



# STRATEGIC PLAN 2020 - 2024

2020

FACULTY OF ECONOMICS AND  
BUSINESS  
UNIVERSITY OF HALU OLEO

# Preface

Praise be to God Almighty, thanks to the abundance of His Grace and Gifts, the revision and preparation of the Strategic Plan (Renstra) document of the Faculty of Economics and Business, Halu Oleo University 2020-2024 can be completed as expected. The Faculty of Economics and Business at Halu Oleo University (FEB UHO) devoted itself to the development of human resources for 41 years. Various achievements in the fields of education, research, and community services have been achieved so that FEB UHO is with other prestigious institutions at the regional level. The key to the success of FEB UHO is the continuous effort to remain relevant in the midst of an ever-evolving global constellation. The preparation of this document refers to the Guidelines for the Preparation of the Halu Oleo University Strategic Plan 2020-2024 which involving all elements of the academic community. This document was prepared by the drafting team based on the Decree of the Dean of FEB-UHO No.5570/UN29.6/PP/2020 concerning the Postgraduate Strategic Plan Preparation Team for 2020-2024. The FEB UHO Strategic Plan consists of 5 (five) chapters: Chapter I: Introduction, describes the History of FEB UHO, legal basis, main scientific patterns, and preparation methods; Chapter II: General Conditions, describes the analysis of internal conditions, and SWOT analysis; Chapter III: Vision, Mission, Sublime Values, Goals and Objectives, Basic Strategy; Chapter IV: Strategies, Policies, and Programs. Outline strategies for achieving activities, policies, and development programs for the next five years; Chapter V: Closing. This Strategic Plan will then be used as a guideline, reference in the preparation of the Vision, Mission, Goals, and Objectives, as well as a reference in the preparation of the FEB UHO Annual Work Plan. Through this opportunity, we would like to thank all parties involved and provide suggestions and opinions for the perfection of the 2020-2024 FEB-UHO Strategic Plan. Hopefully, the good deeds that have been given will be rewarded by Allah SWT and Amen.

Kendari, July 2020  
Dean of FEB UHO

Prof. Dr. H. Arifuddin Mas'ud, S.E., M.Si.

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### A. History of FEB UHO

The Faculty of Economics and Business of Halu Oleo University Kendari was established in conjunction with the inauguration of Halu Oleo University Kendari on August 19, 1981, based on Presidential Decree of the Republic of Indonesia No. 37 of 1981. At the beginning of the establishment of Halu Oleo University, there were only four faculties including. (1) Faculty of Economics, (2) Faculty of Agriculture, (3) Faculty of Social and Political Sciences, and (4) Faculty of Teacher Training and Education. Initially, Halu Oleo State University was the forerunner of Private Halu Oleo University, which was managed by YP3T based on the Notarial Deed of the Governor of the First-Level Region of Southeast Sulawesi Province No. 15 Dated June 1, 1964. In 1974, the Faculty of Economics obtained Registered Status based on the Decree of the Coordinator of Kopertis Region VII No. 7/KPT/UN/74 Dated December 2, 1974, in Ujung Pandang, with two departments: (1) Department of General Economics and (2) Department of Company Management.

Based on the results of the consortium of Economic Sciences held in Denpasar, Bali Province in December 1981, the Faculty of Economics of Halu Oleo University changed the name of the department to (1) Department of Economics and Development Studies (IESP) and (2) Department of Management. The name change was based on the Decree of the Minister of Education and Culture of the Republic of Indonesia, Number 0576/Q/1983, Dated December 8, 1983. Along with the development and demands of the community, in 1995/1996 the Accounting Study Program was opened under the auspices of the Management Department based on the Rector's Decree Number 94/SK/J29/KP/1994. Along with the development of the Accounting Department at that time, the Accounting Study Program was upgraded to the Accounting Department, based on the Decree of the Director General of Higher Education Number 31/DIKTI/Kep/1996.

