: Teaching Campus (*Kampus Mengajar*), *Kedaireka* (Industry-Academia Collaboration Program), Independent Study Program (*Studi Independen MSIB 5*), Certified Internship Program (*Magang Bersertifikat MSIB 5*), Research Projects, Independent Student Exchange Program (*Pertukaran Mahasiswa Merdeka/PMM 3 Outbound*), Inbound MBKM Programs (including *ASPITA MERDEKA*, *PMM 3*, *PMM USK* and Universitas Madura, and *Permata Sari*), International Student Mobility Awards (*IISMA*) Outbound, and International Student Mobility Awards (*IISMA*) Inbound.

2. Implementation of the Excellent MBKM USK Program.

Universitas Syiah Kuala (USK) also independently manages its own Merdeka Belajar Kampus Merdeka program, funded through USK's Non-Tax State Revenue (PNBP). This initiative, known as MBKM USK Unggul, was participated in by a total of 2,929 students. The types of programs implemented under MBKM USK Unggul

include: MBKM Internship Program – 1,474 students, MBKM Research Program – 272 students, Independent Study / MSIB Program – 130 students, MBKM Entrepreneurship Program – 64 students, MBKM Village Development (Project) Program – 92 students, and MBKM Teaching Campus Program – 897 students.

### **3.2.3 USK Performance Achievements in Human Resources and Finance**

#### **3.2.3.1 Facilities and Infrastructure**

The management of facilities, infrastructure, and asset administration is currently coordinated by the Directorate of Human Resources. The year 2023 marked a transitional period for Universitas Syiah Kuala (USK) as it shifted its institutional status from a Public Service Agency (PTN-BLU) to a State University with Legal Entity Status (PTN-BH). Consequently, the management of facilities, infrastructure, and assets in 2023 primarily focused on the completion of asset liquidation and the submission of USK's initial wealth determination as a PTN-BH to the Ministry of Finance. The management efforts during 2023 were directed toward finalizing the Asset Liquidation of USK PTN-BH, which was carried out from January to June 2023 as one of the key requirements for obtaining the PTN-BH Institutional Code (Kode Satker PTN-BH) from the Ministry of Finance.

The asset liquidation process covered the following categories:

1. Land Assets acquired through the State Budget (APBN), totaling 15 land parcels;
2. Buildings and Structures, consisting of 289 building units, 5 permanent parks, and 35 permanent fences;
3. Official Residences, totaling 572 housing units;
4. Official Vehicles, totaling 168 units; and
5. Equipment and Machinery assets.

The asset liquidation process from PTN-BLU to PTN-BH Universitas Syiah Kuala (USK) was completed in July 2023, marked by the issuance of the Minutes of Agreement on Initial Wealth Value (Berita Acara Kesepakatan Nilai Kekayaan Awal – BA-KNA) between the Rector of Universitas Syiah Kuala and the Secretary-General of the Ministry of Education, Culture, Research, Technology, and Higher Education. This agreement is documented under Decree No. 3928/UN11/KU.03.03/2023 and No. 23415/A.A2/LK.05.01/2023, dated July 31, 2023.

#### **3.2.3.2 Finance**

In accordance with Government Regulation No. 38 of 2022 concerning Universitas Syiah Kuala as a State University with Legal Entity Status (PTN-BH), USK has been granted autonomy in managing both academic and non-academic affairs. One of the most significant changes resulting from this transition is the authority over funding and financial management. However, as of now, there is no standardized financial management framework applicable across PTN-BH institutions. Consequently, each PTN-BH is required to develop its own financial regulations and management systems independently. The transformation from a Public Service Agency (PTN-BLU) to a Legal Entity University (PTN-BH) presents major challenges for USK, particularly in establishing and defining its business model and financial governance structure to

effectively support the implementation of the university's threefold mission (tridharma perguruan tinggi) and overall organizational operations.

The funding sources for a State University with Legal Entity Status (PTN-BH) are expected to rely predominantly on non-state budget (non-APBN) revenues. Therefore, creativity and innovation in generating income are key priorities in achieving financial sustainability. USK's funding must be managed and supported by regulatory frameworks and human resources that are professional, credible, and competent. In general, the financial management challenges faced by PTN-BH Universitas Syiah Kuala (USK) include the following:

1. Establishing a financially sound governance system that is administratively orderly, transparent, and accountable;
2. Ensuring the availability of qualified and professional financial management personnel;
3. Implementing accurate, effective, efficient, and accountable financial management practices, supported by an integrated, compatible, and informative financial application system; and
4. Maintaining high-quality financial service standards for all stakeholders and service recipients.

Based on the challenges mentioned above, several achievements have been successfully realized, including the following:

- a. Development of Financial Regulations and Guidelines for PTN-BH USK Management, which include:
  - 1) Rector's Regulation No. 22 of 2023 on the Management of PTN-BH USK Funds;
  - 2) Rector's Regulation No. 32 of 2023 on the Mechanism and Procedures for Accounting and Financial Reporting at USK;
  - 3) Payment Implementation Guidelines, including Technical Instructions and Circular Letters; and
  - 4) Standard Operating Procedures (SOPs) as operational standards, including: Fund Withdrawal Procedure, Cash Advance Procedure, Payment Submission Procedure, Service Procedure, Financial Accountability Procedure, and Disbursement Procedure for Partnership and Grant Funds.
- b. Technical training and capacity building for financial management personnel to develop professional and competent treasury officials, conducted in November and December 2023;
- c. Development of an Integrated Financial Application System to support PTN-BH financial management performance through feature updates and module upgrades aligned with financial governance needs;
- d. Formulation of a decentralized financial management scheme for each faculty and budget user unit to accelerate planning, budgeting, fund disbursement, and financial accountability processes.

### 3.2.3.3 Human Resources (HR)

Several achievements in human resource development at the end of the Universitas Syiah Kuala (USK) Strategic Plan 2020–2024 period are as follows:

- a. Establishment of human resource development objectives aligned with institutional needs, along with the formulation of measurable performance targets.
- b. Implementation of training programs for lecturers to obtain competency certifications registered under the Competency Certification Institute (LSK) or Professional Certification Institute (LSP).
- c. Out of a total of 1,772 lecturers at USK, there was a significant increase in academic functional positions in 2023, as detailed below:
  - 1) Professors: increased by 48, bringing the total to 169;
  - 2) Associate Professors (Lektor Kepala): increased by 36, bringing the total to 433; and
  - 3) Assistant Professors (Lektor): increased by 58, bringing the total to 723.
- d. USK has also enhanced staff career development by providing relevant training and development programs tailored to both organizational and individual needs. In addition, USK conducted civil servant recruitment (CPNS and PPPK), with the process beginning in October 2023 and the announcement of results still ongoing. The recruitment outcomes are as follows: Civil Servant Candidates (CPNS): 269 accepted applicants out of 2,068 candidates; Government Employees with Work Agreements (PPPK): 45 accepted applicants out of 366 candidates.

### 3.2.4 USK Performance Achievements in Student Affairs and Entrepreneurship

#### 3.2.4.1 Student Achievements

The Directorate of Student Affairs and Entrepreneurship set a performance target for student achievements in 2023 at 160 awards across provincial, national, and international levels, in accordance with Minister of Education, Culture, Research, and Technology Decree No. 210/M/2023. The actual achievements in 2023 exceeded the set target, reaching a total of 506 awards. The data on student achievements are illustrated in Figure 3.3. Among these accomplishments was the attainment of a Gold Medal in the Student Creativity Program (Program Kreativitas Mahasiswa/PKM) in 2023.

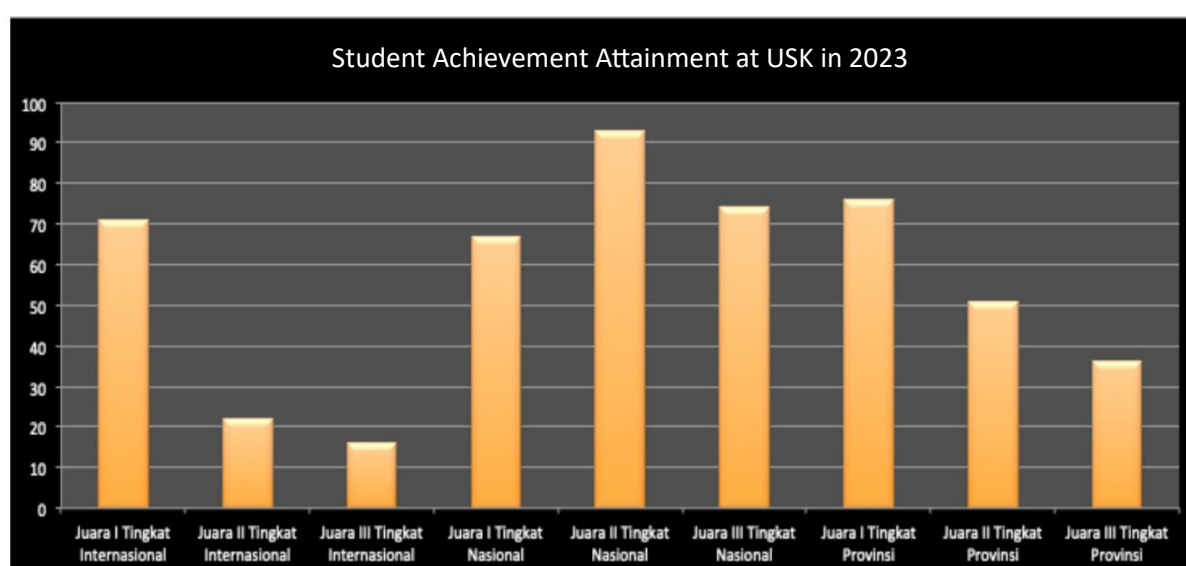


Figure 3.3. Student Achievement Attainment at USK in 2023

### 3.2.4.2 Entrepreneurship

The Directorate of Student Affairs and Entrepreneurship continues to promote and facilitate student entrepreneurship activities, with the aim of fostering the emergence of young entrepreneurs through participation in various entrepreneurial development initiatives. The following are the entrepreneurship ecosystem strengthening programs implemented and participated in by student groups of Universitas Syiah Kuala (USK) in 2023:

1. P2MW (Student Entrepreneurship Development Program)

The P2MW Program is a higher education entrepreneurship ecosystem-strengthening initiative that provides entrepreneurial development, mentoring, and business coaching for students. This program is organized by the Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek) through the Directorate of Learning and Student Affairs. In 2023, Universitas Syiah Kuala (USK) successfully graduated 11 student groups consisting of 42 students. The culmination of this program was the Indonesian Student Entrepreneurship (Kewirausahaan Mahasiswa Indonesia/KMI) Expo, held in 2023 at Universitas Pendidikan Ganesha, Singaraja, Bali. During the event, the USK delegation achieved remarkable recognition by winning the 3rd Place for the Best Booth Award.

2. 1000 WMU (USK Young Entrepreneurs Program)

The 1000 Wirausaha Muda USK (1000 WMU) program is an initiative of Universitas Syiah Kuala (USK) aimed at encouraging the emergence of young entrepreneurs among university students. In 2023, USK launched the 1000 Young Entrepreneurs Program, prioritizing green entrepreneurship in alignment with the Sustainable Development Goals (SDGs). This program is designed to promote national self-reliance through the development of student entrepreneurship, fostering creativity and innovation in creating business opportunities that will benefit students after graduation. Unlike a full grant, the program operates on a revolving fund scheme through the People's Business Credit (Kredit Usaha Rakyat/KUR) in collaboration with Bank Syariah Indonesia (BSI) and Pegadaian Syariah. To support student enterprises, USK provides companion funding equivalent to three times the monthly loan installment amount. In 2023, a total of 32 student groups, consisting of 118 students, received support under this program.

3. WMK (Independent Entrepreneurship Program).

The Wirausaha Merdeka (WMK) program is part of the Merdeka Belajar Kampus Merdeka (MBKM) initiative, designed to provide students with the opportunity to learn and develop entrepreneurial skills through experiential activities outside the classroom. The WMK program encourages students to collaborate, take action, and contribute to national development by participating in efforts that strengthen Indonesia's community-based economy. Through this program, students are expected to become: Agents of Change, who help improve community economic welfare; Agents of Driven, who provide innovative solutions and create new job opportunities through student business initiatives; and Agents of Creator, who foster the growth of new entrepreneurial potential in Indonesia. By participating in the Wirausaha Merdeka Cohort 2 (2023), students have the opportunity to develop their entrepreneurial mindset, soft skills, and managerial abilities, while

also enhancing their entrepreneurial experience and employability skills. These achievements can be formally recognized and converted into academic credits (Semester Credit Units/SKS). Universitas Syiah Kuala (USK) serves as one of the implementing universities for this program through the KEEP (Key Enhancement Entrepreneur Program). A total of 150 students participated in the KEEP program—57 from USK and the rest from various universities across Aceh, North Sumatra, and West Sumatra.

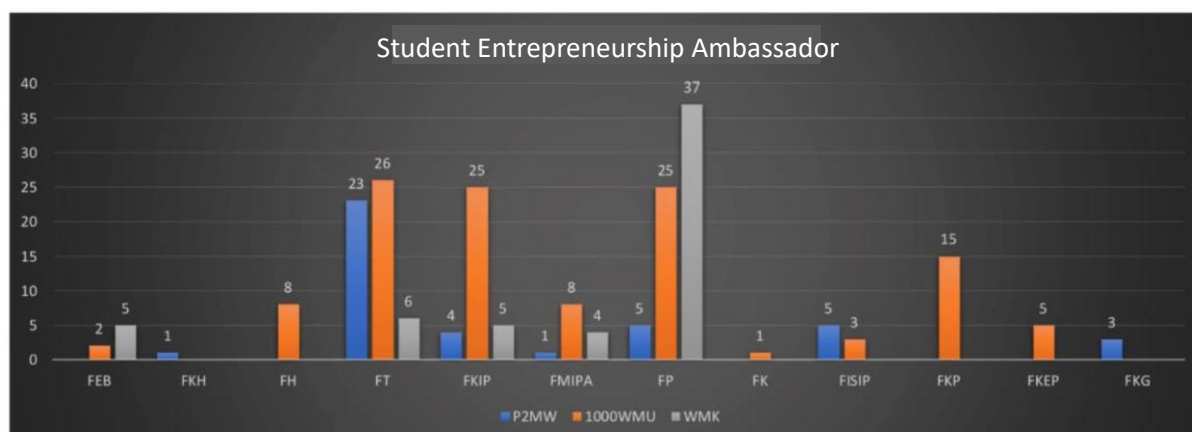


Figure 3.4. Student Groups Participating in Entrepreneurship Strengthening Programs Across Faculties.

### 3.2.4.3 Scholarships

One of the additional performance indicators of Universitas Syiah Kuala (USK) is the number of students receiving scholarships. In 2023, a total of 7,667 students, or 26.2 percent of the student population, received scholarship assistance. The majority of these recipients were beneficiaries of the BIDIKMISI scholarship program. However, several students also succeeded in obtaining competitive merit-based scholarships, such as the Indonesia Education Scholarship (Beasiswa Pendidikan Indonesia). The number of USK students receiving scholarships in 2023 is presented in Table 3.4 below:

Table 3.4:  
Number of USK Students Receiving Scholarships in 2023

No	Type of Scholarship	Number of Recipients
1	Bidikmisi / KIP-Kuliah Merdeka Scholarship	6.835
2	ADIK 3T (Affirmation Scholarship for Frontier, Outermost, and Disadvantaged Regions)	29
3	ADIK (Affirmation Scholarship Program)	83
4	Aceh Carong Undergraduate Scholarship from BPSDM Aceh	94
5	Bank Indonesia Scholarship	100
6	Djarum Plus Scholarship	8
7	Karya Salemba Empat (KSE) Scholarship	49
8	Amal Shalih Scholarship	24
9	Cendekia Baznas (BCB) Scholarship	22



No	Type of Scholarship	Number of Recipients
10	Osaka Gas Scholarship	41
11	Osaka Gas Scholarship	30
12	Jakarta Superior Student Card (KJMU) Scholarship	2
13	Rumah Amal Mesjid Jamik Scholarship	216
14	Astra Scholarship	25
15	BSI Scholarship	25
16	Sobat Bumi (Friends of the Earth) Scholarship	20
17	UMEL Scholarship from the Faculty of Mathematics and Natural Sciences (FMIPA)	8
18	Indonesia Education Scholarship (Beasiswa Pendidikan Indonesia)	6
19	Orbit Scholarship	13
20	Orangutan Conservation (Peduli Orangutan) Scholarship	4
21	Aceh Ocean Coral (AOC) Scholarship	3
22	Educational Assistance from the Nagan Raya Regency Government	7
23	ETOS ID Scholarship	23
<b>Total</b>		<b>7.667</b>
<b>Total Active USK Students</b>		<b>28.964</b>
<b>Percentage of Scholarship Recipients (%)</b>		<b>26,47</b>

#### 3.2.4.4 Student Organizations (ORMAWA)

At the university level, student organizations (Ormawa) at Universitas Syiah Kuala (USK) consist of the Student Representative Council (Dewan Perwakilan Mahasiswa/DPM), the Student Executive Board (Badan Eksekutif Mahasiswa/BEM), the Student Consultative Assembly (Majelis Permusyawaratan Mahasiswa/MPM), and various Student Activity Units (Unit Kegiatan Mahasiswa/UKM). The complete list of Ormawa is attached. The Student Activity Units (UKM) are categorized into several fields as follows:

1. Arts: Three UKMs — Putroe Phang, Academic Choir, and Teater Nol;
2. Sports: Twenty-three UKMs, covering team sports, martial arts, precision sports, and measured performance sports;
3. Economics: Three UKMs — Entrepreneurship, Financial Technology (FINTECH), and USK Investment Club (UNIC);
4. Social and Disaster Response: Seven UKMs — Student Regiment (Menwa), Indonesian Red Cross Volunteer Corps (KSR-PMI), Student Press, Village Development Social Service (BSPD), Scout Movement (Male and Female), Leuser Nature Lovers, and Disaster Response Facilitator (FASTANA); and
5. Religion: Three UKMs — Mahasiswa Masjid Jamik Darussalam (MAJID), Rumah Qur'an Darussalam (RQS), and Shalawat Maulid and Qasidah.

#### 3.2.4.5 Alumni

Performance mapping related to alumni includes assessing the average waiting period for graduates to obtain employment and evaluating their income categories based on the Provincial Minimum Wage (Upah Minimum Provinsi/UMP), as presented in Table 3.5. Based on data obtained from the Career Development Center (CDC) of Universitas Syiah Kuala (USK), the majority of alumni secured employment within less than six months after graduation. Most of the remaining alumni continued their postgraduate studies.

Table 3.5  
Activities of Universitas Syiah Kuala Graduates in 2023

No	Category of Graduate Activity	Number of Graduates
1	Waiting period for employment < 12 months, income < 1.2 × UMP (Provincial Minimum Wage)	182
2	Waiting period for employment < 12 months, income > 1.2 × UMP	63
3	Waiting period for employment < 6 months, income > 1.2 × UMP	403
4	Waiting period for employment < 6 months, income < 1.2 × UMP	1.175
5	Pursuing further studies	1.061
6	Waiting period for entrepreneurship < 12 months, income < 1.2 × UMP	27
7	Waiting period for entrepreneurship < 12 months, income > 1.2 × UMP	10
8	Waiting period for entrepreneurship < 6 months, income > 1.2 × UMP	20
9	Waiting period for entrepreneurship < 6 months, income < 1.2 × UMP	38

### 3.2.5. USK Performance Achievements in Planning, Partnerships, and Business

#### 3.2.5.1 Planning

The Planning Division plays a crucial role in supporting the achievement of the Rector's performance targets, particularly regarding the Key Performance Indicators (KPI) related to the Government Agency Performance Accountability System (SAKIP) rating and the Budget Performance Score. The details are as follows:

##### 1. SAKIP Performance Achievement

The Government Agency Performance Accountability System (SAKIP) is an instrument used by government institutions to fulfill their obligation to account for the success or failure of organizational mission implementation. SAKIP consists of several interrelated components forming a unified system, including strategic planning, performance planning, performance measurement, and performance reporting. Bureaucratic reform and improvements in management systems remain key priorities in the ongoing government reform agenda. The government management system is expected to focus on enhancing accountability and improving performance outcomes, ensuring a results-oriented (outcome-based) approach. To realize Good Governance, the government has established a policy framework for the implementation of a clear, structured, and effective accountability system known as the Government Agency Performance Accountability System (SAKIP). In 2023, Universitas Syiah Kuala (USK) successfully achieved its SAKIP performance target. According to the Performance Agreement between the Rector and the Directorate

General of Higher Education, Research, and Technology (Ditjen Diktiristek), the target SAKIP rating of “A” was fully achieved. In contrast, the Budget Performance Score, which was targeted at 84, reached an actual score of 87.25. This performance achievement was supported by the implementation of the following programs:

- Implementation of SAKIP within the Work Plan and Budget System;
- Application of SAKIP principles across all budget user units; and
- Recognition and awards for units that demonstrated optimal SAKIP implementation.

## 2. Budget Performance Achievement

To obtain a strong budget performance score, it is essential to conduct regular evaluations. The Budget Performance Evaluation is a systematic process of measuring, assessing, and analyzing the performance of both the current and previous fiscal years to develop recommendations aimed at improving budget performance. This evaluation serves as an important instrument for enhancing the quality of performance-based budgeting, ensuring that financial planning and execution are aligned with institutional goals and outcomes. In 2023, Universitas Syiah Kuala (USK) successfully achieved and exceeded its budget performance target. According to the Performance Agreement between the Rector and the Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek), the target score was 84.00, while the actual realization reached 88.54. This outstanding achievement was supported by the implementation of the following activities and programs:

- Regular monitoring and evaluation of performance and budget achievements; and
- Revitalization of the Work Plan and Budget System and the Financial Management System to enhance effectiveness and accountability

### 3.2.5.2 Partnerships

The Partnership Division is responsible for supporting the Rector’s performance targets related to the Key Performance Indicators (KPI), which include. The number of partnerships established with external partners per undergraduate (S1) and diploma (D4/D3/D2) program, and the number of institutional collaborations in the areas of research, community service, and institutional development. The performance achievements attained during the Universitas Syiah Kuala (USK) Strategic Plan (Renstra) period of 2019–2024 are as follows:

#### 1. Performance Achievement: Number of Partnerships Established with External Partners per Undergraduate (S1) and Diploma (D4/D3/D2) Program

The involvement of the business and industrial sectors (DUDI) as venues for student internships serves as one of the key solutions to reduce the gap between academic knowledge and practical skills, thereby enhancing the employability and work readiness of graduates. Industrial internship activities provide students with opportunities to acquire competencies and hands-on experience that are not obtainable in the classroom, while also exposing them to the state-of-the-art developments within the industry. Although students gain valuable skills and experience during industrial internships, there is no obligation for the host companies or industries to employ these students upon graduation. Students are free to seek employment elsewhere or to establish their own entrepreneurial ventures.

Furthermore, the concept of “demand” in this context extends beyond the immediate needs of the current business and industrial sectors. It also encompasses the broader needs of the overall economic system, including those that can be fulfilled through the creation of resilient and innovative entrepreneurs.

The internship system is an effective mechanism for educating and preparing individuals to deepen and master complex skills that cannot be adequately developed through traditional, large-scale classroom education. Within this system, a novice (learner) is trained directly under the guidance of an expert in a specific vocational or professional field. Internship programs conducted in industrial sectors, government institutions, private organizations, or non-profit entities provide students with firsthand work experience in real professional environments. These experiences are designed to help students acquire competencies aligned with labor market needs, while also developing an understanding of work culture, professional ethics, quality assurance practices, and customer service orientation. Internship institutions benefit not only the students but also gain contributions from the interns during the implementation period. Moreover, industries have the opportunity to shape students into skilled, work-ready individuals, which ultimately benefits companies by providing them with pre-trained human resources—reducing the need for additional training when recruiting new employees. The practical experience gained through industry internships serves as a valuable foundation for students’ professional development. It is expected that upon graduation, students will be able to develop their talents and potential, not only by joining the workforce but also by becoming independent innovators who contribute to the development of their local regions through entrepreneurial and community-driven initiatives.

The performance realization for the number of partnerships established with external partners per undergraduate (S1) and diploma (D4/D3/D2) program in 2023 successfully met and exceeded the target. According to the Performance Agreement between the Rector and the Directorate General of Higher Education, Research, and Technology (Ditjen Diktiristek), the target value was 0.70, while the actual realization achieved reached 0.99. This performance achievement was supported by the implementation of several key activities and programs, including:

- Establishing and strengthening collaborations with the business and industrial sectors (DUDI); and
- Expanding partnerships with global technology companies, technology start-ups, multilateral institutions and organizations, and nationally or internationally reputable cultural institutions.

2. Performance Achievement: Number of Institutional Collaborations in Research, Community Service, and Institutional Development

To attain a strong institutional ranking and recognition as a leading university, as envisioned in the Universitas Syiah Kuala (USK) Strategic Plan, one of the key indicators of success is the number and quality of collaborations established with partner networks, as well as the benefits derived from these partnerships.

In 2023, the performance realization for institutional collaborations in research, community service, and institutional development successfully met and exceeded the

target. The target set in the Strategic Plan was 550 collaborations, while the actual realization achieved was 606 collaborations.

This achievement was made possible through the implementation of the following activities and programs:

- Strengthening partnerships and cooperative relations with existing and new stakeholders; and
- Conducting promotional activities and mapping USK's institutional potential to identify areas for future collaboration within broader partnership networks.

### 3.2.5.3 Business

The Directorate of Business and Sustainable Funding (Direktorat Bisnis dan Dana Lestari / DBDL), also known as U-Business, is the institutional body responsible for coordinating and managing business and sustainable funding activities at Universitas Syiah Kuala (USK). In accordance with Rector's Regulation No. 44 of 2023, the Directorate of Business and Sustainable Funding is mandated to carry out the following functions: Initiation, development, and optimization of various business collaborations; Asset management to enhance institutional productivity and sustainability; Development of business units that contribute to institutional revenue generation; and Acquisition and management of diverse funding sources to support the operational sustainability of USK as a State University with Legal Entity Status (PTN-BH).

#### 1. Direction and Development Policy

In pursuing the vision and mission of the Directorate of Business and Sustainable Funding (DBDL), the development of DBDL at Universitas Syiah Kuala (USK) is carried out gradually and continuously, aligned with the periodization of university leadership. This alignment ensures that DBDL can promptly and appropriately address any strategic refinement or adjustment of priorities by the university leadership. The development of business units under DBDL USK is structured into three stages: (1) Initiation Stage – At this stage, new business units are established, investments are made, and governance systems are developed. Existing business units undergo management system improvements. It is estimated that within a maximum of five years, business units should be able to reach the next stage—self-sufficiency. (2) Self-Sufficiency Stage – In this phase, the developed business units become operationally independent, no longer relying on the parent institution (USK) for their organizational and business activities. During this stage, the units also begin preparing to generate financial contributions to USK. (3) Contribution Stage – At this mature stage, the business units have achieved stability and sustainability, enabling them to provide targeted contributions to USK, both financial (such as revenue generation) and non-financial (such as institutional branding, community impact, or strategic partnerships).

#### 2. Priority Areas for the Development of USK Business Units.

The priority development of business units at Universitas Syiah Kuala (USK) varies depending on the availability of existing units, the industry context, and the specific objectives of each business entity within the university. The business units with strong development potential at USK are identified as follows:

- 1) Integrated Laboratory Technical Implementation Unit (UPT Laboratorium Terpadu);
- 2) Dayan Dawood Academic Activity Center (AAC);
- 3) Language Center Technical Implementation Unit (UPT Bahasa);
- 4) Primary Health Clinic (Klinik Pratama);
- 5) University Farm;
- 6) Investment Gallery;
- 7) Dental and Oral Hospital;
- 8) Sport Center;
- 9) Educational Pharmacy (Apotek Pendidikan);
- 10) Prof. Madjid Ibrahim Student Center (Gelanggang Mahasiswa);
- 11) Veterinary Teaching Hospital (Rumah Sakit Hewan Pendidikan);
- 12) Buildings that generate institutional contributions;
- 13) Business, Training, and Professional Service Units;
- 14) USK Mart;
- 15) USK Travel;
- 16) USK Store;
- 17) Printing Technical Implementation Unit (UPT Percetakan); and
- 18) Development of New Business Units.

The Directorate of Business and Sustainable Funding (DBDL) focuses on seven (7) fundamental priority areas for the development of USK business units, as illustrated in the USK Business Unit Framework presented above. These seven key priorities serve as the foundation for the business development strategy of Universitas Syiah Kuala (USK) and are outlined as follows:

- a. Asset Revitalization;
- b. Development of Existing Businesses;
- c. Development of New Businesses;
- d. Expansion of Business Networks; and
- e. Implementation of U-Business Applications and Systems (USK Bisnis).

The types of business ventures envisioned under this initiative include, but are not limited to, the following: Coffee Roasting Business, Animal Husbandry (cattle, goats, and poultry farming), Veterinary Hospital and Pet Shop, U-Nursery (Seedling and Plant Propagation Unit), Waste Recycling Center, Fuel Station (SPBU), U-Furniture (Furniture Production Unit), U-Delivery (Logistics and Delivery Services), Hotel, Apartment, and Guest House Management, USK Skin Care Clinic, USK Property (Real Estate Development Unit), USK Water (Bottled or Processed Water Business), Open Space Event Services (e.g., Post-COVID Wedding and Public Event Venues), Campus Cafeteria and Mini Market, U-Business Digital Application Platform, Essential Oil Export Business.