Since the 1994/1995 Academic Year, the Extension Program (Regular Afternoon Program) was opened based on the Rector's Decree No.

49/SK/42.H/Q/1994. This was further strengthened by the issuance of the Decree of the Director General of Higher Education, Number 425/DIKTI/Kep/1996, which included several departments: (1) Department of Economics and Development Studies, (2) Department of Accounting, and (3) Department of Management. Along with the development of progress and the demands of society at that time, in 2008/2009, the Faculty of Economics and Business opened a Master of Management Study Program based on the Decree of the Director General of Higher Education Number 2426 / D / T / 2008, which includes several concentration programs, namely, (1) Finance Concentration, (2) Marketing Concentration, and (3) human resource concentration. Thus, until now, the Faculty of Economics and Business at HaluOleo University has 4 (four) departments and study programs: (1) Economics and Development Studies, (2) management, (3) accounting, and (4) Master of Management.

The Faculty of Economics and Business, as an integral part of Halu Oleo University, generally aims to become an advanced faculty member in forming professional and sustainable human resources to produce quality graduates, disseminate knowledge, and provide expertise assistance in solving problems in society. Related to efforts to produce quality research, in the future, the Faculty of Economics and Business is expected to be able to improve the quality of research results in order to support the achievement of the vision and mission of Halu Oleo University in 2020-2024, namely Becoming a World Class Faculty in Producing Human Resources in Economics and Business Based on Coastal, Marine, and Rural Areas 2045.

The direction of the development of the Faculty of Economics and Business at Halu Oleo University related to the Vision and Mission that has been set is to make the Faculty of Economics and Business a research-based faculty by utilizing all available resources. Until now, the Faculty of Economics Business at Halu Oleo University has lecturers with a qualified level of expertise. The quality of the research conducted by lecturers has increased. This can be seen in the increasing number of research results published in national and international accreditation journals. In addition, it is also expected that the results of lecturer research will include patents (intellectual property rights).

Based on the capacity of human resources, the Faculty of Economics and Business currently has a number of lecturers who are qualified professors with as many as 14 people, lecturers with doctoral qualifications of as many as 59 people, and masters of as many as 69 people who have an adequate level of expertise in their respective fields of science. Meanwhile, in terms of academic support facilities and infrastructure, the Faculty of Economics and Business currently has laboratories in each department as well as a reading room that provides *textbooks* and journals of local, national, and international research results, which are expected to serve as a reference for lecturers in the teaching process.

However, the availability of resources owned by the Faculty of Economics and Business is generally inadequate. This is based on the fact that so far lecturers in carrying out research tend to have no clear direction. Most of the research carried out by lecturers is still *tailor made research* or research carried out is still "order research" which is less relevant to the direction of educational and scientific development in accordance with the vision and mission of the Faculty of Economics and Business. For this reason, it is necessary to create a research direction (*roadmap*) within the Faculty of Economics and Business, which is in accordance with the direction of educational development that has been determined and is able to make a significant contribution to scientific development and regional development. The preparation of this research *roadmap* is expected to be the basis for improving the quality of education and stimulating the academic atmosphere within the Faculty of Economics and Business.

The Faculty of Economics and Business Strategic Plan 2020-2024 (Renstra 2020-2024) is a Tridharma program and its supporting ecosystem as a roadmap for development over the next five years. This strategic plan aims to increase the competitiveness of the Faculty of Economics and Business as an integral part of Halu Oleo University by becoming an advanced faculty in forming professional and sustainable human resources to produce quality graduates, disseminate knowledge, provide expertise and assistance in solving problems in society, and make FEB-UHO a faculty that excels nationally and internationally in the field of economics and business with an entrepreneurial spirit in 2045. These five-year programs were designed with reference to the demands of national and

international macro changes and the educational environment in the era of the Industrial Revolution 5.0. The rapid development of information and communication technology demands a more open, interdisciplinary, and transdisciplinary education model with flexible organizational governance.

The Strategic Plan was prepared with the aim of establishing Tridharma programs, the main activities of the university and its supporting ecosystem. Thus, the Faculty of Economics and Business can synergize all resources to achieve its goals. This strategic plan is in the form of programs that will be realized during the period 2020-2024 which are policy directions and strategies for the development of Tridharma and its supporting ecosystem. The programs in the Strategic Plan are the main references for all academicians of the Faculty of Economics and Business in planning operational activities and budgeting for work units in accordance with the performance targets set and derived in the University Strategic Plan.

This strategic plan contains excellent programs in the fields of education, research, and community services, along with their supporting ecosystems, including human resources (HR), organizations, infrastructure, finance, technology, cooperation, business development, and campus atmosphere development. Each program has derived key performance indicators and annual performance achievement targets for the faculty for five consecutive years from 2021 to 2024.

## **B. Principal Scientific Pattern (PIP)**

Considering the Southeast Sulawesi region which is dominated by rural areas and islands, and taking into account the previous (PIP), the PIP of the Faculty of Economics and Business which is integrated with the PIP of Halu Oleo University in 2020-2024 is "Excellence in Coastal and Rural Areas," with a focus on "Achieving international competitiveness and collaboration, especially the Southeast Asia region." To support this FEB-UHO PIP, maritime insight courses were applied to all undergraduate study programs at the Faculty of Economics and Business at Halu Oleo University.



### C. Legal Foundation

The legal basis for reference in the implementation and operation of the Study Program within the scope of FEB-UHO is as follows.

1. Law No. 28/1999 on Clean and Free State Administration from Corruption, Collusion, and Nepotism
2. Law No. 20 of 2003 on the National Education System
3. Law No. 17 of 2003 on State Finance
4. Law No. 1 of 2004 on State Treasury
5. Law Number 15 of 2004 concerning Audit of State Financial Management and Responsibility
6. Law No. 25 of 2004 on the National Development Planning Systems
7. Government Regulation No. 20 of 2004 on the Government Work Plan
8. Government Regulation No. 17 of 2010 on the Management and Implementation of Education
9. Government Regulation No. 23 of 2005 concerning BLU Financial Management
10. Presidential Decree Number 37 of 1981 concerning the Establishment of Halu Oleo University
11. Instructions by the Minister of Education, No. 1/U/2002 on the Implementation of Performance Accountability within the Ministry of National Education
12. Minister of National Education Regulation No. 14 of 2006 on Performance Accountability Reports
13. Decree of the Head of LAN Number 239/IX/6/8/2003 on Government Agency Performance Accountability Reports.
14. Decree of the Director General of Higher Education on the Establishment of the Master of Management Study Program Number 2426/D/T/2008 on July 29, 2008.
15. UHO Rector Decree number: 184b / H29 / SK / KP / 2009 concerning technical guidelines for assessing credit scores for academic activities of lecturers and SOP for Proposing Promotion/Functional Position of Lecturers.
16. Decree of the Minister of Finance Number 32/KMK.05/2010 on the Determination of UHO at the Ministry of National Education as a Government

Agency that Implements Public Service Agency Financial Management

17. Law No. 12/2012 on Higher Education
18. Government Regulation No. 66 of 2010 on the Amendment of Government Regulation No. 17 of 2010 on the Management and Implementation of Education
19. Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 225/MPK.A4/KP/2012 concerning the appointment of the Rector of UHO for the Period 2012-2016
20. Regulation of the Minister of Education and Culture Number: 43 of 2012 concerning the Statute of Halu Oleo University
21. Presidential Regulation No. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI)
22. Rector's Regulation Number:4173a/UN.29/SK/PP/2013 concerning Amendments to the Rector's Decree Number:586a/SK/H29/PP/2011 concerning UHO Academic Regulations.
23. Regulation of the Rector of Halu Oleo University, Number 316 of 2013, concerning Procedures for the Ethics and Discipline Honor Council.
24. Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia Number 15 of 2014 concerning Guidelines for Service Standards
25. Rector Regulation Number:798/UN29/SK/PP/2015 concerning Amendments to Rector Regulation Number:4173a/UN29/SK/PP/2013 concerning UHO Academic Regulations.
26. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards.