### **3.2.6 USK Performance Achievements in Research and Innovation**

#### **3.2.6.1 Research and Community Service**

The Research and Community Service Division is responsible for supporting the achievement of the Rector's performance targets through the Key Performance Indicators (KPI), which include: The number of research and community service outputs that have

received international recognition or have been implemented within the community per number of faculty members; Additional Performance Indicator: the number of nationally indexed journals; and Additional Performance Indicator: the number of globally indexed journals. The performance achievements of Universitas Syiah Kuala (USK) in the field of research and innovation are detailed as follows:

1. Number of Research and Community Service Outputs Recognized Internationally or Implemented by the Community per Number of Faculty Members

Universitas Syiah Kuala (USK) conducts research activities aimed at enhancing community welfare and fostering a strong research climate within the university. These efforts are designed to generate innovations that can be commercialized or applied (downstreamed) to benefit society and industry. At present, USK has developed a variety of appropriate technologies that have been, and continue to be, utilized by communities and other stakeholders. These technologies are designed to address local needs and regional conditions, ensuring that innovations are both practical and impactful. In alignment with its role as a State University with Legal Entity Status (PTN-BH), USK is increasingly expected to contribute actively to the acceleration of regional development through the dissemination and application of research outcomes. The distribution of research projects funded by USK and the Institute for Research and Community Service (DPRTM) across faculties is presented in Table 3.6.

Table 3.6.  
Distribution of Research Projects Funded by Universitas Syiah Kuala (USK) and the  
Directorate of Research, Technology, and Community Service (DRTPM)

Faculty	Research Funded by USK	Research Funded by DRTPM
Economics and Business	46	7
Veterinary Medicine	29	7
Law	17	0
Engineering	119	57
Agriculture	80	11
Teacher Training and Education	57	9
Medicine	38	6
Mathematics and Natural Sciences	62	28
Social and Political Sciences	14	1
Nursing	16	1
Dentistry	14	3
Marine and Fisheries	19	11
Total	511	141

The performance realization for the number of research and community service outputs recognized internationally or implemented by the community per number of

faculty members at Universitas Syiah Kuala (USK) in 2023 was slightly below the target. According to the Performance Agreement between the Rector and the Directorate General of Higher Education (Ditjen Dikti), Ministry of Education, Culture, Research, and Technology, the target value was 1.00, while the actual realization achieved was 0.83. This performance outcome was achieved through the implementation of several key strategies, including:

- a. Updating research outputs produced by faculty members who received funding through matching fund schemes and collaborative research programs on a regular basis;
  - b. Facilitating research outputs with potential for patent registration, product commercialization (downstreaming), and community recognition; and
  - c. Increasing funding allocations to support research activities that produce applicable and beneficial products for community use.
2. Number of Nationally Indexed Journals

One of the key indicators for strengthening the competitiveness of higher education institutions is the increasing number of journals indexed nationally through SINTA (Science and Technology Index) at levels Q3 to Q5. The performance realization for the number of nationally indexed journals has exceeded the target set in the Strategic Plan (Renstra), which was 24 journals, while the actual achievement reached 30 journals. This accomplishment was supported by the implementation of the following strategies:

- a. Establishing and developing accredited national journals;
  - b. Providing adequate facilities and infrastructure to support departmental journal management;
  - c. Offering incentives for departmental journal editorial teams and managers; and
  - d. Conducting training sessions on strategies for preparing competitive research proposals at the national level.
3. Number of Globally Indexed Journals

Another key indicator of a university's competitiveness is the presence of journals indexed globally, particularly those recognized in SINTA-2 at levels Q1 and Q2. The performance realization for the number of globally indexed journals in Universitas Syiah Kuala (USK) has met the target set in the Strategic Plan (Renstra), which was one (1) journal. This achievement was supported by the following strategic initiatives:

- a. Training programs for journal managers of print-based journals to facilitate their transition to electronic journals;
- b. Training for electronic journal managers who have not yet registered their journals for accreditation through ARJUNA or indexing in SINTA; and
- c. Training for accredited journal managers whose journals are currently indexed in SINTA levels 3–6, to support their advancement to SINTA levels 1–2 (Q1–Q2).

### **3.3. Strategic Policy Direction of Universitas Syiah Kuala (USK) — Period II: Global Competitiveness (2025–2029)**

This strategic objective will be realized through a series of strategic programs in key focus areas established by Universitas Syiah Kuala (USK). The achievement of these programs will be ensured through Key Performance Indicators (KPIs) that are aligned



with the main performance indicators of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and higher education institutions, as stipulated in 2020. The designated focus areas are structured to support the realization of USK's Long-Term Vision (2020–2039), as illustrated in Figure 3.5.

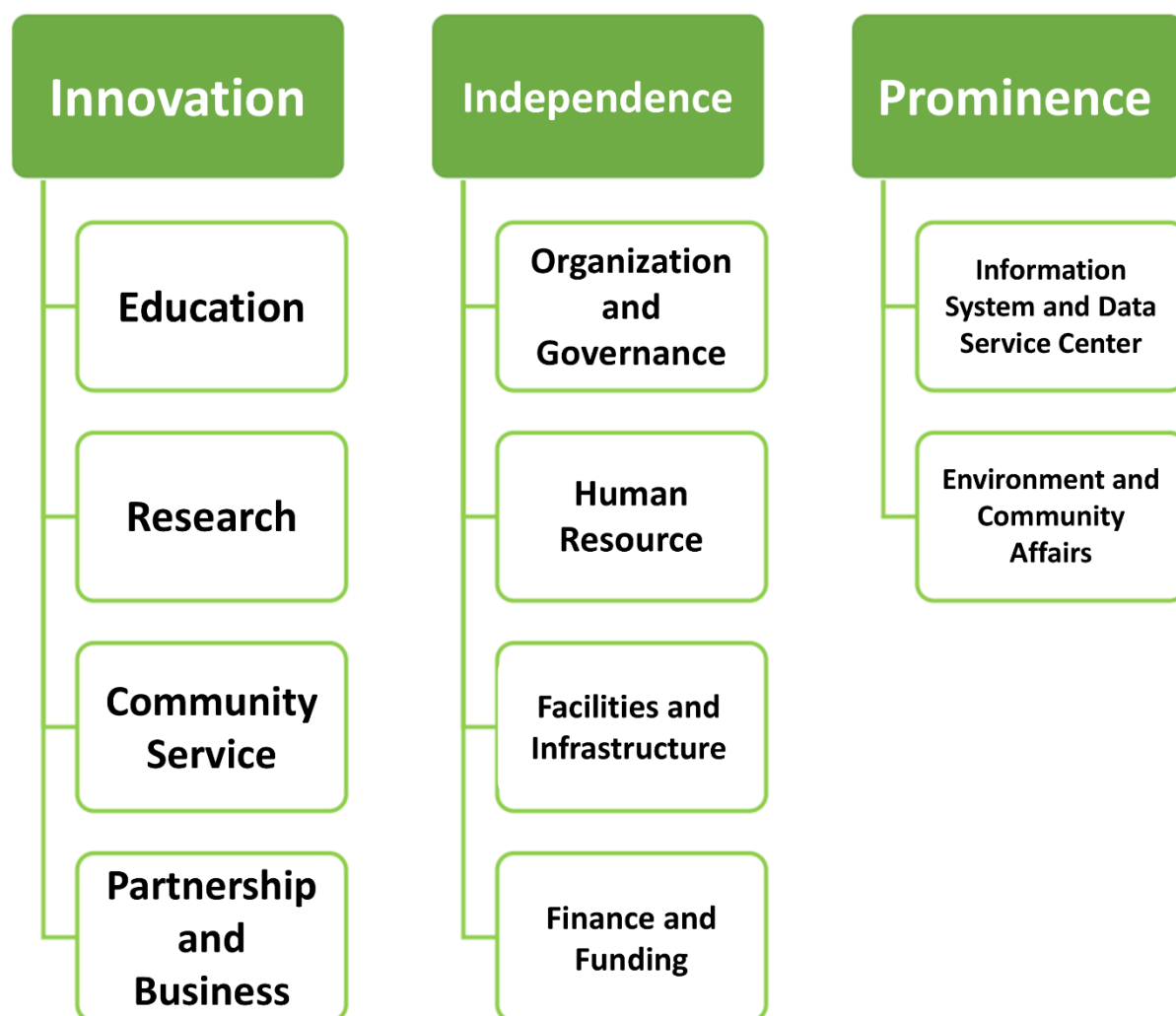


Figure 3.5. Distribution of the 10 Development Areas of USK Based on Its Visions  
Source: Universitas Syiah Kuala, 2022

The strategic programs of Universitas Syiah Kuala (USK) are formulated based on the core focus areas that will enable the university to achieve its Vision 2039 (as illustrated in Figure 3.6). These primary focus areas are as follows:

1. Education and Learning;
2. Research and Community Service;
3. Human Resources;
4. Facilities and Infrastructure;
5. Organization and Governance;
6. Finance and Funding;
7. Information Systems and Data Service Center;
8. Environment and Community Engagement
9. Partnerships and Business Development.



Source: Universitas Syiah Kuala, 2022

These core focus areas serve as the benchmarks for planning strategic programs within the Strategic Plan (Renstra) and each phase of the Long-Term Development Plan (RPJP) of Universitas Syiah Kuala (USK). They are directly linked to the established strategic objectives of the university. To achieve these strategic objectives, strategic pillars have been formulated to guide the implementation of various initiatives that will enable USK to realize its Vision and Mission. In order to implement USK's strategic direction and policy framework, the strategic pillars for the 2024–2029 period have been structured around several key objectives, as outlined below.

### Objective 1

To produce graduates who possess strong competencies and socio-technopreneurial character, are highly competitive, and are able to embody and apply the core values of Universitas Syiah Kuala (USK).

The strategic pillars formulated to achieve this objective are as follows:

1. Enhancing the Competence and Competitiveness of Graduates;

2. Strengthening Socio-Technopreneurial Character and Environmental Awareness;
3. Optimizing the Implementation of the Merdeka Belajar (Freedom to Learn) Program and Promoting Inclusive Learning;
4. Improving the Quality of Student Intake and Expanding Access to Education;
5. Strengthening the Quality Assurance System; and
6. Providing High-Quality Facilities and Infrastructure While Improving the Quality of Learning Services;

## **Objective 2**

To produce research and community service outcomes grounded in socio-technopreneurship that are excellent, innovative, implementable, competitive, and support the achievement of the Sustainable Development Goals (SDGs).

The strategic pillars formulated to achieve this objective are as follows:

1. Enhancing the management system for research and community service;
2. Improving faculty competence to strengthen the implementation of the Tridharma of Higher Education;
3. Improving the quality and recognition of research and community service outputs;
4. Accelerating academic career advancement for lecturers;
5. Optimizing faculty engagement in community service initiatives; and
6. Strengthening environmentally conscious Tridharma practices that contribute to the achievement of the SDGs, with a strong emphasis on the socio-technopreneurial approach.

## **Objective 3**

To realize an increase in collaborations with leading partners in support of national development and the advancement of science, technology, and the arts (IPTEKS).

The strategic pillars formulated to achieve this objective are as follows:

1. Increasing the number and quality of collaborations with strategic partners that contribute to national development and the advancement of science, technology, and the arts;
2. Revitalizing the curriculum to promote innovation-based learning, such as the Case Method and Team-Based Project approaches;
3. Enhancing the competitiveness of study programs through the attainment of international accreditations and certifications recognized by the government; and
4. Developing laboratory infrastructure to strengthen research and innovation activities.

## **Objective 4**

To achieve an improvement in integrated quality management governance in both academic and non-academic fields through accountable institutional management.

The strategic pillars formulated to achieve this objective are as follows:

1. Establishing accountable and transparent university governance and strengthening stakeholder services to realize a Good Governance University;

2. Optimizing budget performance to ensure effectiveness and efficiency through results-oriented planning and implementation;
3. Enhancing financial independence by optimizing revenue sources and improving the efficiency of resource management; and
4. Building the university's reputation as an institution of excellence in governance, with high national and international competitiveness.

Based on the results of the implementation of the Strategic Plan (Renstra) of Universitas Syiah Kuala (USK) 2020–2024, by the end of 2023, more than 85% of the planned programs had been successfully realized, both in terms of physical and non-physical achievements as well as quality outcomes. The culmination of this success was reflected in USK's attainment of an "Excellent (Unggul)" Institutional Accreditation (APT) from the National Accreditation Board for Higher Education (BAN-PT)—a significant indicator that the programs outlined in the Renstra document were effectively implemented and achieved their intended objectives.

In relation to the revisions of the 2020–2024 Strategic Plan (Renstra) issued by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and the change in USK's institutional status from a Public Service Agency (PTN-BLU) to a State University with Legal Entity Status (PTN-BH), USK has undertaken a refinement of its strategic directions, policies, and programs for the 2025–2029 period. This refinement aligns with the strategic objectives and policy directions established by the Ministry of Education, Research, and Technology (Kemenristekdikti).

### **3.4. Regulatory Framework**

The regulatory framework serves as a structured plan for the formulation of regulations intended to facilitate, promote, and govern the behavior of the institution and its governing bodies in achieving the objectives of the university. This framework is essential for the effective execution of the university's duties, functions, and authorities, as well as for defining the roles of institutional management in realizing the university's strategic objectives. The basis for regulatory formulation within higher education institutions refers to legal instruments issued by the government, which include: Laws, Government Regulations, Presidential Regulations, Ministerial Regulations, Presidential Decrees, Ministerial Decrees, and Official Circulars relevant to higher education governance and administration.

Several legal instruments relevant to higher education institutions include, among others: Law No. 12 of 2012 on Higher Education; Government Regulation No. 4 of 2014 on the Administration and Management of Higher Education Institutions; Presidential Regulation No. 82 of 2019 on the Ministry of Education and Culture; Minister of Education and Culture Regulation No. 45 of 2019 on the Organization and Work Procedures of the Ministry of Education and Culture; Minister of Education and Culture Regulation No. 3 of 2021 on the National Standards for Higher Education; and Government Regulation of the Republic of Indonesia No. 38 of 2022 on Universitas Syiah Kuala as a State University with Legal Entity Status (PTN-BH USK).

Referring to these legal instruments, the regulatory framework formulation process at Universitas Syiah Kuala is carried out through several key stages: evaluation,

research, and recommendation. The evaluation stage involves identifying and assessing existing regulations currently in use to determine their relevance and effectiveness. Based on the implemented regulations, a cost-benefit analysis (CBA) is conducted to evaluate their usefulness and impact. The next step is to formulate and provide alternative recommendations based on the results of the research and analysis, which will serve as inputs for improving or developing new institutional regulations.

1. Regulatory Product Evaluation, including:
  - a. Government Regulation of the Republic of Indonesia No. 38 of 2022 concerning USK as a State University with Legal Entity Status (PTN-BH USK);
  - b. Rector's Regulation of Universitas Syiah Kuala No. 5 of 2024 concerning the Organization and Work Procedures of Rectorate Units at USK;
  - c. Rector's Regulations of USK;
  - d. Rector's Decrees of USK;
  - e. Rector's Circular Letters of USK;
  - f. Academic Senate Regulations of USK; and
  - g. Academic Senate Circular Letters of USK.
2. Research Activities, including:
  - a. Policy and legislative changes at the government or ministerial level;
  - b. Surveys (Questionnaires) to gather stakeholder feedback;
  - c. Focus Group Discussions (FGD) for collective evaluation and refinement of regulatory priorities; and
  - d. Monitoring regional and global university developments, particularly related to ranking indicators and USK's readiness for adaptation and strategic positioning in the competitive higher education landscape
3. Recommended Regulatory Framework and Proposed Regulatory Products, including:
  - a. USK Statute (as stipulated in Government Regulation of the Republic of Indonesia No. 38 of 2022);
  - b. Organization and Work Procedures of USK (PTN-BH);
  - c. Rector's Regulations of USK;
  - d. Rector's Decrees of USK;
  - e. Rector's Circular Letters of USK;
  - f. Senate Regulations of USK; and
  - g. Senate Circular Letters of USK.

### **3.5 Institutional Framework**

#### **3.5.1 Organizational Structure**

Universitas Syiah Kuala (USK) is a State University with Legal Entity Status (PTN-BH) that exercises autonomous authority in managing both academic and non-academic affairs under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). USK is led by a Rector, who operates under and is directly accountable to the Minister of Education and Culture. The functional oversight of USK is carried out by the Secretary-General of the Ministry of Education and Culture. The development of USK is guided by the Master Plan (attached), which serves as the long-term framework for institutional and infrastructural growth.

In carrying out its mandate to implement the Tridharma of Higher Education—education, research, and community service—the organizational structure of USK is established based on the core duties and functions outlined in the Government Regulation of the Republic of Indonesia No. 38 of 2022. These provisions are further elaborated in Rector’s Regulation of Universitas Syiah Kuala No. 1 of 2023. The principal governing bodies (organs) of USK consist of: The Board of Trustees (Majelis Wali Amanah / MWA), the Rector, and the University Academic Senate (Senat Akademik Universitas / SAU). The detailed functions and responsibilities of each governing body are described as follows:

### **1. Board of Trustees (Majelis Wali Amanah / MWA)**

The Board of Trustees (MWA) serves as the policy-making body of Universitas Syiah Kuala (USK), responsible for formulating, overseeing, and evaluating general non-academic policies as stipulated in Article 27 of Government Regulation of the Republic of Indonesia No. 38 of 2022. The main duties and functions (tupoksi) of the MWA are as follows:

- a. Approving proposed amendments to the Statute of Universitas Syiah Kuala;
- b. Establishing general non-academic policies of USK;
- c. Determining the long-term development plan, strategic plan, and annual work and budget plan;
- d. Setting institutional norms and performance benchmarks for USK;
- e. Conducting annual performance evaluations of the Rector;
- f. Appointing and dismissing the Rector;
- g. Appointing and dismissing the Chairperson and members of the Audit Committee (KA);
- h. Supervising and exercising general oversight over non-academic management at USK;
- i. Building and maintaining networks with external institutions and/or individuals outside USK;
- j. Providing advisory and supervisory input in the development of university assets and the maintenance of USK’s financial health;
- k. Making final decisions on issues that cannot be resolved by the Rector and/or the University Academic Senate (SAU); and
- l. Preparing and submitting an annual report to the Minister of Education and Culture, jointly with the Rector.

### **2. University Academic Senate (Senat Akademik Universitas / SAU)**

The University Academic Senate (SAU) is the governing body responsible for the formulation, deliberation, and supervision of academic policies, as stipulated in Article 58 of Government Regulation of the Republic of Indonesia No. 38 of 2022. The duties and functions (tupoksi) of the SAU are as follows:

- a. Formulating academic policies related to:
  - 1) The curricula of study programs;
  - 2) The requirements for establishing, modifying, or closing study programs;
  - 3) The criteria and requirements for awarding academic degrees; and
  - 4) The requirements for conferring honorary doctoral degrees and other academic honors.

- b. Establishing and supervising policies concerning academic freedom, freedom of academic expression, and scientific autonomy;
- c. Setting and overseeing the implementation of academic norms, ethics, and regulations;
- d. Recommending sanctions to the Rector for violations of academic norms, ethics, or regulations committed by members of the academic community;
- e. Monitoring the implementation of academic policies by the Rector;
- f. Overseeing and evaluating academic performance achievements;
- g. Providing approval to the Rector for the nomination of associate professors (Lektor Kepala) and professors;
- h. Recommending the awarding or revocation of honorary doctoral degrees;
- i. Granting approval for the establishment, modification, or closure of study programs;
- j. Providing recommendations regarding the establishment, merger, or dissolution of faculties, graduate schools, and/or departments; and
- k. Collaborating with the Board of Trustees (MWA) and the Rector to draft and approve amendments to the Statute of Universitas Syiah Kuala (USK).

### **3. Rector**

The Rector is the executive organ of Universitas Syiah Kuala (USK) responsible for the management and administration of the university, as stipulated in Article 36 of Government Regulation of the Republic of Indonesia No. 38 of 2022. The duties and authorities of the Rector are as follows:

- a. Formulating and establishing operational policies in both academic and non-academic fields;
- b. Preparing long-term development plans, strategic plans, and annual work and budget plans;
- c. Managing education, research, and community service activities in accordance with the Tridharma of Higher Education;
- d. Appointing and dismissing officials under the Rector's authority;
- e. Appointing and dismissing non-civil servant employees in accordance with prevailing laws and regulations;
- f. Executing management functions and optimally managing USK's assets to ensure institutional sustainability;
- g. Fostering and maintaining good relations with the community, stakeholders, and alumni;
- h. Establishing, merging, and/or dissolving faculties, graduate schools, departments, and/or study programs with the approval of the University Academic Senate (SAU);
- i. Submitting performance and financial accountability reports to the Board of Trustees (MWA);
- j. Proposing the appointment of associate professors (Lektor Kepala) and professors to the Minister, upon approval from the SAU;
- k. Conferring honorary doctoral degrees with prior approval from the SAU;
- l. Formulating and enacting the code of ethics for faculty members and students, upon consideration by the SAU; and

- m. Formulating and enacting the code of ethics for educational support staff.

In carrying out administrative functions at Universitas Syiah Kuala (USK), the Rectorate organizational structure consists of the following components:

- a. Leadership;
- b. Academic Implementing Units;
- c. Academic and Non-Academic Support Units;
- d. Quality Assurance Units;
- e. Strategic Development and Implementation Units;
- f. Internal Audit and Oversight Units;
- g. Business Management Units;
- h. Other Supporting Elements.

#### **4. Vice Rectors**

The Vice Rectors serve under and are directly accountable to the Rector, as stipulated in Article 3 of the Rector's Regulation of Universitas Syiah Kuala (USK) No. 1 of 2023. USK has four Vice Rectors, each with specific designations, duties, and authorities as outlined below:

##### **a) Vice Rector for Academic Affairs**

The Vice Rector for Academic Affairs has duties and authorities as follows:

1. Establish strategic objectives and policies related to academic affairs that contribute to achieving USK's vision and mission, in line with the Rector's strategic directions;
2. Formulate strategic plans in the field of academic development;
3. Prepare materials for the drafting of academic guidelines and regulations;
4. Design programs and activities that operationalize the strategic plans in academic affairs;
5. Coordinate programs and activities related to academic management and development;
6. Coordinate partnerships with stakeholders to support academic activities;
7. Direct, supervise, control, and evaluate the implementation of programs, activities, and annual budget planning in the academic field;
8. Establish necessary guidelines for the implementation of teaching, learning, and academic administration;
9. Determine performance indicators, service standards, standard operating procedures (SOPs), and performance measurement instruments in academic affairs;
10. Formulate quality standards and ensure their implementation in all units involved in academic and academic support processes;
11. Exercise control and monitoring to ensure that academic services are delivered in accordance with established SOPs;
12. Prepare and submit periodic reports on academic activities to the Rector; and
13. Compile and present an annual report on academic affairs and performance outcomes.



#### **b) Vice Rector for Resources and Finance**

The Vice Rector for Resources and Finance has duties and authorities as follows:

1. Establish strategic objectives and policies related to resource and financial management that contribute to achieving the vision and mission of Universitas Syiah Kuala (USK), in accordance with the Rector's strategic directions;
2. Formulate strategic plans in the field of resources and finance;
3. Design programs and activities that operationalize the strategic plans in resource and financial management;
4. Coordinate programs and activities related to resources and financial management across units;
5. Coordinate partnerships with financial institutions, optimize asset utilization, and manage the university's endowment funds;
6. Direct, supervise, control, and evaluate the implementation of programs, activities, and annual budget planning in the field of resources and finance;
7. Establish necessary guidelines for the administration of services in the resource and financial sectors;
8. Set performance indicators, service standards, standard operating procedures (SOPs), and performance measurement instruments for the resource and financial divisions;
9. Formulate quality standards and ensure their consistent implementation in all areas of resource and financial management;
10. Exercise oversight and control to ensure that resource and financial services operate in compliance with established SOPs;
11. Develop and standardize operational systems for cleanliness and security throughout the USK campus environment;
12. Prepare and submit periodic reports on resource and financial management activities to the Rector; and
13. Compile and present an annual report on the activities and performance achievements in the field of resources and finance.

#### **c) Vice Rector for Student Affairs and Entrepreneurship**

The Vice Rector for Student Affairs and Entrepreneurship has duties and authorities as follows:

1. Establish strategic objectives and policies related to student affairs and entrepreneurship that align with USK's vision and mission;
2. Formulate strategic plans in the field of student affairs and entrepreneurship;
3. Design programs and activities that translate the strategic plans into actionable initiatives for student development and entrepreneurship;
4. Coordinate programs and activities related to student affairs and entrepreneurship across faculties and units;
5. Coordinate partnerships with relevant institutions and organizations to support student activities and entrepreneurship programs;
6. Direct, supervise, control, and evaluate the implementation of programs, activities, and annual budget planning in the field of student affairs and entrepreneurship;

7. Establish necessary guidelines for the administration of services in student affairs and alumni relations;
8. Set performance indicators, service standards, standard operating procedures (SOPs), and performance measurement instruments in the field of student affairs and entrepreneurship;
9. Formulate quality standards and ensure the effective implementation of quality assurance in student affairs and entrepreneurship programs;
10. Monitor and control operations to ensure that services in student affairs are conducted in accordance with established SOPs;
11. Prepare and submit periodic reports on student affairs and entrepreneurship activities to the Rector; and
12. Compile and present an annual report on the activities, achievements, and performance outcomes in student affairs and entrepreneurship.

**d) Vice Rector for Planning, Partnerships, and Business**

The Vice Rector for Planning, Partnerships, and Business has duties and authorities as follows:

1. Establish strategic objectives and policies related to planning, partnerships, and business that contribute to achieving USK's vision and mission, in line with the Rector's strategic directions;
2. Formulate strategic plans in the fields of planning, partnerships, and business development;
3. Design programs and activities as operational implementations of strategic plans in these areas;
4. Coordinate programs and activities related to planning, partnerships, and business;
5. Coordinate partnership initiatives with external stakeholders in planning, partnerships, and business development;
6. Direct, supervise, control, and evaluate the implementation of programs, activities, and annual budget planning in the fields of planning, partnerships, and business;
7. Establish guidelines and policies necessary for the administration of services related to planning, partnerships, business, and sustainable funding (Dana Lestari);
8. Determine performance indicators, service standards, standard operating procedures (SOPs), and performance measurement instruments in planning, partnerships, business, and sustainable funding;
9. Formulate quality standards and ensure the effective implementation of quality assurance in planning, partnerships, business, and sustainable funding;
10. Monitor and control operations to ensure services in these areas are conducted in accordance with established SOPs;
11. Prepare and submit periodic reports on activities in planning, partnerships, business, and sustainable funding to the Rector; and

12. Compile and present an annual report on activities, achievements, and performance outcomes in the fields of planning, partnerships, business, and sustainable funding.

## **5. University Secretary**

The University Secretary serves as an administrative organ that assists the Rector in managing the overall secretarial and administrative functions of Universitas Syiah Kuala (USK). The Secretary operates under and is directly accountable to the Rector. The duties and responsibilities of the University Secretary are as follows:

1. Develop and implement an effective and efficient correspondence and archiving system to support administrative governance;
2. Coordinate strategic development and control of short-term, medium-term, and long-term institutional programs;
3. Implement legislative and legal services programs in accordance with applicable laws and regulations;
4. Coordinate communication, public relations, and information dissemination activities to strengthen USK's institutional image and stakeholder engagement;
5. Coordinate protocol-related activities for official university events and ceremonial functions; and
6. Report on activities and services under the Secretariat's responsibility to the Rector.

## **6. Academic Implementing Units**

The academic implementing elements consist of the following:

1. Faculties;
2. Graduate School
3. Institute for Research and Community Service (LPPM)
4. Quality Assurance Unit

### **a) Faculties and Graduate School**

The faculties constitute one of the principal organizational units within Universitas Syiah Kuala (USK) and serve as the centers for education, research, and community service in specific fields of study. Each faculty typically comprises several departments and study programs that specialize in various academic disciplines within its domain. As the core of academic life at USK, the faculties are where students, lecturers, and researchers come together to build, explore, and advance knowledge in their respective fields. Faculty life is enriched with diverse academic and non-academic activities that foster the intellectual, professional, and personal development of students. Each faculty is led by a Dean, who, together with their administrative team, is responsible for the planning, management, and development of academic and administrative activities within the faculty. The Dean is supported by Vice Deans, who generally oversee three key areas: Vice Dean for Academic Affairs, Vice Dean for Resources and Finance, and Vice Dean for Student Affairs, Alumni, and Partnerships.

The Graduate School at Universitas Syiah Kuala (USK) is an academic unit within the university that is responsible for administering postgraduate education programs beyond the undergraduate level, specifically Master's (S2) and Doctoral (S3) programs. The Graduate School is led by a director, who is accountable for all academic and administrative aspects of postgraduate education.

Both the Faculties and the Graduate School serve as academic implementing units under the authority of, and directly accountable to, the Rector. Each faculty and the Graduate School manage several study programs, which are coordinated by designated Program Coordinators. Table 3.7 presents the list of study programs offered by the faculties and the Graduate School at Universitas Syiah Kuala.

**Table 3.7**  
Study Programs within the Faculties and Graduate School

No.	Study Program	Level	No.	Study Program	Level
Faculty of Economics and Business					
1	Accounting	Diploma 3	9	Islamic Economics	Undergraduate
2	Business Management	Diploma 3	10	Management (PSDKU Gayo Lues)	Undergraduate
3	Secretarial Studies	Diploma 3	11	Economics	Graduate
4	Finance and Banking	Diploma 3	12	Management	Graduate
5	Tax Accounting	Diploma 4	13	Accounting	Graduate
6	Management	Undergraduate	14	Economic Science	Doctorate
7	Development Economics	Undergraduate	15	Management Science	Doctorate
8	Accounting	Undergraduate			
Faculty of Veterinary Medicine					
1	Animal Health	Diploma 3	3	Veterinary Public Health	Graduate
2	Veterinary Medicine Education	Undergraduate	4	Veterinary Profession Program	Profession
Faculty of Law					
1	Law	Undergraduate	3	Notarial Law	Graduate
2	Law	Graduate	4	Law	Doctorate
Faculty of Engineering					
1	Civil Engineering	Diploma 3	12	Mining Engineering	Undergraduate
2	Electrical Engineering	Diploma 3	13	Geological Engineering	Undergraduate
3	Mechanical Engineering	Diploma 3	14	Computer Engineering	Undergraduate
4	Civil Engineering	Undergraduate	15	Civil Engineering	Graduate
5	Chemical Engineering	Undergraduate	16	Chemical Engineering	Graduate
6	Mechanical Engineering	Undergraduate	17	Mechanical Engineering	Graduate
7	Architecture	Undergraduate	18	Electrical Engineering	Graduate
8	Electrical Engineering	Undergraduate	19	Architecture	Graduate
9	Industrial Engineering	Undergraduate	20	Professional Engineer Program	Graduate
10	Geophysical Engineering	Undergraduate	21	Professional Architect Program	Profession
11	Urban and Regional Planning	Undergraduate	22	Mining Engineering	Profession

No.	Study Program	Level	No.	Study Program	Level
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Faculty of Agriculture					
1	Livestock Cultivation	Diploma 3	9	Plant Protection	Undergraduate
2	Agribusiness Management	Diploma 3	10	Forestry	Undergraduate
3	Animal Husbandry	Undergraduate	11	Agroecotechnology (Gayo Lues)	Undergraduate
4	Agribusiness	Undergraduate	12	Forestry (Gayo Lues)	Undergraduate
5	Agrotechnology	Undergraduate	13	Agroecotechnology	Graduate
6	Agricultural Product Technology	Undergraduate	14	Agribusiness	Graduate
7	Agricultural Engineering	Undergraduate	15	Agroindustrial Technology	Graduate
8	Soil Science	Undergraduate	16	Animal Science	Graduate
Faculty of Teacher Training and Education					
1	Pancasila and Civic Education	Undergraduate	13	Drama, Dance, and Music Education	Undergraduate
2	History Education	Undergraduate	14	Guidance and Counseling	Undergraduate
3	Economics Education	Undergraduate	15	Primary School Teacher Education	Undergraduate
4	Geography Education	Undergraduate	16	Early Childhood Teacher Education	Undergraduate
5	Indonesian Language and Literature Education	Undergraduate	17	Biology Education (Gayo Lues)	Undergraduate
6	English Language Education	Undergraduate	18	Indonesian Language Education	Graduate
7	Mathematics Education	Undergraduate	19	English Language Education	Graduate
8	Physics Education	Undergraduate	20	Sports Education	Graduate
9	Biology Education	Undergraduate	21	Mathematics Education	Graduate
10	Chemistry Education	Undergraduate	22	Biology Education	Graduate
11	Physical, Health, and Recreational Education	Undergraduate	23	Professional Teacher Education Program	Profession
12	Family Welfare Education	Undergraduate			
Faculty of Medicine					
1	Medical Education	Undergraduate	13	Otorhinolaryngology–Head and Neck Surgery	Specialist
2	Psychology	Undergraduate	14	Anesthesiology and Reanimation	Specialist
3	Public Health	Graduate	15	Cardiology and Vascular Medicine	Specialist
4	Biomedical Science	Graduate	16	Plastic, Reconstructive, and Aesthetic Surgery	Specialist
5	Tropical Medicine	Graduate	17	Orthopedics and Traumatology	Specialist
6	Medical Profession Program	Profession	18	Radiology	Specialist
7	Surgery	Specialist	19	Clinical Microbiology	Specialist
8	Internal Medicine	Specialist	20	Family Medicine and Primary Care	Specialist
9	Obstetrics and Gynecology	Specialist	21	Urology	Specialist
10	Pediatrics	Specialist	22	Internal Medicine	Subspecialist
11	Neurology	Specialist	23	Medical Science	Doctorate
12	Pulmonology and Respiratory Medicine	Specialist			
Faculty of Mathematics and Natural Sciences					
1	Informatics Management	Diploma 3	9	Statistics	Undergraduate
2	Electronic Engineering	Diploma 3	10	Mathematics	Graduate
3	Mathematics	Undergraduate	11	Chemistry	Graduate
4	Physics	Undergraduate	12	Physics	Graduate
5	Chemistry	Undergraduate	13	Biology	Graduate
6	Biology	Undergraduate	14	Artificial Intelligence	Graduate
7	Informatics	Undergraduate	15	Pharmacist Profession Program	Profession
No.	Study Program	Level	No.	Study Program	Level

8	Pharmacy	Undergraduate			
<b>Faculty of Social and Political Sciences</b>					
1	Political Science	Undergraduate	3	Communication Science	Undergraduate
2	Sociology	Undergraduate	4	Government Science	Undergraduate
<b>Faculty of Marine and Fisheries Sciences</b>					
1	Marine Science	Undergraduate	3	Aquaculture	Undergraduate
2	Fisheries Resource Utilization	Undergraduate			
<b>Faculty of Nursing</b>					
1	Nursing Science	Undergraduate	3	Nurse Profession Program	Profession
2	Nursing Profession Program	Graduate			
<b>Faculty of Dentistry</b>					
1	Dentistry Education	Undergraduate	2	Dentist Profession Program	Profession
<b>Graduate School</b>					
1	Natural Resource Management	Graduate	6	Environmental Management	Graduate
2	Educational Administration	Graduate	7	Mathematics and Applied Science	Doctorate
3	Science Education	Graduate	8	Engineering Science	Doctorate
4	Disaster Science	Graduate	9	Agricultural Science	Doctorate
5	Integrated Coastal Resource Management	Graduate	10	Social Studies Education	Doctorate

Meanwhile, the planned addition of new study programs across all faculties for the 2025–2029 period is presented in Table 3.8.

Table 3.8  
List of Existing Study Programs and Planned New Study Programs for the 2025–2029 Period

Faculty	Existing Study Programs (2024)	Planned New Study Programs					Total
		2025	2026	2027	2028	2029	
Economics and Business	15	2	0	0	0	0	17
Veterinary Medicine	4	2	2	3	0	0	11
Law	4	0	0	0	0	0	4
Engineering	22	4	4	6	2	0	38
Agriculture	16	5	0	0	1	0	22
Teacher Training and Education	24	0	1	2	1	0	28
Medicine	27	2	2	2	1	0	34
Mathematics and Natural Sciences	15	1	1	1	2	0	20
Social and Political Sciences	4	2	0	0	0	0	6
Marine and Fisheries Sciences	4	1	3	0	0	0	8
Nursing	3	0	1	0	0	0	4
Dentistry	2	0	1	0	1	1	5
Graduate School	10	2	0	1	0	0	13
<b>Total</b>	<b>150</b>	<b>21</b>	<b>15</b>	<b>15</b>	<b>8</b>	<b>1</b>	<b>210</b>

Table 3.9

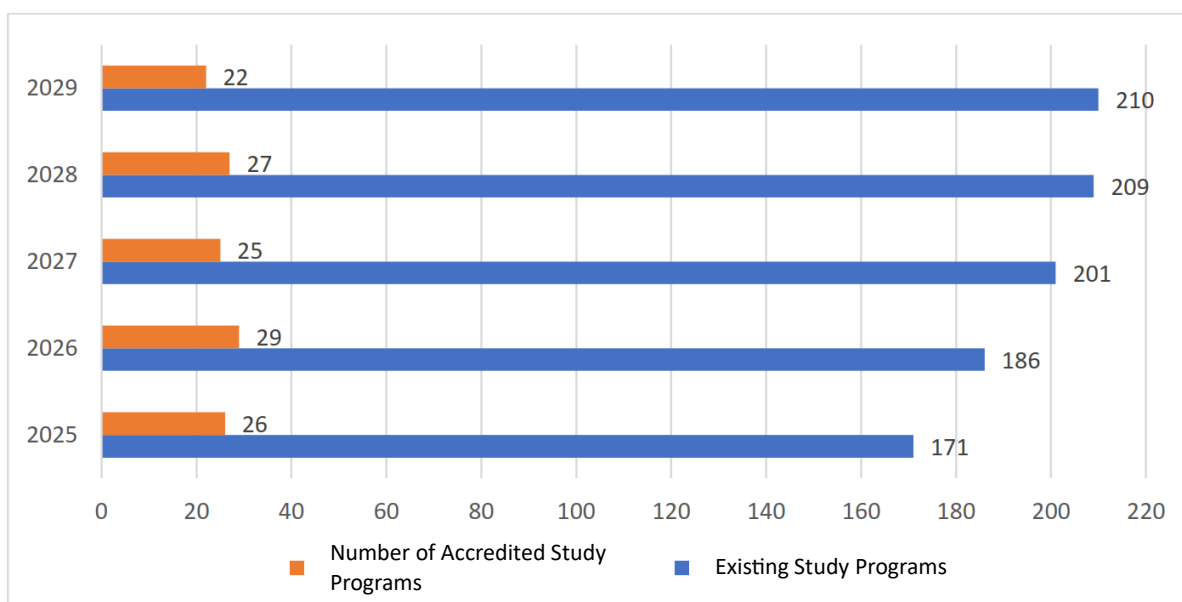
Detailed Number of Existing Study Programs and Planned New Study Programs for the  
2025–2029 Period

Faculty	Existing Study Programs (2024)	Planned New Study Programs					Total
		2025	2026	2027	2028	2029	
<b>Economics and Business</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>
- Doctorate	2	1					3
- Graduate	3						3
- Undergraduate	5	1					6
- Diploma 4	1						1
- Diploma 3	4						4
<b>Veterinary Medicine</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>11</b>
- Doctorate		1		2			3
- Graduate	1	1	2				4
- Profession	1						1
- Undergraduate	1						1
- Diploma 4				1			1
- Diploma 3	1						1
<b>Law</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
- Doctorate	1						1
- Graduate	2						2
- Undergraduate	1						1
<b>Engineering</b>	<b>22</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>38</b>
- Graduate	6	1	1	1	1		10
- Profession	2				1		3
- Undergraduate	11	3	3	2			19
- Diploma 4				3			3
- Diploma 3	3						3
<b>Agriculture</b>	<b>16</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>22</b>
- Graduate	4	2			1		7
- Undergraduate	10	3					13
- Diploma 3	2						2
<b>Teacher Training and Education</b>	<b>24</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>28</b>
- Doctorate	1						1
- Graduate	5						5
- Profession	1						1
- Undergraduate	17		1	2	1		21
<b>Medicine</b>	<b>27</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>34</b>
- Doctorate	1						1
- Graduate	3						3
- Specialist	1	1	1	1			4
- Subspecialist	19		1				20
- Profession	1	1					2
- Undergraduate	2			1	1		4

Faculty	Existing Study Programs (2024)	Planned New Study Programs					Total
		2025	2026	2027	2025	2029	
<b>Mathematics and Sciences</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>20</b>
- Graduate	5	1	1				7
- Profession	1						1
- Undergraduate	7			1	2		10
- Diploma 3	2						2
<b>Social and Political Sciences</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
- Graduate		1					1
- Undergraduate	4	1					5
<b>Marine and Fisheries Sciences</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>
- Graduate		1	1				2
- Undergraduate	4		2				6
<b>Nursing</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
- Doctorate			1				1
- Graduate	1						1
- Profession	1						1
- Undergraduate	1						1
<b>Dentistry</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>5</b>
- Graduate			1				1
- Specialist					1	1	2
- Profession	1						1
- Undergraduate	1						1
<b>Graduate School</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>13</b>
- Doctorate	4	1					5
- Graduate	6	1		1			8

As part of the ongoing efforts to maintain quality standardization, the accreditation plan to be carried out during the 2025–2029 period is illustrated in Figure 3.7.





**Figure 3.7** Reaccreditation Plan for Study Programs during the 2025–2029 Period

Meanwhile, the plan for proposing international accreditation during the 2025–2029 period is presented in Table 3.10.

**Table 3.10**  
International Accreditation Planning for the 2025–2029 Period

Faculty	Baseline 2024	Planned International Accreditation Proposals				
		2025	2026	2027	2028	2029
Economics and Business		1				1
Veterinary Medicine	1				1	
Law		1				1
Engineering	2				2	
Agriculture		1				1
Teacher Training and Education		1	1	1		1
Medicine	2				2	
Mathematics and Natural Sciences	1				1	
Social and Political Sciences		1				1
Marine and Fisheries Sciences		1				1
Nursing	2				2	
Dentistry		1				1
Graduate School						
<b>Total</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>7</b>

**b) Institute for Research and Community Service (LPPM)**

The Institute for Research and Community Service (LPPM) at Universitas Syiah Kuala (USK) is one of the university's academic implementing units responsible for carrying

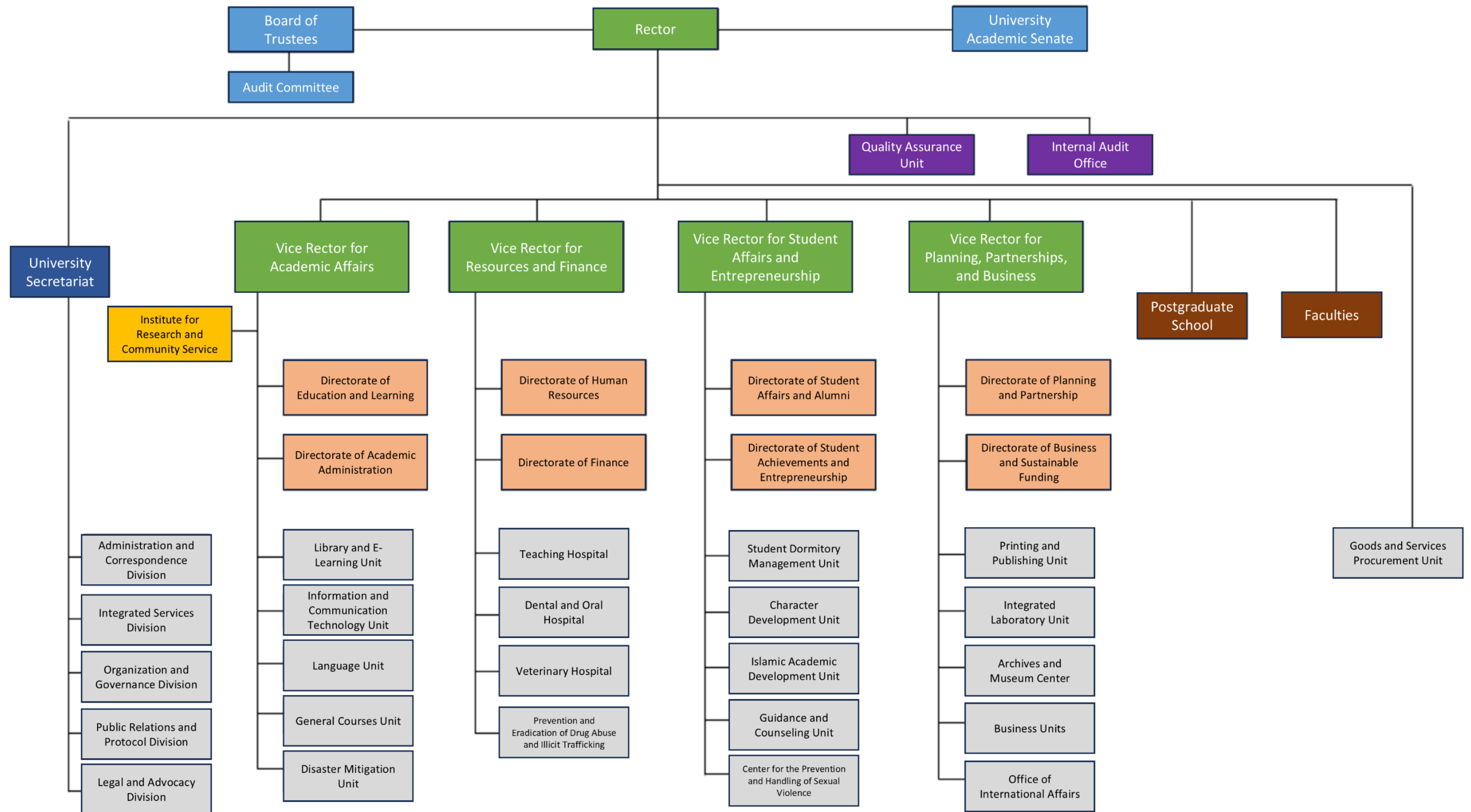
out core functions in the fields of research and community service. Initially, the institution operated as the USK Research Center, established under the Decree of the Minister of Education and Culture No. 0217/O/1982 and implemented through the Decree of the Rector of Universitas Syiah Kuala No. 11 of 1983. In 1993, based on the Decree of the Minister of Education and Culture No. 0128/O/1993, the entity was reorganized into the USK Research Institute. Subsequently, in 2015, under the Regulation of the Minister of Research, Technology, and Higher Education No. 48 of 2015 concerning the Organization and Governance of Universitas Syiah Kuala, specifically Article 94, the institute was restructured and renamed as the Institute for Research and Community Service (LPPM). The LPPM is entrusted with the duties of coordinating, implementing, monitoring, and evaluating all research and community service activities conducted within Universitas Syiah Kuala.

As an institution with specific functions and objectives, and in order to support the effective implementation of research and community service activities, the research centers under the Institute for Research and Community Service (LPPM) of Universitas Syiah Kuala (USK) were formally established based on the Decree of the Rector of Universitas Syiah Kuala No. 616/UN11/KPT/2024, dated February 5, 2024, and Decree No. 939/UN11/KPT/2024, dated February 27, 2024. As of 2024, the Institute for Research and Community Service (LPPM) at Universitas Syiah Kuala oversees a total of 26 research centers.

**c) Quality Assurance Unit**

The Quality Assurance Unit is an organizational entity within a higher education institution such as Universitas Syiah Kuala (USK), that is responsible for the implementation and supervision of the quality assurance system. Its primary role is to ensure that all academic and non-academic activities carried out by the institution comply with the established quality standards, both those determined internally by the university and those required by external accreditation bodies. At Universitas Syiah Kuala, the Quality Assurance Unit operates as the Quality Assurance Institute, which is under and directly accountable to the Rector. The institute is tasked with implementing, coordinating, monitoring, and evaluating all academic quality assurance activities across the university.

The organizational structure of Universitas Syiah Kuala is illustrated in Figure 3.8.



**Figure 3.8** Organizational Structure of Universitas Syiah Kuala as a Legal Entity State University (PTN-BH)

### 3.5.2 Main Duties and Functions

Based on the Government Regulation of the Republic of Indonesia No. 38 of 2022, Universitas Syiah Kuala (USK) is designated as a State University with Legal Entity Status (PTN-BH), granting it autonomy in managing both academic and non-academic affairs. To carry out its mandate, Universitas Syiah Kuala performs the following core functions:

- a. Implementation and development of higher education;
- b. Implementation of research to advance science and technology (IPTEK);
- c. Implementation of community service as part of the university's social responsibility and contribution to society;
- d. Development of the academic community and the cultivation of relationships between the university and its surrounding environment; and
- e. Implementation of administrative and support services to ensure effective institutional operations.

### 3.5.3 Human Resources (SDM)

To optimally carry out its core duties and functions, Universitas Syiah Kuala (USK) is supported by competent and competitive human resources. Over time, the quality of human resources at USK—both in terms of faculty qualifications and educational support personnel—has shown significant improvement and continuous development. This progress reflects USK's strong commitment to fostering an excellent academic environment that fully supports the implementation of the Tridharma of Higher Education—education, research, and community service. The continuous enhancement of human resource quality serves as one of the key pillars in USK's efforts to achieve higher educational standards and to strengthen its competitiveness at the national and international levels.

#### a) Faculty Members

The faculty members of Universitas Syiah Kuala (USK) received their education from various leading universities both domestically and internationally. This diversity significantly enriches the university's human resource perspectives in facing future challenges and contributes greatly to enhancing the quality of education, research, and community service at USK. As of 2023, USK employed a total of 1,991 faculty members, consisting of 1,067 men and 924 women. The distribution of faculty members across faculties is illustrated in Figure 3.9. In terms of academic rank, USK faculty are predominantly in the Associate Professor (Lektor) category, comprising 697 individuals (40.36%), while the number of Professors (Guru Besar) reached 167 individuals (9.47%), as shown in Figure 3.10. Furthermore, Figure 3.11 presents the distribution of faculty ranks across all faculties and the Graduate School, where more than 500 faculty members currently hold a rank within Grade IV (Golongan IV). In terms of educational qualifications, the majority of USK faculty members hold a Master's degree (Strata 2) at 62.41%, followed by those with a Doctoral degree (Strata 3) at 37.36%, as detailed in Table 3.11.

**Table 3.11**  
Educational Qualifications of Faculty Members at USK in 2023

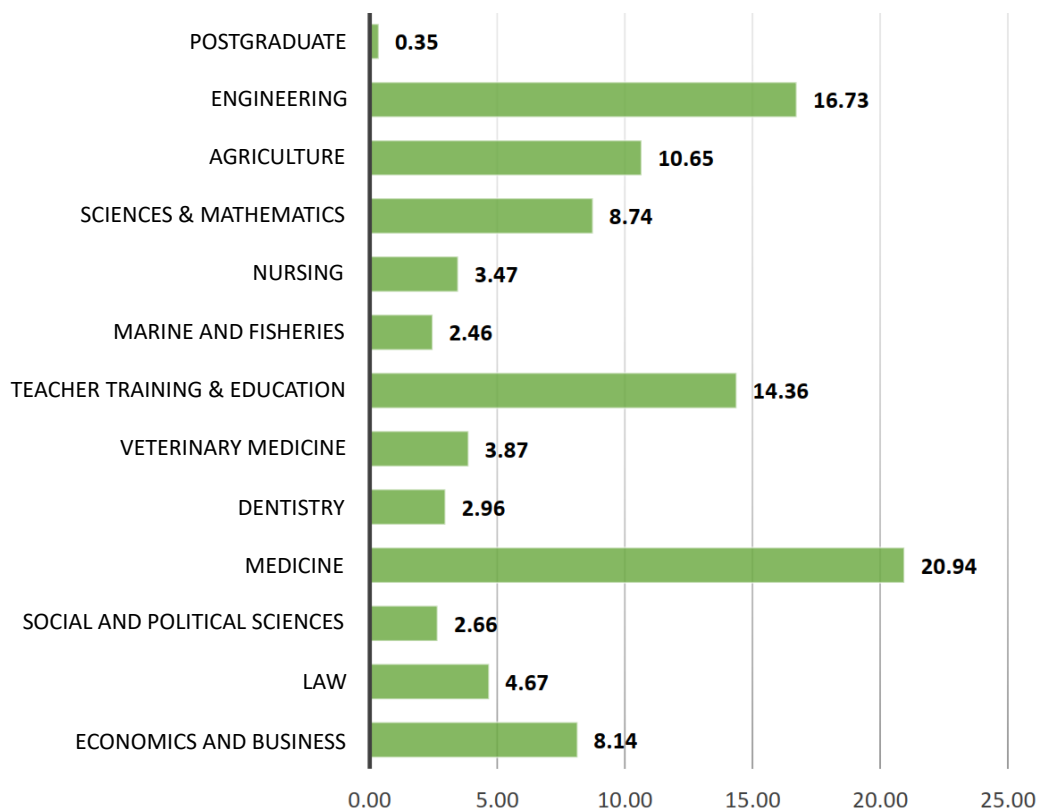
Educational Level	Male (persons)	Female (persons)	Total (persons / %)
S3	457	231	688 (34.55%)
S2	584	658	1204 (62.38%)
S1	26	35	61 (3.06%)
Total	1.067	924	1.991

Meanwhile, when examining the distribution of faculty members by gender across faculties, the overall data indicate that male faculty members slightly outnumber female faculty members; however, the distribution is generally considered balanced. In several faculties—such as the Faculty of Medicine (FK), the Faculty of Dentistry (FKG), and the Faculty of Nursing (FKEP)—female faculty members are the majority. Detailed data on the gender distribution of faculty members can be found in Table 3.12.

**Tabel 3.12**  
Dosen per fakultas berdasarkan Gender Sumber: SIMPEG. 2024

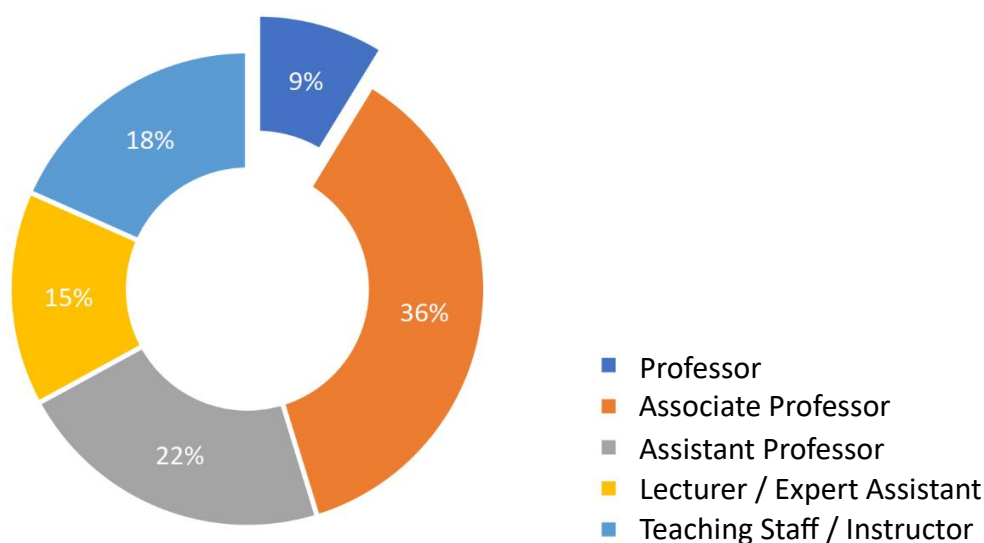
Faculty	M	F	Total
Economics and Business	96	66	162
Veterinary Medicine	48	29	77
Law	66	27	93
Engineering	238	95	333
Agriculture	104	108	212
Teacher Training and Education	149	137	286
Medicine	179	238	417
Mathematics and Natural Sciences	90	84	174
Social and Political Sciences	27	26	53
Marine and Fisheries Sciences	30	19	49
Nursing	15	54	69
Dentistry	18	41	59
Graduate School	7		7
<b>Grand Total</b>	<b>1.067</b>	<b>924</b>	<b>1.991</b>

Of the 1,991 faculty members, their distribution across all faculties within Universitas Syiah Kuala (USK) is illustrated in Figure 3.9.



**Figure 3.9** Percentage Distribution of Faculty Members at USK by Faculty/Work Unit  
Source: SIMPEG USK, 2024

Meanwhile, in terms of distribution by academic rank, faculty members at Universitas Syiah Kuala (USK) are predominantly at the Associate Professor (Lektor Kepala) level, comprising 36% of the total. This is followed by Assistant Professor (Lektor) at 22%, Junior Lecturer (Asisten Ahli) at 15%, and Professor (Guru Besar) at 9%. Additionally, 18% of faculty members have not yet obtained an academic rank. The detailed distribution of academic ranks among USK faculty members is presented in Figure 3.10.



**Figure 3.10** Distribution of Faculty Members at USK by Academic Rank  
Source: SIMPEG USK, 2024

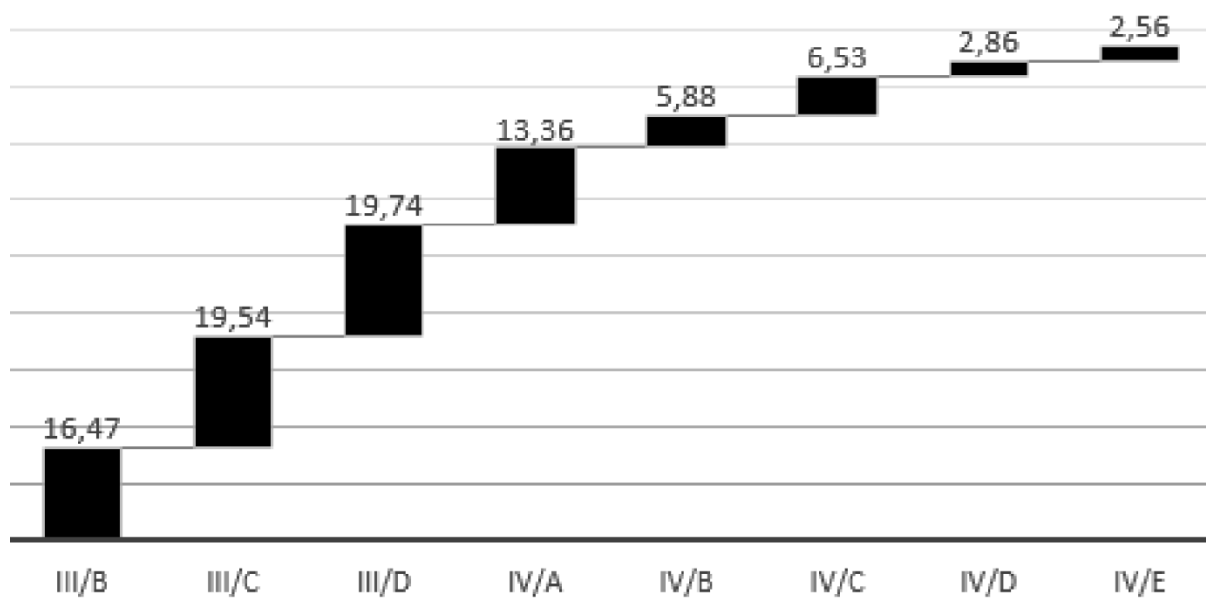
Based on the distribution of academic ranks, there is a significant potential for faculty members at Universitas Syiah Kuala (USK) to advance to the rank of Professor (Guru Besar) in the coming years—36% of the total active faculty members currently hold positions that make them eligible for promotion. When focusing on faculty members at the Associate Professor (Lektor Kepala) level within the potential age range of 37–55 years, there are 206 individuals identified as potential candidates for promotion to Professor. Details on the distribution of these potential professorial candidates across faculties are presented in Table 3.13.