## D. Compilation Method

The stages of preparing the 2020-2024 Strategic Plan of the Faculty of Economics and Business began with the preparation of documents until ratification by the Faculty Senate, as follows:

1. The draft preparation stage 0 (zero) was prepared by the drafting team formed based on the Decree of the Dean of FEB Number 5570/UN29.6/PP/2020 concerning the preparation of the 2020-2024 FEB-UHO Strategic Plan. At this stage, the drafting team discussed the writing systematics as follows:

Chapter I describes the legal basis, main scientific pattern, and preparation method for background.

Chapter II General Conditions describes the analysis of internal and external conditions and Strategy Analysis using SWOT.

Chapter III: Vision, Mission, Values, Strategic Goals, and Objectives. Outline long-term and medium-term visions, missions, goals, objectives, and basic strategies.

Chapter IV: Strategies, policies, and programs. Outline the strategy for achieving activities, policies, and programs for the development of FEB-UHO over the next five years.

Chapter V Closing

2. The drafting team prepared the first draft, which was then communicated via email, WA, and regular meetings.
3. The stage of inputting suggestions from stakeholders, including the local government, private sector, lecturers, alumni, and students.
4. The finalization stage of the draft in the FEB-UHO environment, especially the Dean and Vice Deans, Lecturers, Head of FEB TU, Education Personnel, and Head of Laboratories.
5. The drafting stage 2, conducted after taking into account the feedback in Stage 3
6. The ratification of the FEB-UHO Strategic Plan 2020–2024 by the Dean of FEB-UHO.

## A. Quality Assurance System

The internal quality assurance system within FEB UHO was implemented by the Education Quality Assurance and Development Agency (LPPMP) through the Faculty Quality Assurance Unit (UJM). At the FEB UHO, UJM was assisted by K2JM, which were formed in each study program. The Internal Quality Assurance System was carried out by referring to the Halu Oleo University Chancellor Regulation Number 7411/UN29/PR/2014 concerning Amendments to the Halu Oleo University Chancellor Regulation Number 02 of 2019 concerning the Internal Quality Assurance System (SPMI) of Halu Oleo University.

The quality assurance system includes 4 (four) quality standards.

- 1) Education Standards, including
  - Graduate competency standards
  - Learning content standards
  - Learning process standards
  - Learning assessment standards
  - Standards for lecturers and education personnel
  - Learning facilities and infrastructure standards
  - Learning management standards
  - Learning financing standards
- 2) Research Standards, including
  - Research outcome standards
  - Research content standards
  - Research process standards
  - Research assessment standards
  - Researcher standards
  - Research facilities and infrastructure standards

- Research result management standards
- Research funding and financing standards
- 3) Community Service Standards, including
  - Community service outcome standards
  - Community service content standards
  - Community service process standards
  - Community service assessment standards
  - Standard for implementing community service
  - Community service facilities and infrastructure standards
  - Community service results management standards
  - Community service funding and financing standards
- 4) Additional Standards include the following.
  - Vision and mission standards
  - Quality assurance standards
  - Standards of conduct
  - Academic atmosphere standards
  - Cooperation Standard
  - Service standards for prospective new students
  - Student and alumni standards
  - Public facilities and infrastructure standards
  - Campus environmental management standards

## **B. Academic Excellence/Quality Assurance System**

The FEB UHO successfully obtained national-level accreditation. In the indicator of nationally accredited study programs, 3 study programs at FEB UHO managed to get "A" accreditation and 1 study program accredited "B" in BAN-PT. The increase that continues every year indicates that the FEB UHO focuses on the quality of the learning process. The results of the BAN-PT accreditation of 4 (four)

study programs within the scope of FEB are as follows:

Table 1 Accreditation Profile

No.	Name of Study Program	Accreditation Score	Expired
1.	Economics and Development Studies	A	15-08-2022
2.	Management	A	01-11-2025
3.	Accounting	A	18-04-2025
4.	Master of Management	B	10-01-2022

### C. Human Resources (HR)

The educational qualifications of FEB-UHO lecturers are improving, as indicated by the increasing number of S2 and S3 lecturers who have passed the national average. The opening of a doctoral program at UHO is expected to accommodate the aspirations of lecturers over 40 years old to continue their studies, while young lecturers are expected to continue their doctoral education abroad.

To achieve the vision of FEB UHO, superior human resources (HR), both lecturers and education personnel (Tendik), are needed. At present, the qualifications of human resources in the FEB UHO have shown an increase in quality, which can be seen from the qualifications of teaching and education personnel based on education, the qualifications of teaching staff in producing accredited national and international scientific papers, and the qualifications of certified teaching staff.

The educational qualifications of FEB-UHO lecturers are improving, as indicated by the increasing number of S2 and S3 level lecturers who surpassing the national average. The quality of lecturers/educators with S2 qualifications was 40.17%, and S3 qualifications were 59.83% of the 117 respondents (**Figure 2**). The number of professors at FEB UHO increased by three people in 2020, and functional positions at FEB UHO are dominated by lecturers and head lecturers (**Figure 1**). The number of lecturers/teaching staff members who have been certified has increased by 97 (82.90 %). This human resource condition increases the proportion of lecturers who publish in reputable international journals (**see Figure 10**).

Furthermore, FEB-UHO educators are motivated to carry out tridharma activities in higher education proportionally. Efforts made by FEB-UHO in addition to proposing and recommending the provision of research and community service funds, FEB-

UHO also regulates the distribution of workload in the field of teaching by limiting courses while still considering the principles of justice and competence.