**Table 3.13**

USK Faculty Members Holding the Rank of Associate Professor within the Age Range of 37–55 Years

Faculty	Faculty Members Holding the Rank of Associate Professor Aged 37–55 Years																				Total
	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55		
Economics and Business			1										4	1	3	1	1	2		13	
Veterinary Medicine				2	1	1	1			1			1	1	3	1			4	16	
Law									1	1	1	1		1				2	1	8	
Engineering		1			1		1	2	4	5	2	1	2	1	4	4	6	3	4	41	
Agriculture					1	1	3	1	2	4	4	2	1	1	1	4	2	3	4	34	
Teacher Training and Education		1		1	1	1	1	3	1	2	1	1	1	1	1	1	3		2	22	
Medicine				1	1	2			2	2		2	2	2			1			15	
Mathematics and Natural Sciences							2		1				4	2	3	4	3	10	5	34	
Social and Political Sciences										1										1	
Marine and Fisheries Sciences	1						1			1		1				1	1			6	
Nursing						1				1	2	1	1			1				7	
Dentistry								2		1	1		1	1	2		1			9	
Total	1	2	1	4	5	6	9	8	11	19	11	9	17	11	17	17	18	20	20	206	

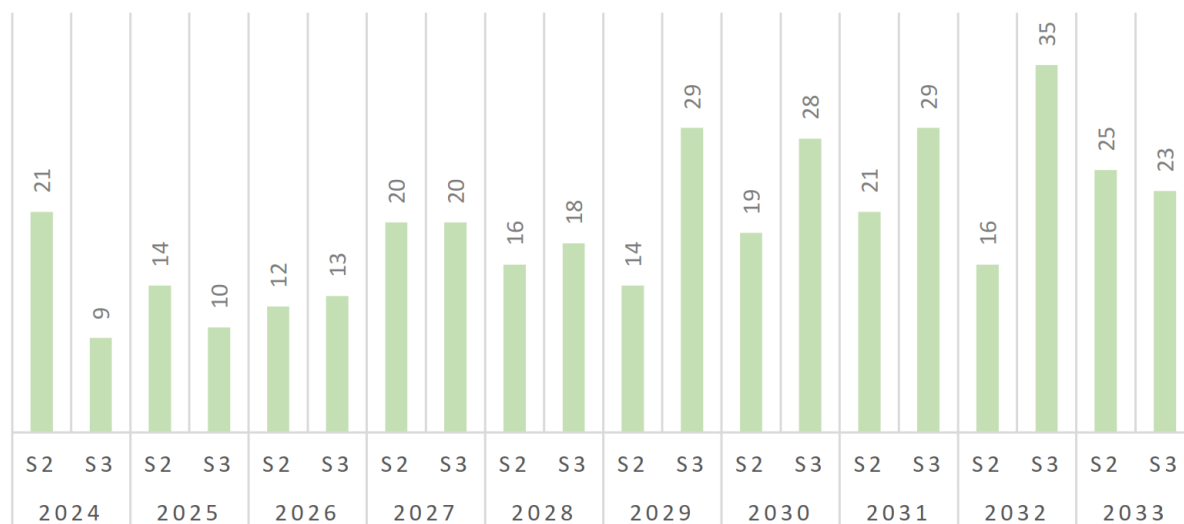
Meanwhile, the distribution of faculty members by rank/grade classification indicates that the majority of Universitas Syiah Kuala (USK) faculty members fall within the III/a to IV/a rank categories, each representing a two-digit percentage proportion of the total faculty population.



**Figure 3.11** Percentage Distribution of Faculty Members at USK by Rank/Grade Classification

Source: SIMPEG USK, 2024

In planning and maintaining the student-to-faculty ratio, Universitas Syiah Kuala (USK) must take proactive measures to ensure adequate faculty availability through strategic recruitment planning. Based on data regarding faculty members who will reach retirement age within the next 10 years (2024–2033), the distribution by highest educational qualification is as follows:



**Figure 3.12**

Faculty Members Reaching Retirement within the 2024–2033 Period

Source: SIMPEG USK, 2024

Furthermore, the student-to-faculty ratio at Universitas Syiah Kuala (USK) in 2024 remains stable at 1:15. Detailed information regarding this ratio can be found in Table 3.14.



**Table 3.14**  
Number of Students and Faculty-to-Student Ratio at USK in 2024

No.	Description	Total
1	Number of Diploma III (D3) Students	833
2	Number of Diploma IV (D4) Students	102
3	Number of Undergraduate (S1) Students	25.540
4	Number of Professional Program Students	1.460
5	Number of Specialist Program (Sp-1) Students	494
6	Number of Graduate (S2) Students	1.501
7	Number of Doctoral (S3) Students	505
8	Total Number of Students	30.435
9	Total Number of Faculty Members	1.991
10	Undergraduate (S1) Student-to-Faculty Ratio	12.8:1
11	Combined Diploma III (D3) and Undergraduate (S1) Student-to-Faculty Ratio	13:1
12	Overall Active Student-to-Faculty Ratio	15:1

Universitas Syiah Kuala (USK) has a significant potential for its faculty members to pursue doctoral (S3) studies, with a total of 543 lecturers aged 51 years or younger, which falls within the regulatory age limit for pursuing doctoral education. Detailed data on the potential faculty members eligible to continue to a higher level of education are presented in Table 3.15.

**Table 3.15**  
USK Faculty Members Holding a Master's Degree (S2) within the Age Range of 35–51 Years

Faculty	Age																	Total
	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	
Economics and Business	2	1		1		5	3	1	2	3	2	5	3	6	4	4	5	47
Veterinary Medicine		1					2		1	1			1	1	1	2	4	14
Law	2	2		3			4	2	3	5	3		1		1	2		28
Engineering	10	6	5	5	1	4	4	2	4	5	10	6	4	2	3	5	6	82
Agriculture	3	3	1	2		2	1	3	8	3	6	1	3		1	3	2	42
Teacher Training and Education	7	7	3	2	1	4	6	5	5	6	7	4	1	5	3	3	2	71
Medicine	1	3	7	2	7	8	7	14	10	5	9	3	4	5	3	4	2	94
Mathematics and Natural Sciences	4	2	3	3	3	3		2	4	4		6	2	2	7	7	5	57
Social and Political Sciences	2	4		1		1			1	1		2	1		1			14
Marine and Fisheries Sciences	3	3	3	2	2	3	1		1	1	1	1						21
Nursing	2	4	4	2	9	6	1	4	4	2		2		1		3		44
Dentistry	6	3	1	1	1			2		2	3	2	3		2	2	1	29
<b>Total</b>	<b>42</b>	<b>39</b>	<b>27</b>	<b>24</b>	<b>24</b>	<b>36</b>	<b>29</b>	<b>35</b>	<b>43</b>	<b>38</b>	<b>41</b>	<b>32</b>	<b>23</b>	<b>22</b>	<b>26</b>	<b>35</b>	<b>27</b>	<b>543</b>

## b) Educational Personnel

The educational personnel at Universitas Syiah Kuala (USK) possess varying levels of educational attainment, ranging from elementary school (SD) to master's degree (Strata 2/S2) qualifications. The distribution of educational levels among USK's educational personnel in 2023 is illustrated in Figure 3.13. Based on the data, it can be observed that more than 56% of USK's educational personnel hold a bachelor's degree (Strata 1/S1), while 10% have attained a master's degree (Strata 2/S2).

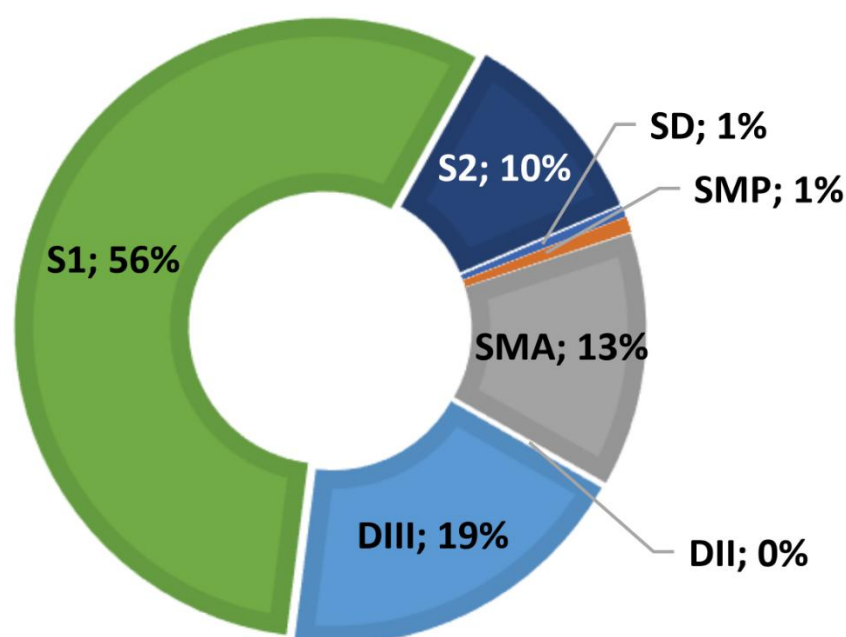


Figure 3.13 Educational Personnel at Universitas Syiah Kuala by Highest Educational Attainment

Source: SIMPEG USK, 2024

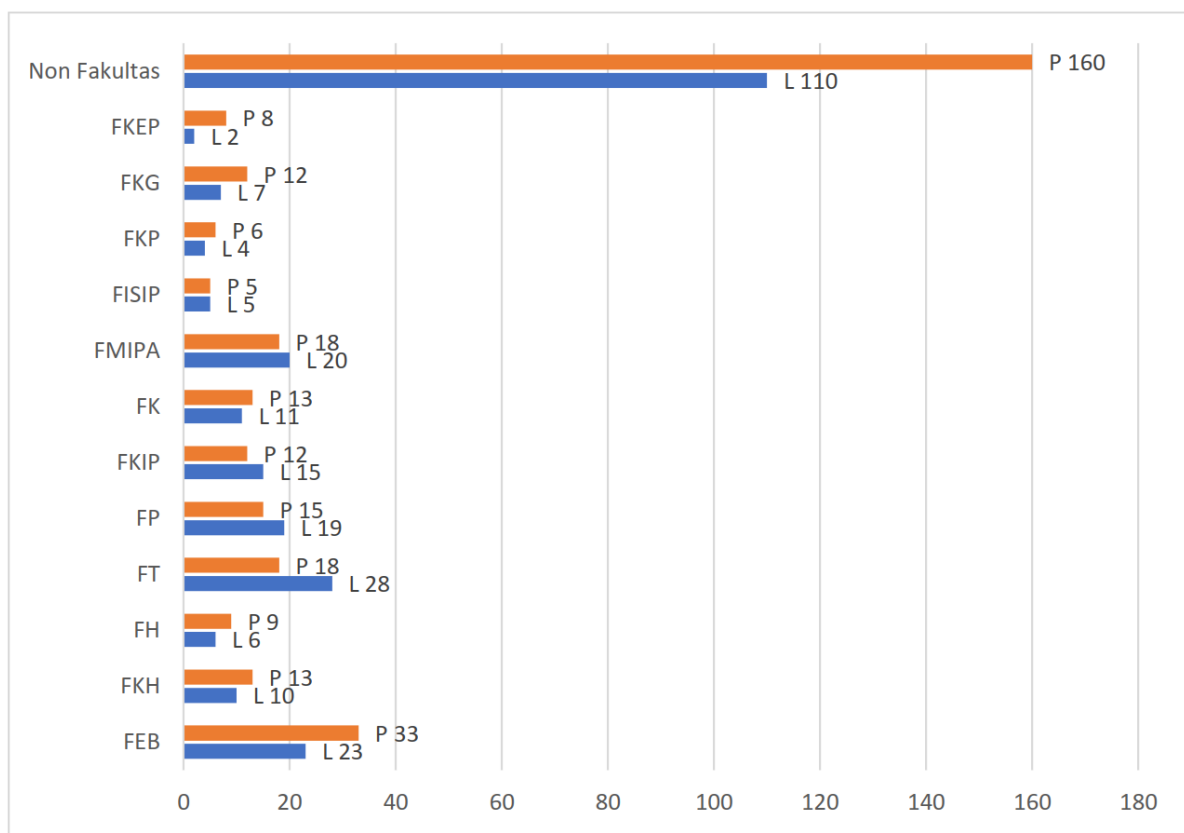
Detailed data on the educational personnel across all faculties, categorized by their educational attainment within each work unit, are presented in Table 3.16.

**Table 3.16**  
Status of Educational Personnel at USK by Educational Level in 2024

No.	Work Unit	Education Level							Total
		Elementary School	Junior High School	Senior High School	Diploma (D1–D3)	Bachelor's Degree	Master's Degree	Doctoral Degree	
1	Central Administration Office	4	4	61	118	227	50	0	464
2	University Library	0	0	9	6	28	2	0	45
3	Information and Communication Technology Center	0	0	6	1	15	3	0	25
4	Institute for Research and Community Service	0	0	1	6	9	1	0	17
5	Quality Assurance Institute	0	0	0	0	9	1	0	10
6	Faculty of Economics and Business	3	2	18	12	54	4	0	93
7	Faculty of Veterinary	0	0	9	5	24	9	0	47

	Medicine								
8	Faculty of Law	0	0	1	10	19	1	0	31
9	Faculty of Engineering	0	1	16	19	56	21	0	113
10	Faculty of Agriculture	0	0	13	4	47	15	0	79
11	Faculty of Teacher Training and Education	1	2	15	8	63	10	0	99
12	Faculty of Medicine	0	0	9	25	84	8	0	126
13	Faculty of Mathematics and Natural Sciences	0	2	8	13	41	3	0	67
14	Faculty of Social and Political Sciences	0	0	4	6	18	2	0	30
15	Faculty of Nursing	0	0	4	15	22	3	0	44
16	Faculty of Dentistry	0	0	3	7	32	3	0	45
17	Faculty of Marine and Fisheries Sciences	0	0	0	2	21	4	0	27
18	Graduate School	0	0	8	7	16	7	0	38
<b>Total</b>		<b>8</b>	<b>11</b>	<b>185</b>	<b>264</b>	<b>785</b>	<b>147</b>	<b>0</b>	<b>1.400</b>

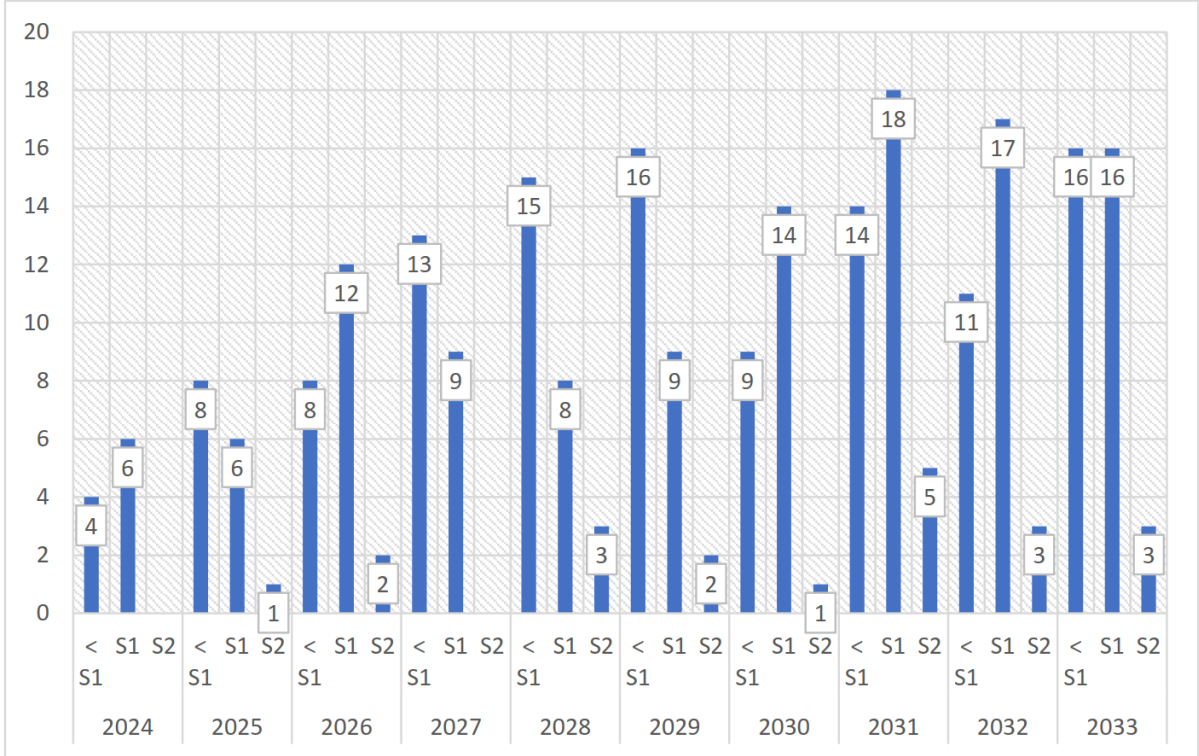
In terms of gender distribution, the majority of educational personnel at Universitas Syiah Kuala (USK) are female, indicating that gender equality is well-practiced and that female staff members face no gender-related barriers within the institution. A comparative illustration of the gender distribution among educational personnel is presented in Figure 3.14.



**Figure 3.14** Educational Personnel by Gender

Source: SIMPEG USK, 2024

The data presented in Figure 3.14 indicate that over the next 10 years (2024–2033), a total of 249 educational personnel will reach retirement age. This figure represents approximately 30% of all civil servants (PNS) educational personnel at Universitas Syiah Kuala (USK). This trend underscores the need for strategic recruitment planning within the next decade to ensure the continuity and efficiency of administrative operations in the future. The distribution of retirement projections based on the educational attainment of USK’s educational personnel is illustrated in Figure 3.15.



**Figure 3.15** Educational Personnel Reaching Retirement within the 2024–2033 Period  
Source: SIMPEG USK, 2024

### 3.6. Bureaucratic Reform

Bureaucratic reform is an essential process for the academic community of Universitas Syiah Kuala (USK) in realizing its vision of becoming a World Class University (WCU). The enhancement of higher education quality through the WCU program plays a crucial role in achieving one of USK’s core missions—to produce graduates with internationally competitive competencies. There are three defining characteristics of a world-class university:

1. Commitment to attracting and nurturing the best human resources, including highly capable students as well as highly competent lecturers and researchers. With the best resources in place, the university is able to produce high-quality, innovative, and globally recognized academic outputs;
2. Strong focus on effective financial management, enabling the institution to manage funding from the government efficiently, secure research grants from the private sector, and utilize tuition fees from students to support sustainable institutional growth

3. Leadership, academic freedom, and institutional autonomy. Effective leadership is essential to guide and steer the university toward a better future. Academic freedom fosters the development of critical, creative, and innovative thinking within the academic community. Autonomy provides the university with the flexibility to govern and manage its own affairs independently, ensuring responsiveness and adaptability to global educational challenges.

The vision of the university cannot be achieved if the institution fails to implement significant transformative changes and continues to rely solely on traditional and routine patterns of operation. Therefore, bureaucratic reform has become one of the most crucial and strategic agendas for higher education institutions, aligning with the Strategic Plan of the Ministry of Education and Culture (Renstra Kemendikbud) 2020–2024. According to the Renstra Kemendikbud, bureaucratic reform is defined as a systematic, integrated, and comprehensive effort to realize good governance, encompassing the following six key aspects: Institutional structure; Human resource development for civil servants; Administrative procedures and management systems; Accountability mechanisms; Supervisory and control systems; and public service delivery within the Ministry of Education and Culture. From the perspective of internal institutional development, bureaucratic reform in higher education institutions is expected to address long-standing systemic issues that have often become deeply rooted in university operations. It aims to mitigate challenges such as:

1. Inefficiency and ineffectiveness in the management and utilization of assets and financial budgets;
2. Unprofessional, non-neutral, and undisciplined attitudes, as well as noncompliance with institutional regulations among members of the academic community who are expected to uphold integrity and ethical conduct;
3. Lack of transparency in the recruitment process of civil servants (ASN), along with the persistence of corruption, collusion, and nepotism (KKN) practices at various levels of employment;
4. Absence of a paradigm shift (mindset change) among civil servants and members of the academic community in embracing their roles as servants of the state and society, which has yet to be fully realized;
5. Governance system weaknesses, where university management has not yet achieved full accountability, transparency, participation, and credibility; and
6. Suboptimal public service delivery, where excellent service (easy, affordable, fast, and high-quality) has not been fully implemented or institutionalized across all administrative and academic units.

Bureaucratic reform itself is a mandate of the Government of Indonesia, as stipulated in Government Regulation No. 81 of 2010 on the Grand Design of Bureaucratic Reform 2010–2025, and further elaborated in Ministerial Regulation of the Ministry of Administrative and Bureaucratic Reform No. 11 of 2015 on the Road Map of Bureaucratic Reform 2015–2019. As an institution under the Ministry of Education, Culture, Research, and Technology, Universitas Syiah Kuala (USK) fully supports this national program. USK has formulated and implemented the Bureaucratic Reform Roadmap 2017–2021, which emphasizes eight key areas of transformation as mandated by the relevant legislative framework. The core objective of bureaucratic reform within USK is to promote a

transformation of mindset and work culture among civil servants, fostering a professional, high-integrity bureaucracy characterized by the following traits: High performance and accountability; Freedom from corruption, collusion, and nepotism (KKN); Commitment to public service excellence; Neutrality and impartiality; Welfare and dedication to duty; and Adherence to core values and ethical standards of the state apparatus. Through this reform agenda, USK aims to build a modern, credible, and service-oriented institutional bureaucracy capable of supporting the university's mission and contributing effectively to national development goals.

To continue advancing bureaucratic reform within Universitas Syiah Kuala (USK), a series of programs and activities have been formulated to sustain and optimize the implementation of the ongoing reform initiatives. These efforts are aligned with the Bureaucratic Reform Program of the Ministry of Education and Culture (Kemendikbud) 2020–2024, which aims to develop superior and character-driven human resources, as well as the USK Bureaucratic Reform Roadmap, which encompasses eight key areas of transformation, namely:

1. Change Management, which focuses on creating programs and activities aimed at fostering a positive and conducive work culture to achieve a clean, accountable, effective, and efficient bureaucracy capable of delivering high-quality public services. The activities to be implemented include:
  - a. Strengthening the sustainable implementation of USK's core values to support the application of good governance principles;
  - b. Expanding and enhancing the role and capacity of change agents who drive mindset transformation and positive work culture across all organizational units; and
  - c. Fostering teamwork spirit oriented toward service excellence and performance targets through an integrated online system.

The priority agendas under USK's Change Management Program include:

  - a. Increasing the number and role of USK's change agents in 2022;
  - b. Implementing a work culture aligned with the needs of an ideal bureaucracy;
  - c. Conducting socialization and internalization of Change Management Program activities; and
  - d. Developing an online-based performance accountability system.
2. Strengthening Oversight, through the development of programs and activities that promote a clean and corruption-free bureaucracy. The key action programs to strengthen oversight include the following:
  - a. Implementation of Gratification Control, through several initiatives such as:
    - 1) Conducting public awareness campaigns on gratification control; and
    - 2) Implementing a gratification control system within Universitas Syiah Kuala (USK) by establishing an online gratification reporting platform.
  - b. Implementation of the Government Internal Control System (SPIP), by carrying out activities including:
    - 1) Conducting socialization and training on the implementation of the Government Internal Control System with resource persons from the Financial and Development Supervisory Agency (BPKP);
    - 2) Developing operational guidelines for financial, personnel, academic, and asset management;

- 3) Issuing a Rector's Regulation on Tuition Fee Policies (UKT);
- 4) Conducting periodic internal audits of all work units by the Internal Supervisory Unit (SPI); and
- 5) Performing risk assessments related to policy implementation across USK's organizational environment.
- c. Public Complaint Handling, through the implementation of several key activities:
  - 1) Implementing a Public Complaint Policy within Universitas Syiah Kuala (USK);
  - 2) Monitoring and evaluating the handling process of public complaints to ensure timely and effective resolution; and
  - 3) Following up on evaluation results to improve the mechanisms and responsiveness of public complaint management.
- d. Implementation of the Whistleblowing System (WBS), by undertaking the following activities:
  - 1) Appointing WBS administrators through a formal Rector's Decree to ensure accountability and clear governance;
  - 2) Developing implementation guidelines for the WBS applicable across all institutional units within USK;
  - 3) Socializing and disseminating the WBS implementation guidelines to all staff and stakeholders;
  - 4) Establishing a control program to monitor the effectiveness of WBS implementation; and
  - 5) Developing a monitoring and evaluation program to assess and improve the outcomes of WBS implementation.
- e. Implementation of Conflict-of-Interest Monitoring, through the following activities:
  - 1) Establishing and appointing a conflict-of-interest management team responsible for overseeing prevention and resolution efforts;
  - 2) Formulating implementation guidelines for managing conflicts of interest across all levels of the institution;
  - 3) Conducting awareness and socialization programs on conflict-of-interest prevention and management;
  - 4) Carrying out evaluations of conflict-of-interest cases and their handling processes; and
  - 5) Following up on evaluation results to strengthen integrity mechanisms and minimize potential conflicts within USK's governance system.
- f. Development of Integrity Zones, by designating specific work units to achieve the Corruption-Free Zone (WBK) and the Clean and Service-Oriented Bureaucratic Zone (WBBM) status.
- g. Strengthening the Equity Program to achieve indicators aligned with the World Class University (WCU) framework. In its implementation within higher education institutions, several strategic steps will be undertaken to position USK as a globally recognized university, including:
  - 1) Enhancing data collection and maintaining strong networks with academic collaborators and employers to improve Academic Reputation and Employer Reputation indicators.

- 2) Integrating data systems across USK, ensuring consistency and accuracy of all components evaluated in global university rankings.
- 3) Accelerating doctoral study completion among USK lecturers to strengthen academic qualifications and global competitiveness.
- 4) Strengthening partnerships with other universities, both domestic and international, to increase staff mobility and the number of visiting lecturers, thereby promoting international exposure and collaboration.
- 5) Enhancing the capacity and understanding of USK's academic leadership regarding WCU program indicators and evaluation criteria in QS World University Rankings (QS-WUR), Times Higher Education World University Rankings (THE-WUR), SDGs Impact Rankings, Webometrics, and UI GreenMetric.

In addition, this area is reinforced by the establishment of the Internal Audit Office (Kantor Audit Internal – KAI) as one of the governing bodies of Universitas Syiah Kuala (USK), responsible for the supervision and evaluation of non-academic activities, particularly in the areas of financial and performance oversight. The KAI must function as a fully authorized unit with the autonomy and capacity to effectively carry out its duties, especially in ensuring the consistent implementation of the Integrity Pact and the realization of a Corruption-, Collusion-, and Nepotism-Free Zone within the university.

3. Strengthening Performance Accountability, through the development of programs and activities designed to encourage a more effective and results-oriented bureaucracy capable of demonstrating accountability for its performance in accordance with the resources utilized. The related programs and activities include:
  - a. Identifying the Strengths, Weaknesses, Opportunities, and Threats (SWOT) of Universitas Syiah Kuala (USK) for the preparation of the 2025–2029 Strategic Plan, which refers to the Standards of Service for Legal Entity State Universities (PTN-BH); and
  - b. Preparing and aligning the Key Performance Indicators (Indikator Kinerja Utama – KPI) in accordance with the Performance Contract with the Ministry of Education and Culture, and adjustments to the PTN-BH Performance Contract.
4. Institutional Strengthening, by developing programs and activities that promote a more conducive institutional culture and behavior to realize an effective and efficient bureaucracy. The Institutional Strengthening Action Plan will prioritize the following initiatives:
  - a. Revising and adjusting the Organizational Structure and Work Procedures of USK as a Public Service Agency (Badan Layanan Umum – BLU);
  - b. Revising and adjusting the Statute of USK as a Public Service Agency; and
  - c. Proposing detailed descriptions of the functions and responsibilities of each work unit to the Ministry of Higher Education, Science, and Technology.
5. Strengthening Governance, through the development of programs and activities aimed at promoting efficiency in administration and public service delivery, as well as fostering a transformation in the mindset and work ethics of the administrative apparatus. The activities to be carried out include:



- a. Implementation of Administrative Efficiency, through the execution of the following action plans:
  - 1) Revising and adjusting the University Business Process Map by incorporating the business process maps of all faculties and work units within Universitas Syiah Kuala (USK); and;
  - 2) Aligning both macro and micro Standard Operating Procedures (SOPs) with the Regulation of the Minister of Research, Technology, and Higher Education (Permenristekdikti) No. 71 of 2017 concerning the Guidelines for Developing Business Process Maps and SOPs within the Ministry of Research, Technology, and Higher Education;
- b. Expansion of Integrated E-Government Implementation in university administration and institutional development, through the execution of the following action plans:
  - 1) Expanding and enhancing the integration of existing e-government services; and;
  - 2) Developing or upgrading new e-government systems to support university operations, including but not limited to:
    - A document management and correspondence system to strengthen a reliable archiving mechanism through Office Automation (OA);
    - An integrated job analysis system linked with the employee performance appraisal system; and
    - The development of a human resources management information system (HRMIS).
- c. Implementation of the Public Information Disclosure Act, through the following action plans:
  - 1) Strengthening the function of the Integrated Service Unit (Unit Layanan Terpadu); and
  - 2) Disseminating information on all types of public services through x-banners, digital TV walls, and other media.
- d. Implementation of a Reliable Archival System, by carrying out the following initiatives
  - 1) Preparing key archival management documents, including the Archive Classification Document, Archive Retention Schedule, and Dynamic Archive Classification Security System (SKKAD), to be formally enacted through a Rector's Decree;
  - 2) Establishing a university archival unit responsible for managing and integrating all existing archives at Universitas Syiah Kuala (USK). To realize this, USK must prepare an archive facility, supporting infrastructure, funding, and recruit professional archival officers (archivists). The establishment of this centralized archival unit will ensure effective and uniform document management across the institution; and
  - 3) Recruiting functional archival personnel to support the establishment and operation of the university's archival unit or institution.