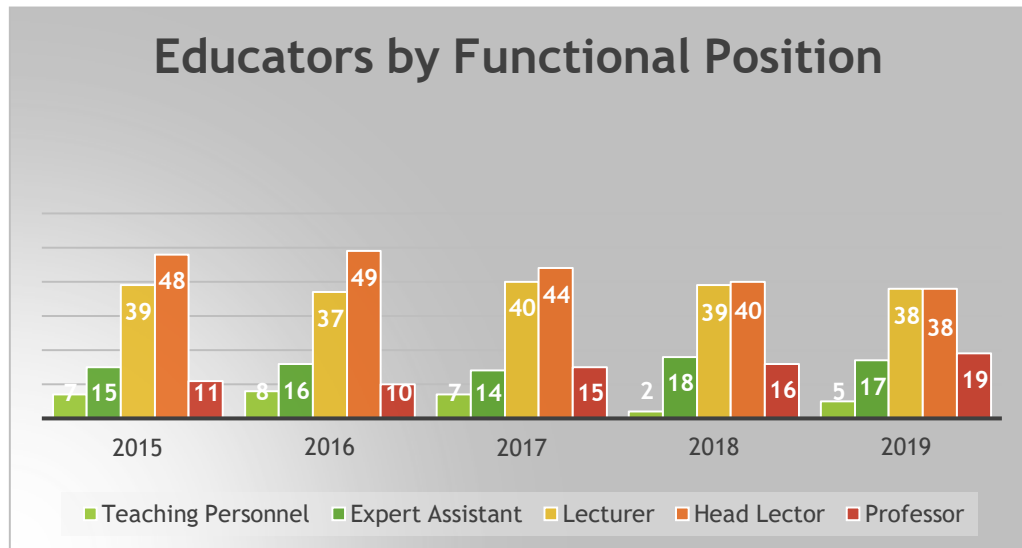


Figure 1: Educators by Functional Position

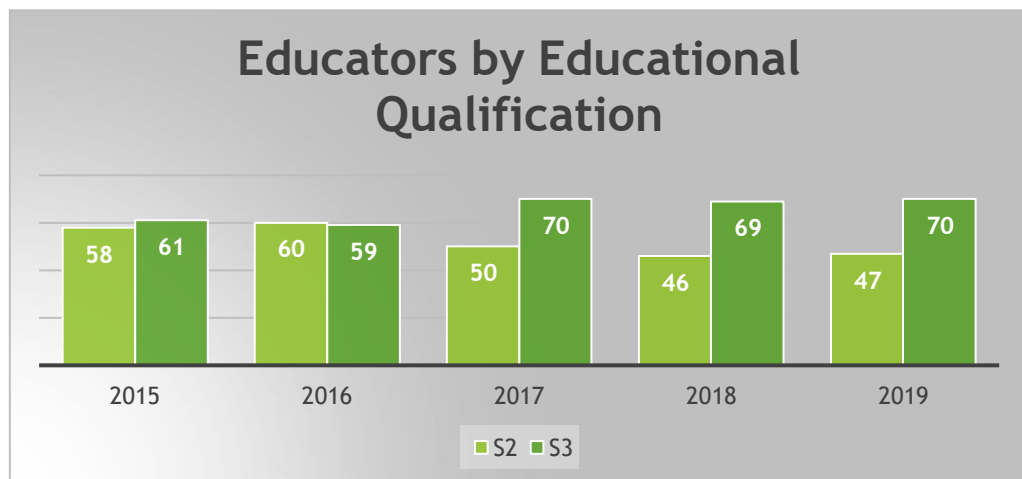


Figure 2: Educators by Educational Qualification

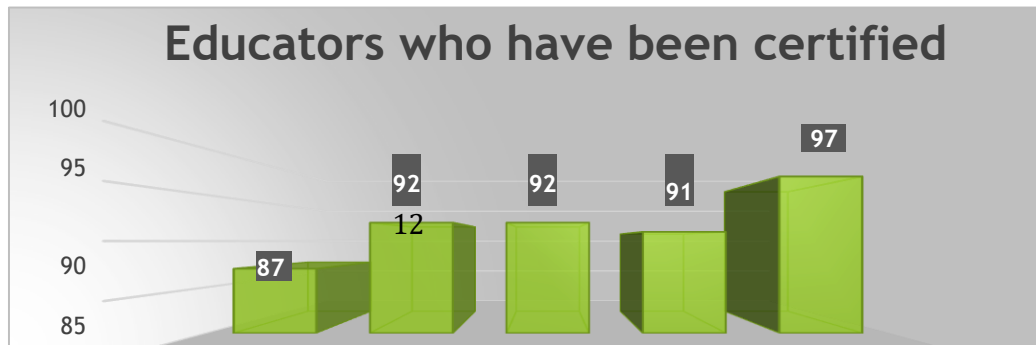


Figure 3: Educators who have been certified

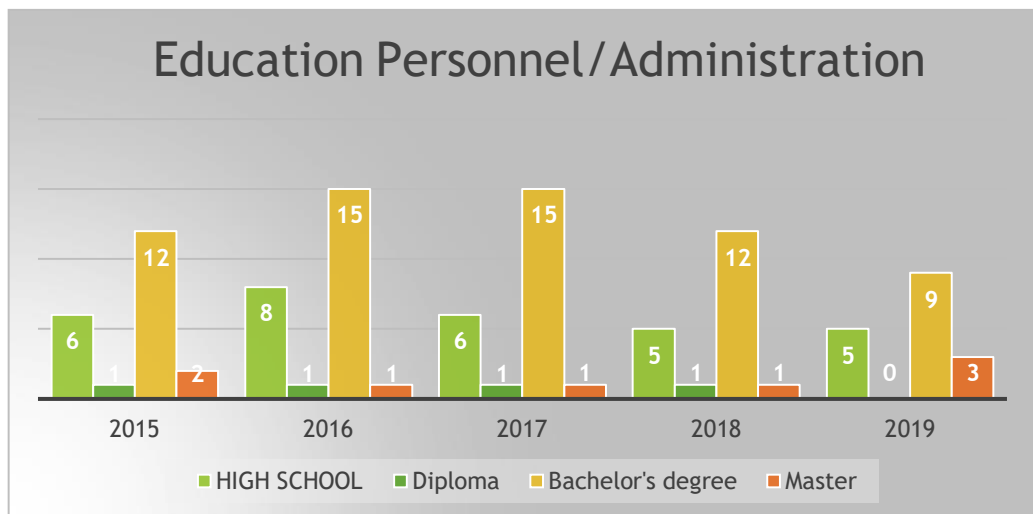


Figure 4 : Education Personnel based on Educational Qualifications

Educational qualifications for education personnel were dominated by Strata 1 (S1) of nine people (52.94%), followed by Diploma (D3) of five people (29.41%), and masters (S2) of three people (17.65%) (**Figure 4**). This level of education correlates with the level of competence and professionalism in supporting the performance of the FEB UHO. Additional competencies needed to achieve this performance include Information and Communication Technology (ICT) skills.

#### D. Infrastructure

The physical resources referred to here are facilities and infrastructure, which consist of main, supporting, and supporting facilities. The main facilities and infrastructure consist of Dean's Building, Development Economics Study Program



office building, development economics study program office building, Management Study Program Office Building, Management Study Program Office Building, Accounting Study Program Office Building, Accounting Study Program Building, and Management Master Program Building. The supporting facilities and infrastructure consist of a Mini Studio Room, which is used for various seminars and other supporting activities. In addition, a mosque functions as a place of worship for Muslims.

In addition to the supporting facilities and infrastructure mentioned above, there were parking lots in both the dean's yard and parking lots in each study program. To develop outdoor sports interests, a badminton court and volley-ball court were provided in the Accounting Study Program yard. For students who enjoy outdoor academic activities, UHO provides beautiful and clean parks supported by environmental security. The Faculty of Economics and Business has its own library that provides various collections. Although it does not yet have a special building designated for the library, the spatial arrangement provided follows the National Higher