The action plans constituting the priority agenda for the Administrative Governance Improvement Program are as follows:

- Revision of the Business Process Map of Universitas Syiah Kuala (USK);
  - Alignment of macro and micro Standard Operating Procedures (SOPs) with the Regulation of the Minister of Research, Technology, and Higher Education No. 71 of 2017 concerning the Guidelines for the Development of Business Process Maps and SOPs within the Ministry of Education, Culture, Research, and Technology;
  - Preparation of the Archive Classification Document, Archive Retention Schedule, and Dynamic Archive Classification Security System (SKKAD);
  - Implementation of awareness and socialization activities on the importance of establishing a centralized archival center for all units and leadership within USK;
  - Establishment of an integrated university archival unit at USK; and
  - Allocation of funding to support the establishment and operationalization of the university's archival unit or archival institution.
6. Strengthening the Human Resources Management System for Civil Servants, by developing programs and activities that promote a professional and integrity-based human resource management system. The priority action plans in this area include the following:
- a. Conducting workforce needs assessments through the updating of the Job Mapping in accordance with the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 110 of 2016 concerning the Job Mapping of Universitas Syiah Kuala (USK);
  - b. Enhancing staff competencies by implementing Leadership Education and Training Programs (PIM III and IV) in collaboration with the National Institute of Public Administration (LAN) of Aceh Province;
  - c. Improving performance evaluation mechanisms by increasing the number of Professors (Guru Besar) as a key academic performance indicator;
  - d. Enforcing disciplinary rules and codes of ethics through the effective implementation of an online fingerprint attendance system; and
  - e. Developing an Integrated Personnel Information System, including the implementation of E-Jabfung (Electronic Functional Position System) and a comprehensive Human Resources Management Information System (HRMIS).
7. Strengthening the Legislative and Regulatory Framework, by developing programs and activities aimed at creating a more effective system of regulations and legislation that can respond to the needs of society and higher education stakeholders. The priority agenda for the Regulatory Framework Development Area includes the following activities:
- a. Revising Rector's Regulations that are inconsistent or lack harmonization;
  - b. Aligning the Standard Operating Procedures (SOPs) for the formulation of Rector's Regulations;
  - c. Simplifying regulatory instruments related to Rector's Regulations;
  - d. Establishing a control system for the formulation and monitoring of Rector's Regulations; and
  - e. Drafting and finalizing Rector's Regulations and Senate Regulations of Universitas Syiah Kuala (USK) as mandated by the Regulation of the Minister

of Research, Technology, and Higher Education of the Republic of Indonesia No. 48 of 2015, as amended by Regulation No. 124 of 2016, concerning the Organization and Governance Structure of Universitas Syiah Kuala.

8. Enhancement of Public Service Quality, by developing programs and activities that promote professionalism among service providers and improve the overall quality of services. This initiative encompasses the following areas of service delivery:
  - a. Student services;
  - b. Educational unit services;
  - c. Educational content services;
  - d. Teacher and educational staff services;
  - e. Cultural services;
  - f. Language services; and
  - g. Early childhood and community education services (Early childhood Education and non-formal education).

The planned activities to be implemented by Universitas Syiah Kuala (USK) include the following:

- Developing and conducting evaluations of service standards across all types of services through the establishment of regulations governing service standard policies.
- Formulating and/or reviewing the Standard Operating Procedures (SOPs) for the implementation of service standards, which consist of:
  1. Reviewing and improving existing service standards; and
  2. Reviewing and enhancing Standard Operating Procedures (SOPs).
- a. Establishing a Service Excellence Culture:
  - 1) Conducting socialization and training programs to promote the implementation of a service excellence culture;
  - 2) Evaluating the accessibility of services through various communication channels and platforms;
  - 3) Developing a system of sanctions and rewards for service providers; and
  - 4) Developing and innovating service delivery mechanisms.
- b. Managing Public Complaints:
  - 1) Providing accessible complaint-handling platforms and media;
  - 2) Developing and implementing an SOP for service complaints;
  - 3) Following up on all service-related complaints to improve overall service quality;
  - 4) Evaluating the effectiveness of complaint and feedback handling processes.
- c. Receiving Feedback on Service Satisfaction:
  - 1) Conducting public satisfaction surveys;
  - 2) Disseminating the results of public satisfaction surveys transparently through the official Universitas Syiah Kuala (USK) website; and
  - 3) Following up on the results of satisfaction surveys.

- d. Optimizing the Use of Information Technology in Service Delivery:
  - 1) Implementing information technology systems in providing services; and
  - 2) Continuously improving digital service platforms and processes.

### 3.7. Study on the Management of State-Owned Assets of PTN BH

As part of good and transparent governance in achieving effective bureaucratic reform, it is necessary to conduct an in-depth analysis and assessment of the management of state-owned assets within the Public Service Agency (BLU) framework at Universitas Syiah Kuala (USK). The transition process from a Public Service Agency (BLU) to a Legal Entity State University (PTN BH) requires a comprehensive evaluation of all available resources and assets owned by USK. Since October 20, 2022, USK has officially been designated as a PTN BH, as stipulated in Government Regulation of the Republic of Indonesia No. 38 of 2022. This transformation necessitates substantial and fundamental changes, particularly in relation to state financial and asset management. Therefore, USK will conduct a comprehensive study on the Management of State-Owned Assets of PTN BH at USK, which will include the following components:

1. Planning for the Needs of State-Owned Assets (BMN) / PTN BH Assets;
2. Procurement of State-Owned Assets (BMN) / PTN BH Assets;
3. Utilization of State-Owned Assets (BMN) / PTN BH Assets;
4. Optimization and Productive Use of State-Owned Assets (BMN) / PTN BH Assets;
5. Safeguarding and Maintenance of State-Owned Assets (BMN) / PTN BH Assets;
6. Valuation of State-Owned Assets (BMN) / PTN BH Assets;
7. Transfer or Disposal of State-Owned Assets (BMN) / PTN BH Assets;
8. Destruction of State-Owned Assets (BMN) / PTN BH Assets;
9. Elimination or Deregistration of State-Owned Assets (BMN) / PTN BH Assets;
10. Administration and Reporting of State-Owned Assets (BMN) / PTN BH Assets; and
11. Supervision and Control of State-Owned Assets (BMN) / PTN BH Assets.

### 3.8. Summary of Strategies and Development Directions of Universitas Syiah Kuala (USK) 2020–2039

The development and advancement of Universitas Syiah Kuala (USK) for the 2020–2039 period refer to the Strategic Plan of the Ministry of Education, Culture, Research, Technology, and Higher Education for 2025–2029, as stipulated in Minister of Education and Culture Regulation No. 2 of 2020, which aims to realize the vision of “Merdeka Belajar” (Independent Learning)—an initiative committed to providing high-quality education for all Indonesian citizens. This strategic plan is a derivative of the National Long-Term Development Plan (RPJPN) 2005–2025, based on Law No. 17 of 2017, particularly within the fourth quadrant of the National Medium-Term Development Plan (RPJMN) 2020–2024, which states that the national priority for this period is: “To realize an independent, advanced, just, and prosperous Indonesian society through the acceleration of development across various sectors, emphasizing the establishment of a robust economic structure grounded in competitive advantages.”

Referring to the Strategic Plan of the Ministry of Education and Culture (Renstra Kemendikbud), the policy directions and strategies implemented by the Ministry in relation to education in general and higher education in particular are as follows:

1. Enhancing the Equity of Access to Quality Education
  - a. Improving the quality of teaching and learning.
  - b. Expanding equitable access to education services at all levels and accelerating the implementation of the 12-year compulsory education program.
  - c. Enhancing the professionalism, quality, management, and equitable distribution of educators and educational staff.
  - d. Strengthening the education quality assurance system to improve the equity of service quality among educational institutions and across regions.
  - e. Improving education governance, financing strategies, and the effectiveness of education budget utilization.
2. Enhancing Productivity and Competitiveness
  - a. Implementing industry-based vocational education and training programs.
  - b. Strengthening the quality and competitiveness of higher education institutions.

Based on the aforementioned documents, the Long-Term Development and Strategic Plan of Universitas Syiah Kuala (USK) 2020–2039 has been formulated with the following development directions and focus areas:

### 3.8.1. Period II – Strengthening Asian Competitiveness (2025–2029)

During this period of enhancing Asian competitiveness, the strategic development direction and policy emphasis are focused on increasing the competitiveness of academic programs and the quality of education to achieve recognition and excellence at the Asian regional level. In addition, this phase prioritizes improving research outcomes through innovation-based products and the integration of information technology, as well as fostering the rapid growth of Centers of Excellence in the form of leading innovation centers at Universitas Syiah Kuala. The key strategic directions and development priorities of USK during this period include the following:

1. Delivering high-quality, competency-based higher education aimed at producing graduates who embody religious values, independence, social awareness, ethical integrity, moral character, critical reasoning, creativity, and a spirit of collaboration. These graduates are expected to uphold USK's core values while demonstrating strong competitiveness at both the national and global levels.
  - a. Enhancing the Number and Capacity of Access to International Standards.
    - 1) Expanding access to financial resources for education;
    - 2) Optimizing the utilization of higher education facilities and infrastructure;
    - 3) Expanding campus land and constructing new international-standard buildings that adopt green building concepts;
    - 4) Strengthening the university's capacity to admit regional and international students;
    - 5) Increasing the number of talented prospective students through scholarships for outstanding students with limited economic means, including those from remote areas, through the "Outreach Program";
    - 6) Increasing the number of scholarships for academically outstanding students; and
    - 7) Expanding access through the implementation of Community Service Programs.

- b. Enhancement of International-Standard Teaching Methods
  - 1) Strengthening syllabi and lesson implementation plans for all courses;
  - 2) Reinforcing introductory and foundational learning programs (covering basic scientific and competency-supporting courses at the university level);
  - 3) Implementing a regularly updated active-learning curriculum, developed with the involvement of relevant stakeholders;
  - 4) Strengthening self-directed and interactive learning facilities;
  - 5) Expanding access to learning through the use of information and communication technology (ICT), particularly e-learning platforms;
  - 6) Ensuring the quality and relevance of the teaching and learning process;
  - 7) Enhancing the teaching techniques and pedagogical competencies of academic staff;
  - 8) Strengthening the development and utilization of standardized academic textbooks.
- c. Strengthening Students' Knowledge and Skills
  - 1) Conducting comparative study visits to regional stakeholders;
  - 2) Increasing the number of Field Studies and Skill Laboratories;
  - 3) Organizing Guest Lectures delivered by regional and international experts;
  - 4) Implementing Internship and Community Service Programs (KKP/KKN) at the regional level;
  - 5) Enhancing students' professional and soft skills in alignment with regional and international market demands;
  - 6) Developing leadership competencies among students; and
  - 7) Strengthening students' entrepreneurial abilities.
- d. Curriculum Alignment with National and Regional Needs
  - 1) Conducting regular curriculum evaluations based on the needs and feedback of national and regional stakeholders;
  - 2) Adjusting and refining curricula to align with stakeholder demands and labor market relevance.
- e. Strengthening the Educational Management System to Support an Academic Climate
  - 1) Enhancing the academic planning and evaluation system;
  - 2) Strengthening facilities and infrastructure to support academic activities;
  - 3) Consolidating the Academic Management Control System (SPMA).
- 2. The implementation of high-quality, excellent, innovative, and sustainable research and community service to support regional, national, and global development.
  - a. Strengthening Research and Community Service Institutions
    - 1) Enhancing collaborative programs in research, assistance, and consultancy with regional and international stakeholders;
    - 2) Strengthening the database of regional potentials; and
    - 3) Implementing research policies across key strategic sectors.
  - b. Enhancing Regional Public Image
    - 1) Expanding the dissemination of high-quality and innovative research results (internationally);
    - 2) Strengthening public accountability;
    - 3) Enhancing competencies and programs in regional public relations; and

- 4) Strengthening national and regional public service delivery.
- c. Strengthening the Quality of Teaching and Supporting Staff to Meet International Standards
  - 1) All teaching staff hold doctoral (S3) degrees;
  - 2) Enhancing the quality of educational support personnel through degree and non-degree training programs;
  - 3) Recruiting teaching staff with professional qualifications;
  - 4) Improving the quality, commitment, and participation of teaching staff based on the Tridharma Perguruan Tinggi (Three Pillars of Higher Education);
  - 5) Enhancing the quality of regionally recognized research and community service;
  - 6) Strengthening the qualifications and certifications of lecturers and administrative staff; and
  - (7) Improving the quality of professional education programs.
3. To strengthen and expand institutional collaboration networks at both the national and global levels in order to develop and preserve discoveries in science, technology, culture, the humanities, sports, language, arts, and literature through the enhanced participation of stakeholders in broadening international access to higher education, which includes:
  - a. Increasing the number and sources of scholarships provided by international stakeholders;
  - b. Strengthening education by establishing special programs tailored to the needs of regional and international stakeholders;
  - c. Enhancing the role of alumni and stakeholders in supporting graduates' career development at the regional level;
  - d. Strengthening the utilization of assets, institutions, and study centers by regional and international stakeholders; and
  - e. Enhancing stakeholder involvement in implementation, management, and supervision processes.
4. Implementing Integrated Quality Management in Education through the application of principles of transparency, participation, productivity, effectiveness, and efficiency, as well as administering higher education with good and independent governance based on quality-oriented institutional development, enabling competitiveness at the global level.
  - a. Strengthening Information and Communication Technology (ICT) Services as a Learning and Higher Education Management Platform at the International Level
    - 1) Upgrading ICT (Information and Communication Technology) infrastructure in line with current developments;
    - 2) Enhancing ICT services to support institutional management;
    - 3) Significantly improving access to ICT utilization for the academic community;
    - 4) Strengthening e-learning and Universitas Syiah Kuala's participation in the School on Internet (SoI) collaboration with several universities in Indonesia and abroad; and
    - 5) Enhancing learning and teaching tools for specific applications.
  - b. Strengthening the Quality Assurance System (International Level)

- 1) Enhancing the accreditation of the University and all departments and study programs at the international level;
  - 2) Strengthening the roles of the Quality Assurance Agency (Lembaga Penjaminan Mutu – LPM) of Universitas Syiah Kuala and the University and Faculty Senates in ensuring the achievement of academic quality;
  - 3) Reinforcing academic standards, quality assurance SOPs, and regularly updated learning materials aligned with national and international education standards;
  - 4) Establishing quality standardization in accordance with the new higher education paradigm;
  - 5) Developing a Quality Assurance System Model (SPMA) that meets institutional needs;
  - 6) Strengthening the system for monitoring and controlling the achievement of international-level academic quality standards;
  - 7) Enhancing consultation systems with international-level Technical Assistants (TA) for quality assurance;
  - 8) Improving the academic community's understanding of the Higher Education Quality Assurance System (Sistem Penjaminan Mutu Perguruan Tinggi – SPM-PT); and
  - 9) Continuously strengthening the competencies of the Universitas Syiah Kuala Quality Assurance Agency (LPM).
- c. Strengthening Managerial Capacity and Competence
- 1) Enhancing the implementation of a Functional Governance System;
  - 2) Strengthening the Financial Management System;
  - 3) Enhancing the Human Resources Management System;
  - 4) Optimizing the utilization of asset and facility management systems;
  - 5) Strengthening the Management Information System (MIS); and
  - 6) Enhancing supervision through monitoring, evaluation, and internal auditing.
- d. Strengthening the Capacity of the Integrated Management Information System (MIS)
- 1) Enhancing the capacity of administrative and technical staff in the field of MIS;
  - 2) Strengthening MIS infrastructure; and
  - 3) Improving the database and interface systems (inter-program connectivity).

### **3.8.2. Period III – Global Competitiveness (2030–2034)**

In order to realize the vision of Universitas Syiah Kuala (USK) to compete on the global stage, this period of global competitiveness will focus more intensively on achieving USK's vision of becoming an innovative, independent, and leading university. The expected form of innovation is primarily in the fields of research and community service. At the same time, independence emphasizes the cultivation of entrepreneurial values across all levels and business units based on the concept of socio-technopreneurship. Furthermore, to strengthen global competitiveness, it is essential to develop and enhance an information technology system that supports the effective



utilization of databases and external networks aimed at improving USK's reputation in pursuit of its vision of becoming a leading institution.

In realizing this development direction, Universitas Syiah Kuala's development programs refer to the 20 pillars established during Period I, ensuring their optimal implementation and operationalization in this period. The pillars are as follows:

1. Expanding and equalizing access to high-quality, internationally competitive higher education;
2. Providing competent lecturers, adequate facilities and infrastructure, educational subsidies, up-to-date data, and reliable information availability;
3. Improving the quality of higher education management;
4. Enhancing public health services through the management of medical and health laboratories in the field of infectious diseases;
5. Strengthening an integrated information system and Information and Communication Technology (ICT) infrastructure to support the effective management of education and learning;
6. Developing a cloud-based e-learning system;
7. Establishing Centers of Excellence in Science and Technology (IPTEK) capable of producing innovative products based on Aceh's unique regional characteristics with global recognition;
8. Achieving Universitas Syiah Kuala's position among the top 10 universities nationally;
9. Implementing internationalization programs, including the establishment of internationally accredited study programs, capacity building for academic staff, student exchange, double-degree programs, international guest lecturers, world-class professors, summer classes, and summer courses;
10. Enhancing collaboration with world-class universities (Top 200 QS/THES) in education and research development;
11. Expanding student entrepreneurship programs and developing business incubation/startup centers based on scientific and technological innovations;
12. Improving the quality of study programs through the achievement of national "Excellent" and international accreditation;
13. Implementing the Green Campus program;
14. Implementing general education programs and strengthening character development;
15. Strengthening local wisdom;
16. Enhancing professional education programs;
17. Producing research and community service outcomes that are beneficial for society;
18. Implementing internship programs;
19. Strengthening community service programs at regional, national, and international levels; and
20. Establishing and strengthening Centers of Excellence, including those for conflict resolution, Islamic finance, halal studies, and science and technology parks.

### **3.8.3. Period IV – Consolidation of Global Competitiveness (2035–2039)**

The final phase in realizing the vision of the Universitas Syiah Kuala (USK) Long-Term Development Plan (RPJP) is to establish USK as a university capable of competing at the global level and joining the ranks of world-class universities (WCU). The

development focus during this period is to position USK as a benchmark for educational institutions that promote local content and wisdom in alignment with USK's core areas: conflict resolution, disaster mitigation, and Islamic finance. The key policy directions for development in this period are as follows:

1. Delivering High-Quality, Competency-Based Higher Education
  - a. The establishment of laboratories equipped with facilities and supporting instruments capable of accommodating curricula that meet the demands of global competitiveness, supported by laboratory assistants and technicians who are internationally qualified;
  - b. The development of curricula that integrate laboratory practice with classroom learning, enabling graduates to transition from a theoretical perspective to a practical business perspective that can be directly applied within world-class industries; and
  - c. The implementation of internationally benchmarked learning models that remain grounded in the core values of Universitas Syiah Kuala, national identity, community engagement, environmental awareness (green campus), and local religious values.
2. Implementing High-Quality, Excellent, Innovative, and Sustainable Research and Community Service
  - a. Achieving international research collaborations with lecturers, researchers, and higher education institutions ranked within the QS Top 200; and
  - b. Realizing innovations in research and community service through the enhancement of international-standard facilities that produce world-class, certified downstream industrial products.
3. Strengthening and Expanding Institutional Collaboration Networks at the National and Global Levels
  - a. Establishing international collaborations through staff and student exchange programs, as well as forming strong cooperative partnerships with leading global research centers for the implementation of visiting research programs; and
  - b. Developing partnerships with national and international quality assurance institutions to ensure the attainment of international quality standards across all areas, particularly in academics.
4. Implementing Integrated Quality Management in Education and Administering Higher Education with Good and Independent Governance Oriented Toward Quality:
  - a. The realization of bureaucratic reform across eight areas of change to achieve the vision of becoming a World Class University (WCU).
  - b. The attainment of international certification for all study programs, institutions, and service units within Universitas Syiah Kuala, both in terms of accreditation and ISO standards; and.
  - c. The establishment of policies for implementing an Outcome-Based Education (OBE) curriculum through the enhancement of academic quality standards based on the Indonesian National Qualifications Framework (KKNI), adapted to meet global competitiveness requirements.

### 3.9 Physical Development Direction of USK 2025–2029

Educational facilities refer to tools and equipment that are directly used to support the educational process, particularly teaching and learning activities, such as desks, chairs, teaching aids, and instructional media. Meanwhile, educational infrastructure refers to facilities that indirectly support the educational or instructional process, such as buildings, courtyards, gardens, teaching hospitals, parks, roads, vehicles, and other supporting structures. The management of facilities and infrastructure within Universitas Syiah Kuala must be aligned with the university's vision and mission to ensure that its graduates are competitive, uphold USK's core values, and possess competencies that meet the evolving demands of science, technology, and the professional world. Academic infrastructure can be categorized into two groups, namely:

1. Building infrastructure, which includes land and building facilities for various purposes such as classrooms, offices, faculty rooms, seminar rooms, meeting rooms, laboratories, studios, libraries, computer rooms, experimental fields, workshops, as well as public and welfare facilities such as hospitals, student service centers, sports and arts facilities, and student dormitories; and
2. General infrastructure, which includes roads, water supply, sanitation, drainage, electricity, telecommunication networks, transportation, vehicle parking areas, and campus landscaping.

In accordance with the Universitas Syiah Kuala (USK) Master Plan for 2020–2039, physical development is prioritized for the construction of educational buildings and other educational facilities, such as classroom equipment, laboratories, student activity centers, and business infrastructure that supports income generation. This priority is also emphasized in the strategic plan of the Ministry of Research, Technology, and Higher Education (Kemenristekdikti), which directs physical development primarily toward educational buildings and learning equipment. The physical development zones of USK are divided into four designated areas: Campus Development Zone I (Darussalam Campus), Campus Development Zone II (Aceh Besar Campus), Campus Development Zone III (PSDKU Gayo Lues Campus), and Campus Development Zone IV (Bener Meriah Campus). Accordingly, the physical development direction of Universitas Syiah Kuala for the upcoming period (Strategic Plan 2025–2029) is as follows:

#### 3.9.1 Development Plan for USK Zone I (Darussalam Campus)

Development in USK Zone I (Darussalam Campus) focuses on strengthening the facilities and infrastructure of the main campus. This includes several key categories of development, namely:

##### A. Facilities and Infrastructure Supporting the Implementation of the Tri Dharma of Higher Education

1. Development of facilities and infrastructure to support the learning process at Universitas Syiah Kuala (USK);
2. Construction of lecture buildings, library, and auditorium for the Faculty of Economics and Business (FEB) USK;
3. Construction of a Medical Conservation Laboratory and Development of Animal Testing Facilities for the Faculty of Veterinary Medicine, USK;
4. Construction of the Faculty of Law Building USK;

5. Construction of the Faculty of Teacher Training and Education Building USK;
  6. Construction of Laboratories and Research Center for the Faculty of Agriculture USK;
  7. Construction and renovation of the Faculty of Engineering Building USK;
  8. Construction and development of the Pharmaceutical Laboratory for the Faculty of Mathematics and Natural Sciences (MIPA) USK;
  9. Construction of the Labskill Building for the Faculty of Medicine USK;
  10. Construction of the Psychology Study Program Building USK;
  11. Construction of the Administrative Building for the Faculty of Dentistry USK;
  12. Construction and development of Student Dormitory Buildings USK;
  13. Renovation of the General Lecture Building (RKU) USK;
  14. Procurement of ICT equipment and establishment of a Data Center;
  15. Construction of the Center for Education and Maxillofacial Trauma Services (P3TM).
- B. Facilities and Infrastructure Supporting Administrative Activities and Public Services
1. Construction of the Rectorate Bureau Corridor at Universitas Syiah Kuala (USK);
  2. Development of infrastructure within the Rectorate Bureau area of USK;
  3. Rehabilitation of the AAC Dayan Dawood Building;
  4. Construction of the Universitas Syiah Kuala Teaching Hospital (RSPTN USK);
  5. Development of the Prince Nayef Health Service Center;
  6. Development and renovation of the Universitas Syiah Kuala Veterinary Hospital (RSHP USK);
  7. Construction of the Universitas Syiah Kuala Dental and Oral Hospital;
  8. Construction of the Veterinary Pharmacy at the Faculty of Veterinary Medicine USK
- C. Facilities and Infrastructure Supporting Business and Commercial Activities
1. Construction and development of business facilities;
  2. Construction and development of the Student Activity Center;
  3. Development of sports and fitness facilities;
  4. Construction of the Universitas Syiah Kuala Science and Technopark Center;

### **3.9.2 Development Plan for USK Zone II (Aceh Besar Campus)**

Universitas Syiah Kuala (USK) plans to develop several faculties within Zone II (Aceh Besar Campus), located on a land area of 1,587.79 hectares. The faculties to be developed in this zone include the Faculty of Forestry, Faculty of Sports, Health, and Recreation, Faculty of Veterinary Medicine, Faculty of Earth Sciences, Faculty of Animal Science, Faculty of Marine and Fisheries Sciences, and Faculty of Agriculture. The development plan for the USK Zone II (Aceh Besar Campus) area is divided into three zones, namely:

#### **A. Rectorate and Faculty Zone, consisting of:**

1. Rectorate Building
2. Center of Excellence for Digital Transformation

3. Library
4. Convention Hall
5. Student Center
6. Integrated Laboratory and Workshop
7. Faculty of Marine and Fisheries Sciences
8. Faculty of Agriculture
9. Faculty of Forestry
10. Faculty of Sports, Health, and Recreation
11. Faculty of Veterinary Medicine
12. Faculty of Earth Sciences
13. Faculty of Animal Science
14. Campus Mosque
15. Integrated School
16. Student Dormitories

B. Sports Area Zone, consisting of:

1. Athletes' Dormitory
2. Clinic
3. Main Football Stadium
4. Indoor Sports Arena / Sport Center
5. Velodrome
6. Outdoor Sports Area
7. Indoor Tennis Court
8. Indoor Hockey Arena
9. Athletics Field
10. Bowling and Squash Courts
11. Archery and Shooting Range
12. Martial Arts Center
13. Aquatic Center

C. Residential and Supporting Facilities Zone, consisting of:

1. Housing Complex for Lecturers and Staff
2. Techno/Science Park and Energy Conservation Area
3. Aceh Peace Museum
4. Drinking Water Supply System (SPAM)

### **3.9.3 Development Plan for USK Zone III (PSDKU Gayo Lues)**

The development projects implemented at the PSDKU Gayo Lues Campus up to 2024 include the construction of worship facilities (mushola), the Gayo Lues PDD educational building, the Faculty of Agriculture Gayo Lues educational building, and the security post building. The development plan for USK Zone III (PSDKU Gayo Lues) for the 2025–2029 period focuses on building maintenance, optimization of the Gayo Lues Experimental Farm, and strengthening the campus's information technology (IT) system to improve the quality of teaching and learning processes at the PSDKU Gayo Lues Campus.

#### **3.9.4 Development Plan for USK Zone IV (Bener Meriah Campus)**

Development projects completed at the Bener Meriah Campus up to 2024 include the construction of a clinic/laboratory at the University Farm and the administrative building for the Faculty of Agriculture. The development plan for Zone IV (Bener Meriah Campus) during the 2025–2029 period focuses on building maintenance, optimization of the Bener Meriah Experimental Farm, and strengthening the campus's information technology (IT) system to ensure the smooth implementation of teaching and learning activities at the Bener Meriah Campus.

#### **3.9.5 Development Plan for USK Zone V (Lampeuneurut Campus Area, Aceh Besar)**

The development plan for Zone V (Lampeuneurut Campus Area – Business and Hotel Complex, Aceh Besar) during the 2025–2029 period focuses on the development of the Lampeuneurut Campus Area. This area is designated as the business and hotel zone of Universitas Syiah Kuala (USK). It is expected to enhance USK's income-generating capacity as a Legal Entity State University (PTN BH).

## CHAPTER IV

### PERFORMANCE TARGETS AND FUNDING FRAMEWORK

#### 4.1. Performance Targets

Based on the strategic objectives established for the 2025–2029 period, performance indicators and targets that have been and will be achieved during this period have been determined. In implementing the budget as part of bureaucratic reform efforts, Universitas Syiah Kuala (USK) applies the principle of accountability. The strengthening of performance accountability carried out by USK constitutes a strategic management system whose process forms a continuous cycle, beginning with the formulation of the organization's vision, mission, goals, and objectives to be achieved, as set forth in a medium-term strategic plan.

The strategic plan provides information on the organization's current position, the direction in which it is heading, the means by which it will be achieved, and the measures of success for its attainment. This strategic plan is further elaborated into an Annual Performance Plan, with commitments formally established in the Performance Agreement. The determination of performance targets for the Universitas Syiah Kuala Strategic Plan for 2025–2029 is presented in Table 4.1.

Table 4.1  
Program Objectives, Indicators, and Performance Targets of USK for 2025–2029

Objective / Indicator	Performance Indicator	Target				
		2025	2026	2027	2028	2029
SP 1	To produce graduates who possess high competitiveness, socio-technopreneurial competence and character, and the ability to apply the values of USK;					
	IKP 1.1 Number of students admitted	9.345	9.500	9.750	10.300	11.000
	IKP 1.2 Number of students served in academic activities	32.807	33.000	35.000	37.000	40.000
	IKP 1.3 Number of students who have completed their studies	6.561	6.750	7.100	7.300	7.500
	IKP 1.4 Number of graduates receiving the Diploma Supplement (Surat Keterangan Pendamping Ijazah – SKPI)	657	660	670	680	700
	IKP 1.5 Number of newly established study programs	14	17	25	30	35
	IKP 1.6 Number of professional study programs	5	6	6	6	7
	IKP 1.7 Number of undergraduate (S1) programs converted into vocational programs	1	1	3	3	5
	IKP 1.8 Number of competency test centers developed	1	1	2	2	3
	IKP 1.9 Number of students engaged in entrepreneurship	359	450	600	750	1.000
	IKP 1.10 Implementation of character development programs for new students	9.345	9.500	9.750	10.300	11.000
	IKP 1.11 Number of students participating in the UP3AI program	4.500	4.700	4.800	5.100	5.500
	IKP 1.12 Number of regulatory documents concerning the ethics of the academic community	1	1	1	1	1
	IKP 1.13 Number of lecturers participating in Pekerti training programs	250	300	350	400	450
	IKP 1.14 Number of lecturers participating in Applied Approach (AA) training programs	250	300	350	400	450

Objective / Indicator	Performance Indicator		Target				
			2025	2026	2027	2025	2029
<b>SP 2</b>	To produce research and community service activities grounded in socio-technopreneurship that are excellent, innovative, competitive, and sustainable.						
	IKP 2.1	Number of research proposals submitted	403	450	500	550	600
	IKP 2.2	Number of articles published in accredited journals	750	850	950	1.250	1500
	IKP 2.3	Number of accredited internal journals	37	39	43	47	50
	IKP 2.4	Number of national journals indexed in DOAJ	20	25	30	38	45
	IKP 2.5	Number of journals integrated into BKSPTNB	1	1	2	2	3
	IKP 2.6	Number of JIM (Student Scientific Journals)	91	150	250	350	500
	IKP 2.7	Number of assisted villages under community service programs	33	37	39	42	45
	IKP 2.8	Number of community service proposals submitted	225	300	375	425	500
	IKP 2.9	Number of students participating in community service programs	2.680	2.800	3.100	3.250	3500
	IKP 2.10	Number of articles presented at international seminars	64	70	75	85	100
	IKP 2.11	Number of superior university research products	15	17	21	25	30
	IKP 2.12	Number of appropriate technology (TTG) products, social engineering models, or innovations implemented by government, industry, or inter-university collaborations	4	5	6	8	10
	IKP 2.13	Number of models, prototypes, designs, artworks, or social engineering outputs	20	22	24	27	30
	IKP 2.14	Number of science and technology research titles	13	14	16	17	20
	IKP 2.15	Number of applied research projects	19				
<b>SP 3</b>	To become an excellent partner in national development and in the advancement of science and technology.						
	IKP 3.1	Number of study programs developing joint curricula	76	85	115	130	147
	IKP 3.2	Number of students participating in internships for at least one full semester	222	240	250	275	300
	IKP 3.3	Number of study programs implementing international classes and partnerships	10	11	11	13	15
	IKP 3.4	Number of international students recruited	103	108	114	119	125
	IKP 3.5	Number of students participating in exchange programs	250	460	600	800	1000
	IKP 3.6	Number of Memoranda of Understanding (MoUs) with partners for institutional development, research, studies, and other collaborations	600	700	800	900	1000
<b>SP 4</b>	To implement integrated quality management in academic and non-academic fields through accountable governance.						
	IKP 4.1	Percentage of follow-up actions on audit findings by the Audit Board of Indonesia (Badan Pemeriksa Keuangan – BPK)	90	90	90	90	100
	IKP 4.2	BPK audit opinion rating	Unqualified Opinion	Unqualified Opinion	Unqualified Opinion	Unqualified Opinion	Unqualified Opinion
	IKP 4.3	Number of business units	12	14	16	20	25
	IKP 4.4	Number of service modernization products	38	40	44	46	50
	IKP 4.5	Institutional accreditation status	Excellent	Excellent	Excellent	Excellent	Excellent
	IKP 4.6	Percentage of study programs implementing the Internal Quality Assurance System (Sistem Penjaminan Mutu Internal – SPMI)	100	100	100	100	100
	IKP 4.7	Number of certified work units	8	12	14	16	20
	IKP 4.8	Green Metric ranking	30	24	20	16	16



Meanwhile, in order to achieve the strategic objectives, a series of supporting activities has been established. The details of these activity programs are presented in Table 4.2.

Table 4.2  
Activity Objectives and Performance Indicators of USK for 2020–2025

Activity Name	Activity Target	Activity Performance Indicator
Enhancing the competitiveness of graduates who successfully obtain employment, pursue further studies, or become entrepreneurs		
	Availability of graduates who successfully obtain employment, pursue further studies, or become entrepreneurs.	a. Percentage of graduates who successfully obtain employment, pursue further studies, or become entrepreneurs. b. Number of graduates completing their studies on time
Enhancing student participation in the Merdeka Belajar (Independent Learning) program and achievement-based activities.		
	Implementation of learning activities for students engaged in programs outside their study program and those achieving outstanding performance.	a. Percentage of undergraduate (S1) and diploma (D4/D3/D2) students participating in learning activities outside their study program or achieving notable accomplishments b. Persentase Mahasiswa Penerima Beasiswa c. Average percentage decrease in new undergraduate (S1), diploma four (D4), and diploma three (D3) student enrollment over the past five years d. Ratio of active students (undergraduate, D4, D3) to full-time lecturers in the current academic year (excluding distance learning programs)
Increasing the number of lecturers involved in activities outside their study program, mentoring outstanding students, and supervising students participating in external academic programs		
	Availability of lecturers engaged in activities outside their study program, mentoring outstanding students, and supervising students participating in external academic programs.	Percentage of lecturers participating in tridharma activities at other universities, working as practitioners in industry, or mentoring students who achieve distinction, and supervising students involved in activities outside their study program within the last five years
Increasing the number of lecturers with professional or competency certificates and lecturers from industry backgrounds		
	Availability of lecturers holding professional or competency certificates and lecturers originating from professional practice backgrounds	a. Number of research and community service outputs that receive international recognition or are implemented by the community, per number of lecturers b. Percentage of lecturers holding the academic rank of Professor d. Percentage of lecturers holding the academic rank of Associate Professor
Increasing the number of lecturer outputs that receive international recognition or are implemented by the community, per lecturer		
	Availability of lecturer outputs that receive international recognition or are implemented by the community, per the number of lecturers	a. Number of research titles produced under various research schemes. b. Number of nationally indexed reputable journals c. Number of globally indexed reputable journals.
Enhancing partnerships with external collaborators		
	Implementation of partnership programs conducted by Universitas Syiah Kuala	a. Number of partnerships established with partners per undergraduate (S1) and diploma (D4/D3/D2) study program b. Number of institutional collaborations in the fields of research, community service, and institutional development

Activity Name	Activity Target	Activity Performance Indicator
Improving the quality of learning and curriculum.		
	Availability of courses applying the case method and team-based project learning approaches	Percentage of undergraduate (S1) and diploma (D4/D3/D2) courses implementing case-based learning or team-based project learning as part of the course evaluation components
Improving accreditation to enhance Universitas Syiah Kuala's institutional ranking		
	Availability of study programs accredited internationally and rated "Excellent" (Unggul)	a. Percentage of undergraduate (S1) and diploma (D4/D3/D2) study programs holding international accreditation or certification recognized by the government. b. Percentage of study programs with "Excellent" (Unggul) accreditation status
	Availability of study programs with "Excellent" (Unggul) accreditation	a. Number of study programs accredited "Excellent" (Unggul) by the National Accreditation Board for Higher Education (BAN-PT) or Independent Accreditation Agencies according to the type of study program. b. Number of accreditations with potential and opportunities to receive accreditation assistance from BAN-PT or Independent Accreditation Agencies based on the type of study program.
Enhancing the quality of university governance		
	The realization of university governance that implements the principles of good governance and good government	a. SAKIP (Government Agency Performance Accountability System) rating b. Budget performance score for the implementation of the Work and Budget Plan of Ministries/Agencies (RKA-K/L) c. Percentage of faculties establishing integrity zones d. Ratio of university revenue to operational costs e. Total university revenue (in billion Rupiah) f. Total university revenue generated from asset management (in billion Rupiah)

## 4.2. Funding Framework

To realize the vision, mission, objectives, and goals, adequate financial support is essential. The funding for these programs and activities is sourced from allocations through the State Budget (APBN – Rupiah Murni), which includes civil servant salaries outlined in the Work and Budget Plan of Ministries/Agencies (RKA-K/L) and the Budget Implementation List (DIPA). In addition, pure Rupiah allocations in the form of grants are subsequently recognized as Public University with Legal Entity (PTN BH) assistance funds, including KPI Achievement Grants, Kedaireka Grants, and other grants from the Ministry's internal programs. Additional funding sources also include grants and collaborative agreements with government institutions, industries (DUDI), and other governmental bodies, as well as the PTN BH budget, which consists of revenue generated from Universitas Syiah Kuala's own services—both academic and non-academic—along with business ventures.

The funding framework implemented at Universitas Syiah Kuala adopts a performance-based budgeting model to ensure accountability and transparency, in alignment with bureaucratic reform initiatives, particularly within the area of accountability enhancement. The detailed funding framework is presented in the following table.

### Recapitulation of Funding Estimates for 2025–2029

No.	FUNDING ALLOCATION BY STRATEGIC OBJECTIVE	2025	2026	2027	2028	2029
1	TOTAL BUDGET FOR STRATEGIC OBJECTIVE 1	456,261,627	519,869,384	599,462,366	699,696,090	826,513,532
2	TOTAL BUDGET FOR STRATEGIC OBJECTIVE 2	151,722,570	158,952,392	164,340,972	171,813,433	178,814,334
3	TOTAL BUDGET FOR STRATEGIC OBJECTIVE 3	388,009,305	396,842,155	411,124,932	426,372,572	442,232,513
4	TOTAL BUDGET FOR STRATEGIC OBJECTIVE 4	14,352,773	14,559,199	14,768,976	15,013,291	15,210,284
		<b>1,010,346,275</b>	<b>1,090,223,130</b>	<b>1,189,697,246</b>	<b>1,312,895,387</b>	<b>1,462,770,662</b>

**Table 4.3**

**Matrix of Performance Targets and Funding Plan of the Universitas Syiah Kuala Strategic Plan for 2025–2029**

Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)				
											Volume					2025	2026	2027	2028	2029
			2025	2026	2027	2028	2029				2025	2026	2027	2028	2029					
Availability of graduates with high competitiveness, socio-technopreneurial competence and character, and the ability to apply USK values	KPI-1.01	Percentage of undergraduate (S1) and diploma (D4/D3/D2) graduates who successfully obtain employment, pursue further studies, or become entrepreneurs	80.00	80.00	80.00	80.00	80.00	Program for Enhancing Graduate Quality in the Workforce	1	Increasing graduate employability through direct recruitment	4	3	3	4	4	18,513	18,883	19,261	19,646	20,039
									2	Graduate Tracer Study (Alumni Tracking Study)	2,252	2,365	2,483	2,607	2,738	7,405	7,553	7,704	7,858	8,016
									3	Job Fair	2	2	3	3	3	74,052	75,533	77,044	78,585	80,156
									4	Collaboration with business and industry sectors	25	26	28	29	31	18,513	18,883	19,261	19,646	20,039
									5	Student internships in industries and other workplaces	524	550	578	607	637	151,770	154,806	157,902	161,060	164,281
									6	Skill-oriented short courses	27	28	29	31	32	209,937	214,136	218,419	222,787	227,243
									7	Strengthening collaboration for student internships with companies, industries, and institutions	17	18	19	19	20	147,900	150,858	153,875	156,953	160,092
									8	Activities to strengthen governance of the Career Development Center	8	8	8	9	9	20,400	20,808	21,224	21,649	22,082
									9	Student soft skills enhancement workshops	83	87	91	96	101	85,000	86,700	88,434	90,203	92,007
									Estimated Program Budget							733,491	748,161	763,124	778,387	793,954
								Enhancement of Entrepreneurship among Prospective Graduates and Graduates	1	Entrepreneurship workshop for graduates	21	22	23	24	25	90,097	91,899	93,737	95,611	97,523
									2	Optimization of on-campus business training facilities	3	3	3	4	4	91,127	92,949	94,808	96,704	98,638
									3	Student entrepreneurship and networking training	7	8	8	9	9	110,250	115,763	121,551	127,628	134,010
									4	Development of entrepreneurship-based curriculum	25	26	28	29	30	125,000	131,250	137,813	144,703	151,938
									5	Strengthening the institutional capacity of the Entrepreneurship Development Unit	12	12	12	12	12	255,000	260,100	265,302	270,608	276,020
									6	Introduction to Basic Science Technopreneurship	250	263	276	289	304	12,500	13,125	13,781	14,470	15,194

									(Curriculum and Capacity Development)																		
Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)											
											Volume					2025	2026	2027	2028	2029							
			2025	2026	2027	2028	2029				2025	2026	2027	2028	2029												
								7	Introduction to Business Strategy Ideation and Basic Business Principles (Curriculum and Capacity Development)	125	131	138	145	152	6,250	6,563	6,891	7,235	7,597								
								8	Introduction to Basic Business Feasibility (Curriculum and Capacity Development)	125	131	138	145	152	9,375	9,844	10,336	10,853	11,395								
								9	Introduction to Business Model Analysis (Curriculum and Capacity Development)	85	89	94	98	103	6,375	6,694	7,028	7,380	7,749								
								10	Introduction to Business Plan Analysis	85	89	94	98	103	6,375	6,694	7,028	7,380	7,749								
								11	Introduction and strengthening of courses on business marketing and operations management	130	137	143	150	158	9,750	10,238	10,749	11,287	11,851								
								12	Strengthening learning materials on human resource management	45	47	50	52	55	33,750	35,438	37,209	39,070	41,023								
								Estimated Program Budget									755,848	780,554	806,233	832,929	860,688						
								Estimated Budget for KPI 1.01									1,489,339	1,528,715	1,569,357	1,611,316	1,654,642						
								KPI-1.02	Percentage of undergraduate (S1) and diploma (D4/D3/D2) students participating in learning activities outside their study program or achieving academic/non-academic achievements	40.00	40.00	40.00	40.00	40.00	Implementation of the Merdeka Belajar Program Outside Campus	1	Student internships in industries and other workplaces	524	550	578	607	637	393,061	412,714	433,350	455,017	477,768
								2								Social projects or community service activities aimed at empowering communities in rural or remote areas through the development of the local economy, infrastructure, and other sectors.	325	550	578	607	637	40,625	68,786	72,225	75,836	79,628	
3	Teaching activities at elementary and secondary schools for several months, with schools located in urban, rural, or remote areas	230	242	254	266	280	28,750	30,188								31,697	33,282	34,946									
4	Taking classes or completing a semester at another university, either abroad or within the country, based on cooperation agreements established	170	179	187	197	207	42,500	44,625								46,856	49,199	51,659									

									between universities or with the government											
Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)				
			Volume								2025	2026	2027	2028	2029					
			2025	2026	2027	2028	2029													
								5	Academic research activities in the fields of science or social humanities conducted under the supervision of lecturers or researchers	231	243	255	267	281	46,200	48,510	50,936	53,482	56,156	
								6	Student-initiated projects (such as participation in international competitions relevant to their field of study, technological projects, or social engineering initiatives), carried out individually or collaboratively with other students	112	118	123	130	136	22,400	23,520	24,696	25,931	27,227	
								7	Social or community service activities organized by the university or conducted for a foundation or humanitarian organization—either domestically or abroad—such as disaster relief, community empowerment, environmental preservation, Red Cross activities, Peace Corps programs, and similar initiatives approved by the university	98	103	108	113	119	19,600	20,580	21,609	22,689	23,824	
								Estimated Program Budget					593,136	648,922	681,368	715,437	751,209			
							Strengthening Student Achievements	1	Increasing the number of certified student activity advisors	37	39	41	43	45	183,750	192,938	202,584	212,714	223,349	
								2	Sending students to trainings, seminars, and professional association events	210	221	232	243	255	1,575,000	1,653,750	1,736,438	1,823,259	1,914,422	
								3	Organizing national and international student events	63	66	69	73	77	472,500	496,125	520,931	546,978	574,327	
								4	Student character development programs	4,590	4,682	4,775	4,871	4,968	459,000	468,180	477,544	487,094	496,836	
								5	Scientific writing training for students	63	66	69	73	77	31,500	33,075	34,729	36,465	38,288	
								6	Increasing the number of student publications in scientific journals	2,112	2,217	2,328	2,444	2,567	10,558	11,086	11,640	12,222	12,833	

Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)				
			Volume								2025	2026	2027	2028	2029					
			2025	2026	2027	2028	2029													
								7	Technical guidance and certification examinations for arts and sports coaches	42	44	46	49	51	21,000	22,050	23,153	24,310	25,526	
								8	Sending students to international trainings, seminars, professional association events, and competitions	26	28	29	30	32	236,250	248,063	260,466	273,489	287,163	
								9	Guidance for students in preparing Student Creativity Program (Program Kreativitas Mahasiswa / PKM) proposals	49	52	54	57	60	24,675	25,909	27,204	28,564	29,993	
								10	English language training for students	21	22	23	24	26	4,200	4,410	4,631	4,862	5,105	
								Estimated Program Budget					3,018,433	3,155,584	3,299,318	3,449,958	3,607,843			
	Estimated Budget for KPI 1.02										3,611,569	3,804,507	3,980,686	4,165,394	4,359,051					
	IKT 1.01	Average percentage of graduates completing their studies on time, at least 60% of the total graduates at each academic level	65.00	68.00	72.00	76.00	80.00	Improvement of New Student Admission Quality	1	Promotion to enhance the quality of prospective students	22	24	27	29	32	265,679	270,992	276,412	281,941	287,579
									2	Improvement of the passing grade for new student admissions	7	7	8	9	10	87,975	89,735	91,529	93,360	95,227
									3	Optimization of new student admission services	7,356	7,723	8,496	9,345	10,280	779,284	794,870	810,767	826,982	843,522
									Estimated Program Budget					1,132,938	1,155,597	1,178,709	1,202,283	1,226,328		

Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)				
											Volume					2025	2026	2027	2028	2029
											2025	2026	2027	2028	2029					
Realization of research and community service outcomes based on socio-technopreneurs hip that are excellent, innovative, implementative, competitive, and supportive of the Sustainable Development Goals (SDGs)	KPI-2.01	Percentage of lecturers engaged in tridharma activities outside their study program, working as practitioners in the industry, or mentoring students who have achieved distinctions, and supervising students participating in activities outside their study program within the past five (5) years	45	47	49	51	53	Empowerment of lecturers' potential to be utilized in strengthening partnerships with collaborators	1	Granting permission for lecturers to engage in professional activities, serve as resource persons, or work as practitioners outside the campus	35	37	39	41	43	-	-	-	-	-
									2	Training programs for lecturers to obtain competency certification	15	16	17	17	18	30,000	31,500	33,075	34,729	36,465
									3	Participation in professional organizations or associations	35	37	39	41	43	17,500	18,375	19,294	20,258	21,271
									4	Training for advisors of student activity programs.	5	6	6	6	6	78,750	82,688	86,822	91,163	95,721
									Estimated Program Budget					126,250	132,563	139,191	146,150	153,458		
	Estimated Budget for KPI 2.01															126,250	132,563	139,191	146,150	153,458
	KPI 2.02	Percentage of full-time lecturers holding competency or professional certificates recognized by industry and the workforce, or originating from professional, industrial, or business sectors	25	27	29	31	33	Enhancement of Lecturers' Academic Quality	1	Provision of scholarships for lecturers to pursue doctoral (S3) studies	25	26	28	29	30	1,600,000	1,648,000	1,697,440	1,748,363	1,800,814
									2	Intensive English language training for lecturers preparing for doctoral (S3) studies	25	26	28	29	30	250,000	262,500	275,625	289,406	303,877
									3	TOEFL test for lecturers preparing for doctoral (S3) studies	25	26	28	29	30	25,000	26,250	27,563	28,941	30,388
									Estimated Program Budget					1,875,000	1,936,750	2,000,628	2,066,710	2,135,078		
								Enhancement of Lecturers' Competence and Professionalism		Training programs for lecturers to obtain competency certification	30	32	33	35	36	150,000	157,500	165,375	173,644	182,326
										Participation in professional organizations or associations	30	32	33	35	36	150,000	157,500	165,375	173,644	182,326
										Lecturer certification workshops	25	26	28	29	30	250,000	262,500	275,625	289,406	303,877
										Implementation of performance-based rewards (Remuneration for Non-Academic and Non-Professor Teaching Staff)	350	350	351	351	351	3,500,000	3,503,500	3,507,004	3,510,511	3,514,021
									Estimated Program Budget											



		Estimated Budget for KPI 2.02																		
		KPI 2.03	Jumlah keluaran penelitian dan pengabdian kepada masyarakat yang berhasil mendapat rekognisi internasional atau diterapkan oleh masyarakat per jumlah dosen	1.00	1.10	1.20	1.30	1.40	Penguatan luaran penelitian yang dipublikasi internasional	1	Workshop on writing articles for nationally accredited scientific journals	13	13	14	15					
									2	Workshop on preparation and mentoring for research proposals	29	31	32	34	36	85,680	87,394	89,141	90,924	92,743
									3	Workshop on improving the quantity and quality of publications	29	31	32	34	36	85,680	87,394	89,141	90,924	92,743
									4	Research activity assistance	332	348	366	384	403	24,885,000	26,129,250	27,435,713	28,807,498	30,247,873
									5	Incentives for publications in nationally accredited journals	131	138	145	152	160	262,500	275,625	289,406	303,877	319,070
									6	Submission fee support for nationally accredited journals	37	39	41	43	45	73,500	77,175	81,034	85,085	89,340
									7	Training on writing research proposals (from various funding sources)	349	366	384	404	424	697,200	732,060	768,663	807,096	847,451
									8	Incentives for participation in international seminars leading to publication in reputable national journals	87	92	96	101	106	174,300	183,015	192,166	201,774	211,863
									9	Mentoring for scientific writing and publication	15	15	16	17	18	14,700	15,435	16,207	17,017	17,868
									10	Operational support for accredited internal journals	30	32	34	35	37	152,250	159,863	167,856	176,248	185,061
									11	Operational support for journals indexed in DOAJ	17	18	19	19	20	84,000	88,200	92,610	97,241	102,103
									12	Management of BKSPTNB-integrated journals	1	1	1	1	1	102,000	104,040	106,121	108,243	110,408
									13	Operational support for the management of JIM (Student Scientific Journals)	75	78	82	86	91	74,550	78,278	82,191	86,301	90,616
									14	Monthly scientific seminars organized by study programs according to their disciplines	43	45	47	50	52	430,500	452,025	474,626	498,358	523,275
									15	Community Development Village Program	27	29	30	32	33	546,000	573,300	601,965	632,063	663,666
									16	Identification of new community development villages	11	11	12	12	13	105,000	110,250	115,763	121,551	127,628
									17	Workshop for field supervisors and prospective students participating in community service in development villages	2	2	2	2	3	42,840	43,697	44,571	45,462	46,371
									18	Social service programs (in fields such as health, agriculture, and others)	13	13	14	15	15	252,000	264,600	277,830	291,722	306,308

									19	Workshop on preparation and mentoring for community service proposals	5	6	6	6	6	52,500	55,125	57,881	60,775	63,814
									20	Training on writing community service proposals	331	347	365	383	402	82,688	86,822	91,163	95,721	100,507
									21	Assistance for community service activities	185	194	204	214	225	8,976,000	9,155,520	9,338,630	9,525,403	9,715,911
									22	Community Service Program (Kuliah Kerja Nyata)	2,205	2,315	2,431	2,553	2,680	1,071,000	1,092,420	1,114,268	1,136,554	1,159,285
									23	Incentives for publications in reputable international journals	18	19	20	21	22	89,250	93,713	98,398	103,318	108,484
									24	Workshop on international scientific journals for prospective professors	4	4	5	5	5	21,000	22,050	23,153	24,310	25,526
									25	Incentives for scientific works published in international journals	79	83	87	91	96	787,500	826,875	868,219	911,630	957,211
									26	Financial assistance for participation in international seminars abroad	53	55	58	61	64	262,500	275,625	289,406	303,877	319,070
									27	Research incentives for professors and prospective professors	11	11	12	12	13	210,000	220,500	231,525	243,101	255,256
									28	Research incentives for associate professors (Lektor Kepala)	29	31	32	34	36	441,000	463,050	486,203	510,513	536,038
									29	Incentives for grant proposal submissions	11	11	12	12	13	52,500	55,125	57,881	60,775	63,814
									30	ISO-standard laboratory development	2	2	2	2	3	31,500	33,075	34,729	36,465	38,288
									31	Workshop on intellectual property rights (IPR) and patent writing for lecturers	3	5	5	7	7	150,000	250,000	250,000	350,000	350,000
									Estimated Program Budget							40,417,538	42,216,346	43,743,804	45,953,718	47,900,082
								Strengthening research outputs that can be utilized to gain recognition	1	Enhancement of flagship university research products (Top-Down Research Program)	13	13	14	15	15	126,000	132,300	138,915	145,861	153,154
									2	Increasing the utilization of the University Farm as a site for sustainable research	4	4	5	5	5	84,000	88,200	92,610	97,241	102,103
									3	Strengthening activities related to appropriate technology (TTG), social engineering, and other initiatives organized by the government, industry, or inter-university collaborations	3	3	3	4	4	94,500	99,225	104,186	109,396	114,865

									4	Competitions for developing models, prototypes, designs, artworks, or social engineering projects	17	18	19	19	20	252,000	264,600	277,830	291,722	306,308
									5	Enhancement of science and technology (IPTek) research	11	11	12	12	13	78,750	82,688	86,822	91,163	95,721
									6	Increase in the number of applied research projects	16	17	17	18	19	118,125	124,031	130,233	136,744	143,582
									7	Provision of incentives for the development of national and regional innovation systems	74	77	81	85	89	551,250	578,813	607,753	638,141	670,048
									8	Strengthening programs for industry-ready prototypes	3	4	4	4	4	86,625	90,956	95,504	100,279	105,293
									9	Preparation of detailed engineering design (DED) documents for industry-ready prototypes	3	4	4	4	4	86,625	90,956	95,504	100,279	105,293
									10	Preparation of laboratory-based simulation testing documents for industry-ready prototypes	1	1	1	1	1	5,775	6,064	6,367	6,685	7,020
									11	Preparation of testing result documents for industry-ready prototypes that have been tested in real-world environments	1	1	1	1	1	9,240	9,702	10,187	10,696	11,231
									12	Registration of intellectual property rights (IPR) to obtain recognition for industrial prototypes	79	83	87	91	96	157,500	165,375	173,644	182,326	191,442
									13	Formulation of a Medium-Term Development Plan for University Innovation Management	1	1	1	1	1	26,250	27,563	28,941	30,388	31,907
									14	Application of the Innovation Readiness Level (KATSINOV) as an assessment tool for innovation products or potential innovations to guide policy formulation	4	4	5	5	5	42,000	44,100	46,305	48,620	51,051
									15	Development of a Teaching Industry to support the growth of innovation clusters based on regionally superior products by integrating the capacity and resources of the university, through either start-ups or collaborations with industry and local government	7	8	8	9	9	73,500	77,175	81,034	85,085	89,340

									16	Utilization of technology incubation to create leading start-ups derived from research and development outcomes through the use of research or community service funding	9	10	10	11	11	94,500	99,225	104,186	109,396	114,865
									17	Registration of intellectual property rights (IPR) to obtain recognition for product innovation	9	10	10	11	11	9,450	9,923	10,419	10,940	11,487
									18	Establishment of UNIMART (University Market) as a showroom for marketing university products utilizing digital technology	1	1	1	1	1	26,250	27,563	28,941	30,388	31,907
									19	Establishment of a Halal Center as an initiative to strengthen products and prototypes with halal certification	8	9	9	10	10	16,800	17,640	18,522	19,448	20,421
									20	Preparation of infrastructure to support halal-certified innovation products, both from within and outside the institution	0	1				-	500,000	-	-	-
									Estimated Program Budget											
Estimated Budget for KPI 2.03																				
IKT-2.01	Percentage of lecturers holding the academic rank of Professor	12.00	13.00	14.00	15.00	16.00	Enhancement of qualifications for the Professor academic rank	1	Seminars, training, workshops, and quality development programs for teaching staff preparing for professorship	14	14	15	16	17	136,500	143,325	150,491	158,016	165,917	
								2	Research assistance for prospective professors	14	14	15	16	17	1,365,000	1,433,250	1,504,913	1,580,158	1,659,166	
								3	Implementation of performance-based rewards (Remuneration for Professorial Teaching Staff)	14	14	15	16	17	1,023,750	1,433,250	1,504,913	1,580,158	1,659,166	
Estimated Budget for IKT 2.01																2,525,250	3,009,825	3,160,316	3,318,332	3,484,249
IKT-2.02	Percentage of lecturers holding the academic rank of Associate Professor (Lektor Kepala)	25.00	26.00	27.00	28.00	29.00	Enhancement of qualifications for the Associate Professor (Lektor Kepala) academic rank	1	Seminars, training, workshops, and quality development programs for teaching staff preparing for the Associate Professor (Lektor Kepala) position	278	292	307	322	338	208,688	219,122	230,078	241,582	253,661	
								2	Research assistance for prospective Associate Professors (Lektor Kepala)	278	292	307	322	338	13,912,500	14,608,125	15,338,531	16,105,458	16,910,731	