Education Library Standards, which requires the availability of a book collection area, library area, and work area. In addition, they paid attention to room conditions, including lighting, humidity, and temperature. However, it is still necessary to rejuvenate various library facilities such as work furniture, storage furniture, multimedia equipment, and other equipment. The work furniture referred to here includes visitor-reading chairs and tables, librarian chairs and desks, circulation desks, and multimedia tables. Storage furniture, such as bookshelves, magazine racks, newspaper racks, catalog cabinets/drawers, and lockable cabinets, also need to be rejuvenated. The multimedia equipment in question is 1 set of computers equipped with information and communication technology, while other equipment includes inventory books to record library collections and processing handbooks for cataloging library materials, namely classification charts, subject header lists, cataloging rules, and bulletin boards.

### E. Financial Management

FEB UHO's financial resources come from the state budget, consisting of 2 (two) sources: Pure Rupiah (RM) and PNBP / BLU whose management is centralized at the UHO Rectorate. Pure Rupiah consists of Routine APBN Expenditures, Higher Education Operational Assistance (BOPTN), and infrastructure development, while PNBP/BLU comes from Community Funds / SPP or UKT and other donations that are included in the Non-Tax State Revenue (PNBP) category. The development budget is directed toward the procurement of building infrastructure and facilities for learning, such as the provision of educational infrastructure (laboratory equipment and procurement of educational tools). The routine state budget is intended only for employee expenditure based on the status of Civil Servants (PNS) and the operation and maintenance of office facilities. PNBP's budget is directed toward the operational implementation of education and teaching, such as procurement of office stationery (ATK), practicum consumables, honoraria for contract employees, honoraria for lecturers who receive additional assignments, and others. The composition of the revenue budget for the last 4 (Four) years is shown in **Figure 5**.