									3	Implementation of performance-based rewards (Remuneration for Associate Professor Teaching Staff)	371	372	372	372	373	11,141,130	11,152,271	11,163,423	11,174,587	11,185,761
	Estimated Budget for IKT 2.02															25,262,318	25,979,518	26,732,033	27,521,627	28,350,153
	IKT-2.03	Number of nationally indexed reputable journals	30.00	32.00	34.00	36.00	38.00	Enhancement of the capacity of national journals	1	Procurement of nationally accredited journals	4	4	5	5	5	84,000	88,200	92,610	97,241	102,103
									2	Provision of supporting facilities and infrastructure for departmental journals	8	9	9	10	10	42,000	44,100	46,305	48,620	51,051
									3	Incentives for departmental journal managers	19	20	21	22	23	94,500	99,225	104,186	109,396	114,865
									4	Training on strategies for preparing competitive national-level research proposals	9	10	10	11	11	94,500	99,225	104,186	109,396	114,865
									5	Training for managers of printed journals to upgrade to electronic journals	9	10	10	11	11	94,500	99,225	104,186	109,396	114,865
									6	Training for managers of electronic journals that have not yet applied for accreditation in Arjuna or indexing in SINTA	8	9	9	10	10	84,000	88,200	92,610	97,241	102,103
									7	Training for managers of accredited journals indexed in SINTA 3–6 to achieve SINTA 1–2 ranking	7	8	8	9	9	73,500	77,175	81,034	85,085	89,340
Estimated Budget for IKT 2.03															567,000	595,350	625,118	656,373	689,192	
IKT-2.04	Number of globally indexed journals	1	1	2	2	2	Enhancement of the capacity of international journals	1	Training for managers of printed journals to upgrade to electronic journals	1	1	2	2	3	15,000	15,000	30,000	30,000	45,000	
								2	Training for managers of electronic journals that have not yet received international accreditation	4	4	4	4	4	35,000	35,000	35,000	35,000	35,000	
	Estimated Budget for IKT 2.04															50,000	50,000	65,000	65,000	80,000

Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)				
											Volume					2025	2026	2027	2028	2029
											2025	2026	2027	2028	2029					
Realization of partnerships with outstanding collaborators in national development and the advancement of science, technology, and the arts (IPTEKS)	KPI-3.01	Number of partnerships implemented per undergraduate (S1) and diploma (D4/D3/D2) study program	1.00	1.95	1.10	1.15	1.20	Strengthening study program partnership networks with collaborators	1	Development of joint curricula (planning learning outcomes, content, and teaching methods)	70	74	77	81	85	35,000	36,750	38,588	40,517	42,543
									2	Internship program lasting at least one full semester	183	192	202	212	222	22,875	24,019	25,220	26,481	27,805
									3	Implementation of international classes and partnership programs	8	8	9	9	10	1,000	1,050	1,103	1,158	1,216
									4	Recruitment of international students	103	108	114	119	125	12,875	13,519	14,195	14,904	15,650
									5	Student exchange programs	78	82	86	90	95	9,750	10,238	10,749	11,287	11,851
									5	Visiting lecturers from abroad	18	19	20	21	22	72,000	75,600	79,380	83,349	87,516
									7	Scholarship Day seminar	9	9	10	10	11	36,000	37,800	39,690	41,675	43,758
									8	Strengthening international alumni networks	4	4	4	5	5	16,000	16,800	17,640	18,522	19,448
									9	Orientation seminar for international students	84	88	93	97	102	2,100	2,205	2,315	2,431	2,553
									10	Provision of facilities and infrastructure for international students		1		1		-	100,000	-	100,000	-
									11	Development of academic collaborations with multinational companies, nationally recognized enterprises, global technology firms, start-ups, QS Top 100 universities in relevant study programs, hospitals, research institutions, and NGOs	3	3	3	4	4	1,575	1,654	1,736	1,823	1,914
	Estimated Budget for KPI 3.01															209,175	319,634	230,615	342,146	254,254
KPI-3.02	Percentage of undergraduate (S1) and diploma (D4/D3/D2) courses implementing case-based learning (case method) or team-based project learning as part of the evaluation components	50	52	54	56	58	Strengthening the curriculum to support the Merdeka Belajar (Independent Learning) program	1	Development, revision, and workshop on curriculum design for study programs based on the Indonesian National Qualifications Framework (KKNI)	42	46	51	56	61	1,166,887	1,190,225	1,214,029	1,238,310	1,263,076	
								2	Enhancement of stakeholder and alumni involvement in curriculum development and design	12	13	15	16	18	200,496	204,506	208,596	212,768	217,024	

									3	Provision of supporting instruments for curriculum implementation (SOPs, guidelines, etc.)	60	63	66	69	73	427,570	555,841	722,593	939,371	1,221,183
									4	Case-based learning implementation	112	118	123	130	136	11,200	11,760	12,348	12,965	13,614
									5	Team-based project learning implementation	214	225	236	248	260	21,400	22,470	23,594	24,773	26,012
									6	Workshop on Project-Based Learning (PBL)	8	8	9	9	10	32,000	33,600	35,280	37,044	38,896
Estimated Budget for KPI 3.02																1,859,553	2,018,402	2,216,441	2,465,232	2,779,804
KPI-3.03	Percentage of undergraduate (S1) and diploma (D4/D3/D2) study programs holding international accreditation or certification recognized by the government	11.00	12.00	13.00	14.00	15.00	Strengthening the capacity of study programs to achieve global competitiveness	1	Revitalization of facilities and infrastructure to meet the National Higher Education Standards (SNPT) and international standards	11	11	12	12	13	210,000	220,500	231,525	243,101	255,256	
								2	Enhancement of study program capacity in fulfilling elements of international accreditation standards	5	6	6	6	6	78,750	82,688	86,822	91,163	95,721	
								3	Dissemination of information on international accreditation self-evaluation standards	5	6	6	6	6	78,750	82,688	86,822	91,163	95,721	
								4	Workshop on reviewing and transforming the 2016 KKNl curriculum into the KPT 4.0 framework	5	6	6	6	6	36,750	38,588	40,517	42,543	44,670	
								5	Promotion of study programs	5	6	6	6	6	7,875	8,269	8,682	9,116	9,572	
								6	Guest lectures and national or international academic workshops	5	6	6	6	6	-	-	-	-	-	
								7	Maintenance of the study program and faculty websites	5	6	6	6	6	5,250	5,513	5,788	6,078	6,381	
								8	Strengthening of strategic plans (Renstra) and operational plans (Renop) for study programs	5	6	6	6	6	7,875	8,269	8,682	9,116	9,572	
Estimated Budget for KPI 3.03																425,250	446,513	468,838	492,280	516,894
IKT-3.01	Number of institutional collaborations in the fields of research, community service, and institutional development	620	630	640	650	660	Strengthening strategic alliances among higher education institutions	1	Strengthening strategic alliances among higher education institutions	2	2	2	2	3	51,000	52,020	53,060	54,122	55,204	
								2	Enhancing communication with village, subdistrict, and district governments, particularly those located near Universitas Syiah Kuala's campuses and laboratories	2	2	2	2	3	51,000	52,020	53,060	54,122	55,204	

									3	Enhancing collaborative research with national and international research institutions and flagship university research programs	18	19	20	21	22	450,000	472,500	496,125	520,931	546,978								
									4	Developing industrial cooperation with government agencies, private institutions, NGOs, and other organizations	3	3	3	4	4	23,625	24,806	26,047	27,349	28,716								
									5	Organizing international seminars	8	8	9	9	10	40,000	42,000	44,100	46,305	48,620								
									6	Providing subsidies and/or facilitating national and international publication and dissemination activities	25	26	28	29	30	125,000	131,250	137,813	144,703	151,938								
									7	Initiating partnerships with domestic and international universities	15	20	25	30	40	7,500	10,000	12,500	15,000	20,000								
									8	Short courses and study visits abroad for lecturers and staff	10	11	11	12	12	50,000	52,500	55,125	57,881	60,775								
									9	Joint research with researchers from overseas universities	10	11	11	12	12	20,000	21,000	22,050	23,153	24,310								
									10	International promotion of Universitas Syiah Kuala	1	1	1	1	1	2,000	2,100	2,205	2,315	2,431								
									11	Consortium seminars on international cooperation	3	3	3	3	4	6,000	6,300	6,615	6,946	7,293								
									12	Formulation of regulations regarding external institutional partnerships	1	1	1	1	1	-	-	-	-	-								
									13	Monitoring and evaluation of Memoranda of Understanding (MoUs)	-	-	-	-	-	-	-	-	-	-								
									14	Enhancing collaboration and internationalization in the field of research	25	26	28	29	30	500,000	525,000	551,250	578,813	607,753								
									15	Expanding cooperation in human resource development	25	26	28	29	30	12,500	13,125	13,781	14,470	15,194								
									16	Strengthening the institutional capacity of the Office of International Affairs	12	12	12	12	12	2,258,307	2,269,599	2,280,947	2,292,352	2,303,813								
									17	Establishing partnerships with relevant institutions to strengthen the halal certification of university products	0	3	3	3	3	-	6,000	6,030	6,060	6,090								
									Estimated Budget for IKT 3.01															3,596,932	3,680,220	3,760,708	3,844,521	3,934,321
									IKT-3.02	Number of certified laboratories	18	19	20	21	22	Strengthening laboratory capacity	1	Workshop on strengthening ISO/KAN-certified management systems	4	4	5	5	5	42,000	44,100	46,305	48,620	51,051



									2	Calibration of laboratory practice facilities and equipment	19	20	21	22	23	94,500	99,225	104,186	109,396	114,865
									3	Improvement of the quality of educational equipment in laboratories	27	29	30	32	33	136,500	143,325	150,491	158,016	165,917
									4	Workshop on practical training for quality control and quality assurance in study programs	3	3	3	4	4	23,625	24,806	26,047	27,349	28,716
									5	Workshop on the development of laboratory practice modules	5	6	6	6	6	39,375	41,344	43,411	45,581	47,861
									6	Submission for ISO/KAN laboratory certification	15	15	16	17	18	73,500	77,175	81,034	85,085	89,340
									7	Strengthening the institutional capacity of the Integrated Laboratory Unit (UPT Laboratorium Terpadu)	15	15	16	17	18	73,500	77,175	81,034	85,085	89,340
								Provision of laboratory facilities and infrastructure	1	Revitalization of facilities and infrastructure of the integrated laboratory, research stations, University Farm, and other laboratories	2	2	2	2	3	50,000,000	50,000,000	50,000,000	50,000,000	50,000,000
									2	Construction of tridharma laboratories (for education, research, and community service)	2	1	1	1	1	30,000,000	25,000,000	25,000,000	25,000,000	25,000,000
								Estimated Budget for IKT 3.02								80,483,000	75,507,150	75,532,508	75,559,133	75,587,090
	IKT-3.01	Percentage of study programs with "Excellent" (Unggul) accreditation status	47	48	49	50	51	Strengthening the capacity to achieve and maintain "Excellent" (Unggul) accreditation	1	Enhancement of institutional capacity in fulfilling BAN-PT standard elements	30	32	34	35	37	152,250	159,863	167,856	176,248	185,061
									2	Improvement of human resource capacity for educational staff through technical and functional training	25	26	28	29	31	126,000	132,300	138,915	145,861	153,154
									3	Workshop on study program standardization for accreditation	13	13	14	15	15	63,000	66,150	69,458	72,930	76,577
									4	Enhancement of study program capacity in fulfilling BAN-PT standard elements	30	32	34	35	37	15,225	15,986	16,786	17,625	18,506
									5	Reaccreditation of study programs to achieve "Excellent" accreditation status	8	8	8	9	9	20,400	20,808	21,224	21,649	22,082
									6	Self-evaluation of departments/study programs	54	55	56	57	59	27,030	27,571	28,122	28,684	29,258
									7	Workshop on preparing accreditation documents (borang) for departments/study programs	43	44	45	45	46	34,272	34,957	35,657	36,370	37,097

									8	Dissemination of the Study Program Accreditation Instrument (IAPS) version 4.0	8	8	8	9	9	61,200	62,424	63,672	64,946	66,245
									9	Strengthening the validity of the study program self-evaluation data	11	11	12	12	12	13,464	13,733	14,008	14,288	14,574
									10	Enhancement of internal quality audit and quality documentation for study programs	8	8	8	9	9	4,080	4,162	4,245	4,330	4,416
									11	Updating standard operating procedures (SOPs) in accordance with developments and service requirements	16	17	17	17	18	8,160	8,323	8,490	8,659	8,833
									12	Monitoring and evaluation of study program curricula	23	24	24	25	25	11,730	11,965	12,204	12,448	12,697
									13	Strengthening the capacity and human resources of study programs	16	17	17	17	18	8,160	8,323	8,490	8,659	8,833
									14	Workshops and mentoring for strengthening organizational structures in the Internal Quality Assurance System (SPMI) at the faculty and study program levels	20	21	22	23	24	29,925	31,421	32,992	34,642	36,374
									15	Strengthening AIMA Online and Quality Assurance (QA) Awards	8	9	9	10	10	63,000	66,150	69,458	72,930	76,577
									16	Improvement of SPMI programs	22	23	24	26	27	11,025	11,576	12,155	12,763	13,401
									17	Strengthening AIMA programs at the faculty level	13	13	14	15	15	94,500	99,225	104,186	109,396	114,865
									18	Implementation of the Internal Academic Quality Audit (AIMA) cycle	137	139	140	142	143	68,680	69,367	70,060	70,761	71,469
									19	Implementation of investigative audits	5	6	6	6	6	52,500	55,125	57,881	60,775	63,814
									20	Certification of internal auditors (AIMA)	74	78	82	86	90	185,365	194,633	204,365		
									21	Quality assurance workshops for lecturers, students, laboratory staff, and administrative personnel	10	10	11	11	12	116,689	122,523	128,649	135,082	141,836
									22	Strengthening IT-based human resource management	6	7	7	7	8	31,500	33,075	34,729	36,465	38,288
									23	Leadership and management workshops	5	6	6	6	6	52,500	55,125	57,881	60,775	63,814
									24	Workshops on employee safety and workplace skills	5	6	6	6	6	52,500	55,125	57,881	60,775	63,814

									25	Workshops on the management of state-owned assets	1	1	1	1	1	36,750	38,588	40,517	42,543	44,670
									26	Digitalization of departmental and study program information systems	4	4	5	5	5	63,000	66,150	69,458	72,930	76,577
									27	Maintenance and development of the study program data through information systems	6	7	7	7	8	31,500	33,075	34,729	36,465	38,288
									28	Strengthening the institutional capacity of the ICT Center (UPT TIK)	4	4	5	5	5	105,000	110,250	115,763	121,551	127,628
									29	Strengthening the institutional capacity of the Universitas Syiah Kuala Library Unit (UPT Pustaka Unsyiah)	2	2	2	2	3	52,500	55,125	57,881	60,775	63,814
									30	Enhancement of online data management systems	6	7	7	7	8	47,250	49,613	52,093	54,698	57,433
									31	Strengthening bilingual websites for Universitas Syiah Kuala and its faculties	3	3	3	4	4	78,750	82,688	86,822	91,163	95,721
									32	Optimization of modern administrative office services	12	12	12	12	12	35,700	36,414	37,142	37,885	38,643
									33	Optimization of modern academic administrative services	12	12	12	12	12	45,900	46,818	47,754	48,709	49,684
									34	Utilization of power and service subscriptions to support educational operations	12	12	12	12	12	11,424	11,652	11,886	12,123	12,366
									35	Employment of non-civil servant educational staff in specialized and administrative support roles for office and academic services	12	12	12	12	12	33,600,000	33,600,000	33,600,000	33,600,000	33,600,000
									36	Procurement of office support equipment	421	442	464	487	512	631,575	663,154	696,311	731,127	767,683
									37	Procurement of office furniture	642	674	707	743	780	320,775	336,814	353,654	371,337	389,904
									38	Construction of office support buildings	840	882	926	972	1021	2,520,000	2,646,000	2,778,300	2,917,215	3,063,076
									39	Improvement of employee welfare in accordance with standards (civil servant salaries and allowances)	12	12	12	12	12	255,832,500	268,624,125	282,055,331	296,158,098	310,966,003
									40	Maintenance of office facilities	154	162	170	179	188	771,750	810,338	850,854	893,397	938,067
									41	Maintenance of office infrastructure	5076	5329	5596	5876	6170	5,075,700	5,329,485	5,595,959	5,875,757	6,169,545
									42	Initiation and monitoring of academic cooperation implementation	3	3	3	4	4	15,750	16,538	17,364	18,233	19,144

									43	Implementation of performance-based rewards (Remuneration for Educational Staff)	701	701	702	703	704	24,480	24,970	25,469	25,978	26,498
									44	Preparation of ISO-standard services for bureaus and units	12	12	13	13	14	98,175	103,084	108,238	113,650	119,332
									45	Assistance in the establishment and development of international classes	4	4	5	5	5	63,000	66,150	69,458	72,930	76,577
									46	Expansion of international classes in collaboration with the government and partner institutions	8	8	9	9	10	80,850	84,893	89,137	93,594	98,274
									47	Promotion of the university's international cooperation programs	9	10	10	11	11	9,450	9,923	10,419	10,940	11,487
									48	Enhancement of foreign language proficiency among teaching staff	3	3	3	4	4	63,000	66,150	69,458	72,930	76,577
									49	Promotion to increase the number of international students	3	3	3	3	3	13,976	14,674	15,408	16,178	16,987
									50	Initiation and monitoring of academic staff and student exchange collaborations	6	6	6	6	7	27,951	29,349	30,816	32,357	33,975
									51	Involvement of lecturers and students in international events	14	15	15	16	17	209,633	220,114	231,120	242,676	254,810
									52	Enhancement of the Public Relations Office's role in disseminating information about Universitas Syiah Kuala	11	12	12	13	14	55,902	58,697	61,632	64,714	67,949
									53	Formulation of campus environmental regulations	11	12	12	13	14	-	-	-	-	-
									54	Implementation of water-sensitive management practices	8	9	9	10	10	42,000	44,100	46,305	48,620	51,051
									55	Enhancement and protection of biodiversity and sustainable landscapes	5	6	6	6	6	26,250	27,563	28,941	30,388	31,907
									56	Energy efficiency and low-emission initiatives	4	4	5	5	5	21,000	22,050	23,153	24,310	25,526
									57	Development of green infrastructure and buildings	16	17	17	18	19	78,750	82,688	86,822	91,163	95,721
									58	Promotion of environmentally friendly transportation (Green Transportation)		11	12	12	13	-	55,000	57,750	60,638	63,669
									59	Implementation of integrated and sustainable waste management	6	7	7	7	8	31,500	33,075	34,729	36,465	38,288

									60	Implementation of bureaucratic reform	1	1	1	1	1	5,250	5,513	5,788	6,078	6,381
									61	Preparation of the University Statute and Organizational Structure (OTK)	1	1				5,250	5,513	-	-	-
									Estimated Budget for IKT 3.03							301,425,394	314,870,237	328,915,822	343,669,260	359,160,151

Strategic Objective	Performance Indicator of Strategic Objective		Target					Program	Activity		Activity Target					Total Budget (in thousand Rupiah)				
			2025	2026	2027	2028	2029				Volume					2025	2026	2027	2028	2029
											2025	2026	2027	2028	2029					
Realization of integrated quality management in academic and non-academic fields through accountable governance	IKK-4.01	Average SAKIP (Government Agency Performance Accountability System) rating of at least BB for all work units	A	A	AA	AA	AA	Strengthening the capacity for performance-based planning and budgeting	1	Strengthening financial governance in accordance with Public Service Agency (BLU) standards	1	1	1	1	1	10,200	10,404	10,612	10,824	11,041
									2	Implementation of internal audits (SPI)	3	3	3	4	4	15,750	16,538	17,364	18,233	19,144
									3	Enhancement of performance-based budgeting	4	4	5	5	5	21,000	22,050	23,153	24,310	25,526
									4	Strengthening university-level planning and budgeting governance	7	7	8	8	8	20,790	21,830	22,921	24,067	25,270
									5	Improvement of planning and budgeting management systems in accordance with established standards	3	3	3	4	4	23,625	24,806	26,047	27,349	28,716
									5	Technical guidance on SAKIP (Government Agency Performance Accountability System)	3	3	3	4	4	-	-	-	-	-
									7	Preparation of the Government Agency Performance Accountability System (SAKIP) documentation	1	1	1	1	1	7,500	7,875	8,269	8,682	9,116
									8	Regular evaluation of audit findings from the Audit Board of Indonesia (BPK)	5	6	6	6	6	5,324	5,590	5,870	6,163	6,471
									9	Coordination with relevant parties for internal and external follow-up on BPK findings	19	20	21	22	23	18,634	19,566	20,544	21,571	22,650
									10	Implementation of SAKIP within the university's work plan and budgeting information system	13	13	14	15	15	12,600	13,230	13,892	14,586	15,315
	Estimated Budget for IKK 4.01															135,423	141,888	148,670	155,786	163,250
	IKK-4.02	Average budget performance score for the implementation of the Work and Budget Plan of Ministries/Agencies (RKA-K/L) for all work units: minimum score of 80	80.00	80.00	80.00	84.00	89.00	Strengthening budget performance	1	Strengthening information systems for planning, budgeting, monitoring, and evaluation	13	13	14	15	15	12,600	13,230	13,892	14,586	15,315
									2	Dissemination of information on Budget Performance Indicators	2	2	2	2	3	2,100	2,205	2,315	2,431	2,553
									3	Dissemination of information on Budget Revision procedures	2	2	2	2	3	2,100	2,205	2,315	2,431	2,553

								4	Dissemination of information on Budget Performance Measurement	1	1	1	1	1	1,050	1,103	1,158	1,216	1,276
Estimated Budget for IKK 4.02															17,850	18,743	19,680	20,664	21,697
IKK-4.03	Percentage of faculties establishing integrity zones	100.00	100.00	100.00	100.00	100.00	Development of Integrity Zones	1	Administrative System Reform	13	13	13	13	13	15,000	13,230	13,000	13,000	13,000
								2	Human Resource Management Reform	3500	3675	3859	4052	4254	3,500,000	3,675,000	3,858,750	4,051,688	4,254,272
								3	Strengthening Accountability	13	13	13	13	13	7,500	13,000	13,000	13,000	13,000
								4	Enhancing Oversight and Supervision	13	13	13	13	13	10,000	13,000	13,000	13,000	13,000
								5	Improving the Quality of Public Services	13	13	13	13	13	50,000	52,500	55,125	57,881	60,775
								6	Strengthening Change Management	13	13	13	13	13	5,000	5,250	5,513	5,788	6,078
Estimated Budget for IKK 4.03															3,587,500	3,771,980	3,958,388	4,154,357	4,360,125
IKT-4.01	Ratio of university revenue to operational costs	65.00	66.00	67	68.00	70.00	Strengthening financial independence in funding educational operational expenses	1	Regular monitoring of revenue realization and operational costs	12	12	12	12	12	1,000	1,000	1,000	1,000	1,000
								2	Rector's Regulation on the planning and utilization of Non-Tax State Revenue (PNBP)	1	1	1	1	1	5,000	5,000	5,000	5,000	5,000
								3	Periodic monitoring of revenue realization in relation to activity expenditures	12	12	12	12	12	6,000	6,000	6,000	6,000	6,000
Estimated Budget for IKT 4.01															12,000	12,000	12,000	12,000	12,000
IKT-4.02	Total university revenue (in billion Rupiah)	415.00	425.00	435.00	445.00	455.00	Enhancement of the university's income-generating capacity	1	Preparation of Standard Operating Procedures (SOPs) for revenue management	2	1	1	1	1	4,000	2,000	2,000	2,000	2,000
								2	Formulation of university revenue targets	1	1	1	1	1	2,000	2,000	2,000	2,000	2,000
								3	Development of the Single Tuition Fee (UKT) structure	1	1	1	1	1	2,000	2,000	2,000	2,000	2,000
								4	Rector's Regulation on Academic Service Fees	1	1	1	1	1	3,000	3,000	3,000	3,000	3,000
								5	Rector's Regulation on Non-Academic Service Fees	1	1	1	1	1	3,500	3,500	3,500	3,500	3,500
								6	Initiation and monitoring of partnership implementation to increase Universitas Syiah Kuala's revenue	2	2	2	2	2	10,000	10,500	11,025	11,576	12,155
								7	Initiation and monitoring of non-academic partnership implementation	3	3	3	4	4	15,750	16,538	17,364	18,233	19,144
Estimated Budget for IKT 4.02															16,500	18,150	19,965	45,462	12,500

	IKT-4.03	Total university revenue generated from resource management (in billion Rupiah)	50.00	52.00	54.00	56.00	58.00	Optimization of university resources to support revenue generation	1	Maintenance of business assets and public service facilities	4	4	5	5	5	42,000	44,100	46,305	48,620	51,051
									2	Development of a revenue management system for assets	1	1	1	1	1	17,500	15,750	14,175	12,758	11,482
									3	Capacity building for the management of public service and business units	8	9	9	10	10	67,200	70,560	74,088	77,792	81,682
									4	Operational expenses for business units	2	2	3	3	3	20,400	20,808	21,224	21,649	22,082
									5	Expansion of networks with business partners and entrepreneurs	6	7	7	7	8	126,000	132,300	138,915	145,861	153,154
									6	Enhancement of human resource capacity for asset management	4	4	5	5	5	33,600	35,280	37,044	38,896	40,841
									7	Promotion of products and services	8	9	9	10	10	16,800	17,640	18,522	19,448	20,421
									8	Strengthening the institutional capacity of the Business Development Agency	12	12	12	12	12	60,000	60,000	60,000	60,000	60,000
	Estimated Budget for IKT 4.03															383,500	396,438	410,273	425,024	440,712
	IKT-4.04	QS Ranking	117.00	110.00	100.00	100.00	100.00	Reputation building	1	Strengthening the World Class University (WCU) program	1	1	1	1	1	10,000,000	10,000,000	10,000,000	10,000,000	10,000,000
2									Enhancement of the Green Metric and SDGs Impact Ranking programs	1	1	1	1	1	200,000	200,000	200,000	200,000	200,000	
Estimated Budget for IKT 4.04															10,200,000	10,200,000	10,200,000	10,200,000	10,200,000	



The operational definitions and calculation methods for performance achievements and their cascading structure are presented in Table 4.4.

**Table 4.4**

**Operational Definitions and Calculation Methods for Performance Achievements and Their Cascading Structure**

NO	INDICATOR	OPERATIONAL DEFINITIONS AND CALCULATION METHODS
<b>Meningkatnya kualitas lulusan pendidikan tinggi</b>		
KPI-1.01	Graduate employability: Percentage of undergraduate (S1) and diploma (D4/D3/D2) graduates who have successfully a. secured employment, b. pursued further studies, or c. become entrepreneurs.	<p><b>Operational Definitions</b></p> <p>a. Employment Criteria: Having employment within twelve (12) months after graduation in:</p> <ol style="list-style-type: none"> <li>1) Private companies, including national, multinational, and start-up companies, as well as micro, small, and medium enterprises (MSMEs);</li> <li>2) Non-profit organizations;</li> <li>3) Multilateral institutions/organizations;</li> <li>4) Government agencies; or</li> <li>5) State-Owned Enterprises (BUMN) / Regional-Owned Enterprises (BUMD)</li> </ol> <p>b. Further Study Criteria: Continuing education in a professional program, applied undergraduate (S1/D4), master's (S2/applied S2), or doctoral (S3/applied S3) program, either domestically or abroad, within less than twelve (12) months after graduation.</p> <p>c. Entrepreneurship Criteria: Having employment within twelve (12) months after graduation as:</p> <ol style="list-style-type: none"> <li>1) A founder or co-founder of a company; or</li> <li>2) A freelancer.</li> </ol> <p><b>Formula :</b></p> $\frac{\sum_1^i n_i k_i}{t} \times 100$ <p>n = respondents who are graduates of S1, D4, D3, D2, or D1 programs who successfully obtained employment, continued their studies, or became entrepreneurs.</p> <p>t = total number of graduate respondents successfully collected (a minimum percentage of respondents must be reached).</p> <p>k = weighting constant (full weight is given to respondents earning at least 1.2 times the Provincial Minimum Wage (UMP) where they work and who obtained employment within less than six (6) months after graduation).</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector for Student Affairs (Vice Rector III)</li> <li>2) Vice Dean for Student Affairs (Vice Dean III)</li> <li>3) Directorate of Student Affairs and Alumni</li> <li>4) Head of the Career Development Center (CDC) or Employment Service Center</li> <li>5) Head of the Entrepreneurship Development Unit (UPT Kewirausahaan)</li> </ol>

NO	INDICATOR	OPERATIONAL DEFINITIONS AND CALCULATION METHODS
KPI-1.02	<p>Students participating in activities or achieving accomplishments outside their study program: Percentage of undergraduate (S1) and diploma (D4/D3/D2/D1) students who:</p> <ol style="list-style-type: none"> <li>participate in learning activities outside their study program; or</li> <li>achieve academic or non-academic accomplishments.</li> </ol>	<p><b>Operational Definition</b></p> <ol style="list-style-type: none"> <li>Criteria for learning activities outside the study program Undergraduate (S1) and diploma (D4/D3/D2/D1) students who complete up to 20 (twenty) credits (SKS) per semester outside their study program. The minimum number of credits that can be counted is at least 10 (ten) credits for S1/D4/D3 students and 5 (five) credits for D1 and D2 students. Activities may be combined and counted cumulatively: <ol style="list-style-type: none"> <li>Internship or work placement: Internship activities at a company, non-profit organization, multilateral institution, government agency, or start-up company.</li> <li>Village project Social or community service projects aimed at empowering rural or remote communities through the development of the local economy, infrastructure, and other initiatives.</li> <li>Teaching in schools: Teaching activities at elementary or secondary schools, located in urban, rural, or remote areas.</li> <li>Student exchange: Taking classes or a semester at another university, either abroad or within the country. Student exchange also includes activities between study programs within the same university and inbound student participation in exchange programs.</li> <li>Research or academic study: Academic research activities in the fields of science or social humanities conducted under the supervision of lecturers or researchers.</li> <li>Entrepreneurship: Students develop entrepreneurial activities independently or collaboratively with other students.</li> <li>Independent study or project: Students may develop a self-initiated project (such as participation in international competitions relevant to their field of study, technological projects, or social engineering initiatives) conducted individually or collaboratively with other students.</li> <li>Humanitarian project: Social or community service activities organized by the university or conducted for a foundation or humanitarian organization, either domestically or abroad (such as disaster relief, community empowerment, environmental conservation, Red Cross activities, Peace Corps, and similar programs).</li> <li>National defense training: Activities conducted to provide education and/or training for students to foster awareness, attitudes, and values of national defense and patriotism (e.g., National Defense Awareness Training [PKBN], reserve component programs, etc.). These activities are organized by: <ol style="list-style-type: none"> <li>The university, in collaboration with the Ministry of Defense and/or other relevant ministries or institutions; and/or</li> <li>The Ministry of Defense and/or other relevant ministries or institutions.</li> </ol> </li> </ol> </li> <li>Achievement Criteria Undergraduate (S1) and diploma (D4/D3/D2/D1) students who have successfully: <ol style="list-style-type: none"> <li>Achieved awards in competitions or contests by placing first (I) to third (III)</li> </ol> </li> </ol>

		<p>at:</p> <ol style="list-style-type: none"> <li>the international level;</li> <li>the national level; or,</li> <li>the provincial level.</li> </ol> <ol style="list-style-type: none"> <li>Produced works or innovations utilized by the business sector, industry, or community.</li> <li>Obtained international competency certification.</li> </ol> <p><b>Formula :</b></p> <p>a. Academic State University (Perguruan Tinggi Negeri Akademik)</p> $\left( \frac{\sum_1^n a_n k_n}{x} \times 50 \right) + \left( \frac{\sum_1^n b_n k_n}{x} \times 20 \right) + \left( \frac{\sum_1^n c_n k_n}{y} \times 30 \right)$ <p>a = number of students participating in learning activities outside their study program in accordance with the minimum criteria.  b = number of inbound students accepted in student exchange programs in accordance with the minimum criteria.  c = number of achievements attained by students.  x = number of students eligible to participate in learning activities outside their study program.  x = total number of active students.  k = weighting constant (the weighting considers factors such as credit conversion quantity, level of competition, ranking of achievement, and other relevant aspects).</p> <p>b. Public Vocational Higher Education Institution</p> <ol style="list-style-type: none"> <li>Formula for Polytechnic Institutions</li> </ol> $\left( \frac{\sum_1^n a_{1n} k_n}{x} \times 25 \right) + \left( \frac{\sum_1^n a_{2n} k_n}{x} \times 25 \right) + \left( \frac{\sum_1^n b_n k_n}{x} \times 20 \right) + \left( \frac{\sum_1^n c_n k_n}{y} \times 30 \right)$ <ol style="list-style-type: none"> <li>Formula untuk Akademi Komunitas</li> </ol> $\left( \frac{\sum_1^n a_{3n} k_n}{x} \times 50 \right) + \left( \frac{\sum_1^n b_n k_n}{x} \times 20 \right) + \left( \frac{\sum_1^n c_n k_n}{y} \times 30 \right)$ <p>a<sub>1</sub> = number of students participating in learning activities outside their study program in accordance with the minimum criteria.  c<sub>2</sub> = number of students undertaking mandatory internships outside their study program in accordance with the minimum criteria.  a<sub>3</sub> = number of D2/D1 students participating in learning activities outside their study program in accordance with the minimum criteria and undertaking mandatory internship requirements.  b = number of inbound students accepted in student exchange programs in accordance with the minimum criteria.  c = number of achievements attained by students.  x = number of students eligible to participate in learning activities outside their study program.  y = total number of active students.  k = weighting constant (the weighting takes into account the quantity of credit conversion, the level of competition, ranking of achievements, and other relevant factors).</p>
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NO	INDICATOR	OPERATIONAL DEFINITIONS AND CALCULATION METHODS
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		<b>Responsible Parties / PIC / Cascading Units:</b> <ol style="list-style-type: none"> <li>1) Vice Rector I</li> <li>2) Vice Rector III</li> <li>3) Vice Dean I</li> <li>4) Vice Dean III</li> <li>5) Head of Study Program</li> <li>6) Directorate of Learning</li> <li>7) Directorate of Student Achievement and Entrepreneurship</li> <li>8) Head of the Institute for Educational Development and Quality Assurance</li> </ol>
IKT-1.01	The average percentage of on-time graduates with a minimum of 80% of the total number of graduates.	<b>Operational Definition:</b> Students who have completed their studies according to their respective levels of education.  <b>Calculation Formula:</b> The number of students who complete their studies within the curriculum period plus one additional semester, divided by the total number of graduates.
		<b>Responsible Parties / PIC / Cascading Units:</b> <ol style="list-style-type: none"> <li>1) Vice Rector I</li> <li>2) Vice Dean I</li> <li>3) Head of Study Program</li> <li>4) Directorate of Academic Administration</li> </ol>
IKT-1.02	Percentage of Scholarship Recipient	<b>Operational Definition:</b> Students who receive learning assistance from scholarship providers  <b>Calculation Formula:</b> $\frac{\text{Number of Scholarship Recipients}}{\text{Total Number of Active Students}} \times 100$
		<b>Responsible Parties / PIC / Cascading Units:</b> <ol style="list-style-type: none"> <li>1) Vice Rector III</li> <li>2) Vice Dean II</li> <li>3) Directorate of Student Affairs and Alumni</li> </ol>
<b>Improved Quality of Higher Education Faculty</b>		
KPI-2.01	Off-Campus Faculty  The percentage of faculty members engaged in Tri Dharma activities at other higher education institutions, working as practitioners in industry, or supervising students participating in learning activities outside their study program.	<b>Operational Definition</b> <ol style="list-style-type: none"> <li>a. Reporting Requirements to the University Leadership <ol style="list-style-type: none"> <li>1) The activity must be conducted with the knowledge of the institution or university leadership, at a minimum, with approval from the Head of Department or Dean.;</li> <li>2) The activity format may include a sabbatical leave—a policy allowing temporary leave from academic and administrative duties for research or scholarly writing purposes while continuing to receive income from the home institution—or a part-time arrangement;</li> <li>3) The activity must be supported by a contract, assignment letter, or decree between the faculty member and the external organization.</li> <li>4) Faculty members may be granted a reduction in workload or the number of credits (SKS) required during the period in which they are engaged in Tri Dharma activities outside the university.</li> </ol> </li> <li>b. Criteria for Higher Education Institutions:  Faculty members who have carried out Tri Dharma activities at other higher education institutions, either domestically or abroad, within the past five (5) years. The list of activities may refer to the rubric of faculty workload activities. Examples include: <ol style="list-style-type: none"> <li>1) Education: serving as a lecturer, supervisor, student assessor, student activity advisor, or contributing to the development of study programs or</li> </ol> </li> </ol>

		<p>course plans, among others.</p> <ol style="list-style-type: none"> <li>2) Research: initiating new research projects, assisting research conducted by faculty at other universities, or designing and producing patented technological works, among others.</li> <li>3) Community Service: facilitating community service-based learning, coordinating community service programs (Kuliah Kerja Nyata), or providing training to the community, among others.</li> </ol> <p>c. Criteria for Working as a Practitioner: Faculty members with professional experience as practitioners within the past five (5) years through:</p> <ol style="list-style-type: none"> <li>1) Employment as a researcher, consultant, assessor, or full-time or part-time employee in: <ol style="list-style-type: none"> <li>a) multinational companies;</li> <li>b) medium-to-large-scale private companies;</li> <li>c) global technology companies;</li> <li>d) technology startup companies;</li> <li>e) national or international non-profit organizations;</li> <li>f) multilateral institutions or organizations;</li> <li>g) government agencies; or.</li> <li>h) state-owned or regionally owned enterprises (BUMN/BUMD).</li> </ol> </li> <li>2) Entrepreneurship as a founder or co-founder of: <ol style="list-style-type: none"> <li>a) multinational companies;</li> <li>b) small-to-large-scale private companies;</li> <li>c) global technology companies;</li> <li>d) technology startup companies; or</li> <li>e) national or international non-profit organizations.</li> </ol> </li> <li>3) For faculty members from arts and culture study programs, activities may also include: <ol style="list-style-type: none"> <li>a) engaging in independent creative work or artistic performances;</li> <li>b) serving as a jury member, curator, or committee member for national-level arts and cultural events; or</li> <li>c) founding or co-founding an arts or cultural studio.</li> </ol> </li> </ol> <p>d. Criteria for Supervising Students in Activities Outside Their Study Program. Faculty members who have supervised students within the past one (1) year by:</p> <ol style="list-style-type: none"> <li>1) Assisting students in carrying out learning activities outside their study program;</li> <li>2) Supervising students who have achieved distinction by winning first (1st), second (2nd), or third (3rd) place in competitions at: <ol style="list-style-type: none"> <li>a) the international level;</li> <li>b) the national level; or</li> <li>c) the provincial level;</li> </ol> </li> <li>3) Assisting students in developing products utilized by businesses, industries, or communities.</li> <li>4) Supervising students in obtaining international competency certifications.</li> </ol> <p>Formula:</p> $\frac{\sum_1^i n_i k_i}{t} \times 100$ <p>n = number of faculty members holding a National Lecturer Identification Number</p>
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		<p>(Nomor Induk Dosen Nasional – NIDN) who are engaged in Tri Dharma activities at other higher education institutions, work as practitioners in industry, or supervise students participating in activities outside their study program.</p> <p>t = total number of faculty members holding an NIDN.</p> <p>k = weighting constant (the weighting considers factors such as the reputation of the higher education institution where Tri Dharma activities are conducted, the type of supervisory activities, the level of student achievement, and other relevant aspects).</p>
		<p>Responsible Parties / PIC:</p> <ol style="list-style-type: none"> <li>1) Vice Rector IV</li> <li>2) Vice Dean I</li> <li>3) Head of Study Program</li> <li>4) Directorate of Finance and Resources</li> <li>5) University Business Development Agency</li> </ol>
KPI-202	<p>Faculty/Instructor Qualifications:</p> <ol style="list-style-type: none"> <li>a. percentage of faculty members holding competency or professional certificates recognized by the business and industrial sectors; or</li> <li>b. percentage of instructors originating from professional practitioners, the business community, or the industrial sector</li> </ol>	<p><b>Operational Definition:</b></p> <ol style="list-style-type: none"> <li>a. Criteria for Competency/Professional Certification Faculty members holding certification from the following institutions: <ol style="list-style-type: none"> <li>1) National Professional Certification Bodies (Lembaga Sertifikasi Profesi – LSP) licensed by the National Professional Certification Agency (Badan Nasional Sertifikasi Profesi – BNSP) with active status;</li> <li>2) Competency Certification Bodies (Lembaga Sertifikasi Kompetensi – LSK) recognized by the Ministry of Education, Culture, Research, and Technology;</li> <li>3) Internationally recognized professional organizations or certification associations;</li> <li>4) Fortune 500 companies; or</li> <li>5) Business and industrial sectors</li> </ol> </li> <li>b. Criteria for Instructors from the Professional Community Practitioners who teach in accordance with the minimum class time requirements per semester established by the Ministry of Education, Culture, Research, and Technology. Practitioners must have full-time professional experience as follows: <ol style="list-style-type: none"> <li>1) Employment in: <ol style="list-style-type: none"> <li>a) multinational companies;</li> <li>b) medium-to-large-scale private companies;</li> <li>c) global technology companies;</li> <li>d) technology startup companies;</li> <li>e) national or international non-profit organizations;</li> <li>f) multilateral institutions or organizations;</li> <li>g) government agencies; or</li> <li>h) state-owned or regionally owned enterprises (BUMN/BUMD).</li> </ol> </li> <li>2. Entrepreneurship as a founder or co-founder of: <ol style="list-style-type: none"> <li>a) multinational companies;</li> <li>b) small-to-large-scale private companies;</li> <li>c) global technology companies;</li> <li>d) technology startup companies; or</li> <li>e) national or international non-profit organizations.</li> </ol> </li> <li>2) Freelance Professionals.</li> <li>3) For practitioners teaching in arts, culture, and creative industry study programs, relevant experience may also include: <ol style="list-style-type: none"> <li>a) engaging in independent creative work or public artistic performances;</li> <li>b) serving as a jury member, curator, or committee member for national-level arts and cultural events; or</li> <li>c) founding or co-founding an art or cultural studio.</li> </ol> </li> </ol> </li> </ol>

		<p><b>Formula:</b></p> $\left(\frac{a}{x+y} \times 60\right) + \left(\frac{b}{x+y+z} \times 40\right)$ <p>a = number of faculty members holding a National Lecturer Identification Number (Nomor Induk Dosen Nasional – NIDN) or a Special Lecturer Identification Number (Nomor Induk Dosen Khusus – NIDK) who possess competency or professional certificates.</p> <p>b = number of instructors originating from professional practitioners in the industrial or professional sectors.</p> <p>x = number of faculty members holding an NIDN.</p> <p>y = number of faculty members holding an NIDK.</p> <p>z = number of faculty members holding an Educator Registration Number (Nomor Urut Pendidik – NUP).</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector I</li> <li>2) Vice Rector II</li> <li>3) Vice Dean I</li> <li>4) Vice Dean II</li> <li>5) Head of Study Program</li> <li>6) Directorate of Finance and Resources</li> </ol>
KPI 2.03	<p>Application of Faculty Work:</p> <p>The number of faculty outputs that have received international recognition or have been applied by the community, industry, or government, divided by the total number of faculty members.</p>	<p><b>Operational Definition:</b></p> <p>Categories of faculty outputs that have received international recognition or have been applied in society, industry, or government:</p> <ol style="list-style-type: none"> <li>a. Scholarly Works, consisting of: <ol style="list-style-type: none"> <li>1) scientific articles, academic books, and chapters in academic books;</li> <li>2) reference works, including handbooks, guidelines, manuals, textbooks, monographs, encyclopedias, and dictionaries;</li> <li>3) case studies; and/or</li> <li>4) research reports produced for partner institutions.</li> </ol> </li> <li>b. Applied Works, consisting of: <ol style="list-style-type: none"> <li>1) Physical products, digital products, or algorithms (including prototypes); and/or</li> <li>2) The development of inventions in collaboration with partners.</li> </ol> </li> <li>c. Artistic Works, consisting of: <ol style="list-style-type: none"> <li>1) visual, audio, audiovisual, or performance-based works;</li> <li>2) conceptual design, product design, visual communication design, architectural design, or craft design;</li> <li>3) written works such as novels, poems, or musical notations; and/or</li> <li>4) preservation works (for example, modernization of traditional dance arts).</li> </ol> </li> </ol> <p><b>Formula:</b></p> $\frac{\sum_1^i n_i k_i}{t} \times 100$ <p>n = number of faculty works produced by lecturers holding a National Lecturer Identification Number (Nomor Induk Dosen Nasional – NIDN) or a Special Lecturer Identification Number (Nomor Induk Dosen Khusus – NIDK) that have received international recognition or have been utilized by the community, industry, or government.</p> <p>t = total number of faculty members holding an NIDN or NIDK.</p>

		k = weighting constant (the weighting considers the level of international recognition or the extent of application of the work by the community, industry, or government).
		<b>Responsible Parties / PIC / Cascading Units:</b> 1) Vice Rector I 2) Vice Dean I 3) Head of Study Program 4) Head of the Institute for Research and Community Service
IKT-2.01	Percentage of Faculty Members Holding the Academic Rank of Professor	<b>Operational Definition:</b> The percentage of permanent faculty members who hold the academic rank of Professor in the current year  <b>Formula:</b> $\frac{\text{Number of Permanent Faculty Members Holding the Rank of Professor}}{\text{Total Number of Permanent Faculty Members}} \times 100$
		<b>Responsible Parties / PIC / Cascading Unit:</b> 1) Vice Rector I 2) Vice Rector II 3) Vice Dean I 4) Vice Dean II 5) Directorate of Finance and Resources
IKT-2.02	Percentage of Faculty Members Holding the Academic Rank of Associate Professor	<b>Operational Definition:</b> The percentage of permanent faculty members who hold the academic rank of Associate Professor (Lektor Kepala) in the current year  <b>Formula:</b> $\frac{\text{Number of Permanent Faculty Members Holding the Rank of Associate Professor}}{\text{Total Number of Permanent Faculty Members}} \times 100$
		<b>Responsible Parties / PIC / Cascading Units:</b> 1) Vice Rector I 2) Vice Rector II 3) Vice Dean I 4) Vice Dean II 5) Head of the Bureau of General Affairs and Finance
IKT-2.03	Number of Nationally Indexed Reputable Journals	<b>Operational Definition:</b> The number of accredited scientific journals indexed in the Science and Technology Index (SINTA).  <b>Formula:</b> Based on data from the SINTA database.
		<b>Responsible Parties / PIC / Cascading Units:</b> 1) Vice Rector I 2) Vice Dean I 3) Head of Study Program 4) Head of the Institute for Research and Community Service
IKT-2.04	Number of Globally Indexed Journals	<b>Operational Definition:</b> The number of accredited scientific journals indexed in Scopus and/or the Web of Science as highly reputable indexing databases.  <b>Formula:</b> Based on data from Scopus, Web of Science, and/or SINTA databases.
		<b>Responsible Parties / PIC / Cascading Units:</b> 1) Vice Rector I 2) Vice Dean I 3) Head of Study Program



		4) Head of the Institute for Research and Community Service
IKT-2.05	Number of Collaborations in Research, Community Service, and Institutional Development	<p><b>Operational Definition:</b> Implementation of collaborations with partners, including government and non-government institutions, non-governmental organizations (NGOs), companies, and other community organizations, through research, community service, studies, and various institutional development activities.</p> <p><b>Calculation Method:</b> Based on the number of collaborative and partnership activities conducted with government and non-government institutions, non-governmental organizations (NGOs), companies, and other community organizations through research, community service, studies, and other developmental initiatives.</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector IV</li> <li>2) Vice Dean I</li> <li>3) Head of Study Program</li> <li>4) Head of the Office of International Affairs</li> <li>5) Head of the Institute for Research and Community Service</li> </ol>
<b>Improvement in the Quality of Curriculum and Learning</b>		
KPI-3.01	Study Program Partnerships: The number of collaborations established by each study program at the undergraduate (S1) and vocational levels (D4/D3/D2/D1).	<p><b>Operational Definition:</b></p> <p>a. Partnership Criteria A cooperation agreement may take the form of:</p> <ol style="list-style-type: none"> <li>1) joint curriculum development (including the design of learning outcomes, content, and teaching methods);</li> <li>2) provision of project-based learning (PBL) opportunities;</li> <li>3) provision of internship programs for at least one full semester;</li> <li>4) provision of employment opportunities for graduates;</li> <li>5) participation of guest lecturers or professional practitioners in teaching activities;</li> <li>6) provision of training programs (upskilling and reskilling) for lecturers and instructors;</li> <li>7) resource sharing of facilities and infrastructure;</li> <li>8) implementation of teaching factory (TEFA) programs on campus;</li> <li>9) implementation of double degree or joint degree programs; and/or</li> <li>10) establishment of research collaborations.</li> </ol> <p>b. Partner Criteria:</p> <ol style="list-style-type: none"> <li>1) multinational companies;</li> <li>2) nationally recognized companies with high standards;</li> <li>3) global technology companies;</li> <li>4) technology startup companies;</li> <li>5) world-class non-profit organizations;</li> <li>6) multilateral institutions or organizations;</li> <li>7) higher education institutions ranked within the QS 200 by Subject;</li> <li>8) universities, faculties, or study programs in relevant fields;</li> <li>9) government agencies, state-owned enterprises (BUMN), and/or regionally owned enterprises (BUMD);</li> <li>10) hospitals;</li> <li>11) micro, small, and medium enterprises (MSMEs);</li> <li>12) government, private, national, or international research institutions; or</li> <li>13) nationally or internationally reputable cultural institutions.</li> </ol> <p><b>Formula:</b></p> $\frac{\sum_1^i n_i k_i}{t} \times 100$ <p>n = number of collaborations established by undergraduate (S1) and vocational (D4/D3/D2/D1) study programs that meet the specified criteria.</p>

		<p>t = total number of undergraduate (S1) and vocational (D4/D3/D2/D1) study programs.</p> <p>k = weighting constant (the weighting takes into account the reputation of the partner institution).</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector IV</li> <li>2) Vice Dean III</li> <li>3) Head of Study Program</li> <li>4) Directorate of Planning and Partnerships</li> <li>5) Head of the Office of International Affairs</li> </ol>
KPI-3.02	In-Class Learning: Percentage of undergraduate (S1) and vocational (D4/D3/D2/D1) courses that employ innovative or active learning methods.	<p><b>Operational Definition:</b></p> <p>a. Criteria for Learning Methods In-class learning must employ one or a combination of the following approaches: the case method or team-based project learning.</p> <ol style="list-style-type: none"> <li>1) Case Method: <ol style="list-style-type: none"> <li>a) students act as the protagonists who attempt to solve a particular case;</li> <li>b) students analyze the case to develop solution recommendations, supported by group discussions to test and refine proposed solutions; or</li> <li>c) the class engages in active discussion, with the majority of conversations led by students, while the lecturer facilitates by guiding discussions, posing questions, and providing observations.</li> </ol> </li> <li>2) Team-Based Project Learning: <ol style="list-style-type: none"> <li>a) students are divided into groups of more than one to work collaboratively on an assignment over a specified period;</li> <li>b) each group is given a real-world problem or complex question and provided the opportunity to design a work plan and collaboration model;</li> <li>c) each group prepares a presentation or final project to be showcased before the lecturer, the class, or another audience capable of providing constructive feedback;</li> <li>d) lecturers mentor each group throughout the project period and encourage students to think critically and creatively in collaboration; or</li> <li>e) groups are assigned projects originating from industry or the business sector.</li> </ol> </li> </ol> <p>b. Evaluation Criteria Fifty percent (50%) of the final grade must be based on the quality of class participation during discussions (case method) and/or the final presentation in team-based project learning.</p> <p>Formula:</p> $\frac{n}{t} \times 100$ <p>n = number of courses that apply the case method or team-based project as part of the evaluation component.</p> <p>t = total number of courses conducted during the current academic year.</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector I</li> <li>2) Vice Dean I</li> <li>3) Head of Study Program</li> <li>4) Directorate of Learning</li> <li>5) Head of the Institute for Quality Assurance</li> </ol>
KPI-3.03	International Accreditation:	<p><b>Operational Definition:</b></p>

	Percentage of undergraduate (S1) and vocational (D4/D3) study programs that have obtained international accreditation or certification recognized by the government.	<p>Accreditation and Certification Criteria:</p> <ol style="list-style-type: none"> <li>International accreditation or certification bodies recognized by the Ministry of Education, Culture, Research, and Technology.</li> <li>Examples of recognized international accreditation bodies include, but are not limited to: <ol style="list-style-type: none"> <li>British Accreditation Council (BAC);</li> <li>The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC);</li> <li>The Quality Assurance Agency (QAA);</li> <li>The Association to Advance Collegiate Schools of Business /AACSB International);</li> <li>Accreditation Board for Engineering and Technology (ABET);</li> <li>Accreditation Council for Pharmacy Education (ACPE);</li> <li>Hong Kong Council for Accreditation of Academic &amp; Vocational Qualifications (HKCAAVQ);</li> <li>Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT);</li> <li>Tertiary Education Quality and Standards Agency (TEQSA);</li> <li>The Association to Advance Collegiate Schools of Business (AACSB);</li> <li>The Association of MBAs (AMBA);</li> <li>EFMD Quality Improvement System (EQUIS);</li> <li>International Accreditation Council for Business Education (IACBE);</li> <li>Association of Asia-Pacific Business Schools (AAPBS);</li> <li>Accreditation Council for Business Schools and Programs (ACBSP);</li> <li>Royal Society of Chemistry (RSC);</li> <li>The Rehabilitation Council of India (RCI); or</li> <li>Council for the Accreditation of Educator Preparation (CAEP).</li> </ol> </li> </ol> <p>Formula:</p> $\frac{n}{t} \times 100$ <p>n = number of undergraduate (S1) and vocational (D4/D3) study programs that have obtained international accreditation or certification recognized by the government.</p> <p>t = total number of undergraduate (S1) and vocational (D4/D3) study programs that have produced at least one cohort of graduates.</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>Vice Rector I</li> <li>Vice Dean I</li> <li>Head of Study Program</li> <li>Head of the Institute for Quality Assurance</li> </ol>
IKT-3.01	Number of Certified Laboratories	<p><b>Operational Definition:</b></p> <p>Recognition granted to laboratories by officially acknowledged certification bodies, based on an assessment confirming that the laboratories have met the required quality standards and criteria.</p> <p><b>Formula:</b></p> <p>Actual number of certified laboratories.</p>
IKT-3.02	Percentage of Study Programs with Excellent Accreditation Status	<p><b>Operational Definition:</b></p> <p>The percentage of study programs (prodi) with Excellent Accreditation serves as an indicator to measure the performance of study programs that have achieved excellent accreditation status in accordance with the quality standards established by the National Accreditation Board for Higher Education (BAN-PT) and other</p>

		<p>Independent Accreditation Agencies (LAMs), with reference to the National Standards for Higher Education.</p> <p><b>Formula:</b></p> $\frac{\text{Number of Study Programs with A Accreditation}}{\text{Total Number of Study Programs}} \times 100$
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector I</li> <li>2) Vice Dean I</li> <li>3) Head of Study Program</li> <li>4) Head of the Institute for Educational Development and Quality Assurance</li> </ol>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector I</li> <li>2) Vice Dean I</li> <li>3) Head of the Integrated Laboratory Technical Implementation Unit (UPT Laboratorium Terpadu)</li> </ol>
<b>Improvement of Governance within Work Units under the Directorate General of Higher Education</b>		
IKK-4.01	Average SAKIP (Performance Accountability System) Rating of Work Units at a Minimum Grade of BB	<p><b>Operational Definition:</b></p> <p>An assessment of the implementation of performance and budget accountability within work units, with evaluation components covering the implementation of the Strategic Plan, Performance Agreement, Performance Monitoring and Evaluation System, and Performance Reporting.</p> <p>Calculation Method:</p> <p>Assessment Score =</p> <ul style="list-style-type: none"> <li>• AA = &gt;90–100 Excellent (Outstanding)</li> <li>• A = &gt;80–90 Very Good (Satisfactory)</li> <li>• BB = &gt;70–80 Good (Highly Acceptable)</li> <li>• B = &gt;60–70 Fair (Acceptable)</li> <li>• CC = &gt;50–60 Adequate (Sufficient)</li> <li>• C = &gt;30–50 Poor (Needs Improvement)</li> </ul>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector II</li> <li>2) Vice Rector IV</li> <li>3) Directorate of Finance and Resources</li> <li>4) Directorate of Planning and Partnerships</li> </ol>
IKK-4.02	Average Budget Performance Score for the Implementation of Work Unit RKA-K/L at a Minimum of 80	<p><b>Operational Definition:</b></p> <p>An assessment of budget performance that measures the effectiveness of budget absorption in relation to the achievement of performance targets.</p> <p><b>Calculation Method:</b></p> <p>NKA = (40% x Budget Absorption) + (60% x Performance Achievement) x Revisions</p>
		<p><b>Responsible Parties / PIC / Cascading Units:</b></p> <ol style="list-style-type: none"> <li>1) Vice Rector II</li> <li>2) Vice Rector IV</li> <li>3) Directorate of Finance and Resources</li> <li>4) Directorate of Planning and Partnerships</li> </ol>
IKK-4-03	Percentage of Faculties Establishing Integrity Zones	<p><b>Operational Definition:</b></p> <p>An Integrity Zone encompasses six areas of reform: organizational management improvement, human resource management, accountability strengthening, supervision strengthening, service quality enhancement, and change management strengthening.</p> <p><b>Calculation Method:</b></p>

		$\frac{\text{Number of Faculties that Have Established Integrity Zones}}{\text{Total Number of Faculties}} \times 100$
IKT-4.01	Ratio of University Revenue to Operational Costs	<p><b>Operational Definition:</b> Operational Costs refer to all direct expenses associated with services provided to the public. These include personnel expenditures, material costs, service fees, maintenance costs, utilities and services expenses, as well as other direct costs related to the services delivered by the University. These costs may originate from the State Budget (APBN) or from the operational revenue of the University's working units (Satker).</p> <p><b>Calculation Method:</b>  <math display="block">\frac{\text{Revenue}}{\text{Operational Costs}} \times 100</math> </p>
		<p>Responsible Parties / PIC / Cascading Units:</p> <ol style="list-style-type: none"> <li>1) Vice Rector II</li> <li>2) Vice Rector IV</li> <li>3) Directorate of Planning and Partnerships</li> <li>4) Directorate of Finance and Resources</li> <li>5) Directorate of Business and Sustainable Funding</li> </ol>
IKT-4.02	Total University Revenue	<p><b>Operational Definition:</b> The realized university revenue refers to income earned as compensation for goods and/or services provided to the community, including revenue derived from grants, collaborations with external parties, rentals, financial service activities, and other sources of income not directly related to the University's service activities. This excludes revenue originating from the State Budget (APBN).</p> <p><b>Calculation Method:</b> Realized university revenue is calculated based on the total amount of legitimate income received from various lawful sources in accordance with applicable regulations and legislation.</p>
		<p>Responsible Parties / PIC / Cascading Units:</p> <ol style="list-style-type: none"> <li>1) Vice Rector II</li> <li>2) Vice Rector IV</li> <li>3) Directorate of Planning and Partnerships</li> <li>4) Directorate of Finance and Resources</li> <li>5) Directorate of Business and Sustainable Funding</li> </ol>
IKT-4.03	Total University Revenue Derived from the Optimization of University Resources	<p><b>Operational Definition:</b> Revenue earned from the management of assets, including both fixed and current assets, within the Public Service Agency (Badan Layanan Umum – BLU). This encompasses the management of Universitas Syiah Kuala's own assets as well as the management of assets belonging to external parties.</p> <p><b>Calculation Method:</b> Realized university revenue derived from various legitimate sources of income generated through asset optimization, in accordance with applicable laws and regulations.</p>
		<p>Responsible Parties / PIC / Cascading Units:</p> <ol style="list-style-type: none"> <li>1) Vice Rector II</li> <li>2) Vice Rector IV</li> <li>3) Directorate of Planning and Partnerships</li> </ol>

		4) Directorate of Finance and Resources
		5) Directorate of Business and Sustainable Funding

Note: The Rector and Faculty Deans are responsible for all Key Performance Indicators (KPI) and Key Performance Targets (KPTs), which are implemented through the Performance Agreement.