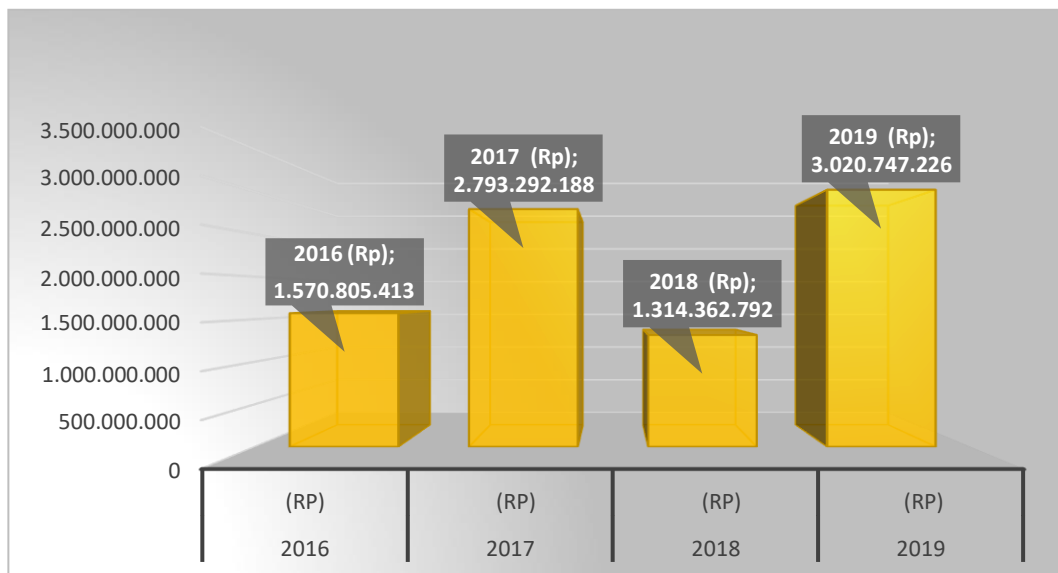


Figure 5 : FEB UHO revenue / income 2016-2019

## **F. Data Management and Information System**

Presentation of data and information systems within the scope of FEB UHO using *Local Area Networks (LAN)* with a *fiber optic backbone* provided centrally by Halu Oleo University. The various services and information that can be obtained consist of academic and nonacademic services. Academic services include the Academic Information System (SIKAD), online SPP/UKT payment information, New Student Admission Information System (SIPMB), State Property Assets and Wealth Management Information System (SIMAK-BMN). Furthermore, research and community service data are integrated into the Research and Community Service Management Information System (SIMLITABMAS) and lecturer performance data using the Lecturer Performance Development Information System (SIPKD). Updating lecturer and student data nationally was reported regularly through the EPSBED and on the [forlap.dikti.go.id](http://forlap.dikti.go.id) page. Online e-journals were also provided for library services. For distance learning services and other virtual meetings, Online Learning System (SPADA) facilities, ZOOM applications, and *Google meetings* are available.

## **G. New Student Admission**

New student admissions at the FEB UHO followed the new student admission process at Halu Oleo University. Halu Oleo University's new student admission process is taken through 3 (three) channels: (1) National Selection for State Universities (SNMPTN), (2) Joint Selection for State Universities (SBMPTN), and (3) Independent Selection for State Universities (SMMPTN). Interested in 3 (three) study programs at FEB UHO come from various regions throughout Indonesia. The distribution map of new prospective students interested in FEB is as follows:



Figure 6. Distribution Map of FEB UHO-Interested

Based on the above, the following shows the development of the profile of enthusiasts and those accepted to study at FEB UHO in the last two years:

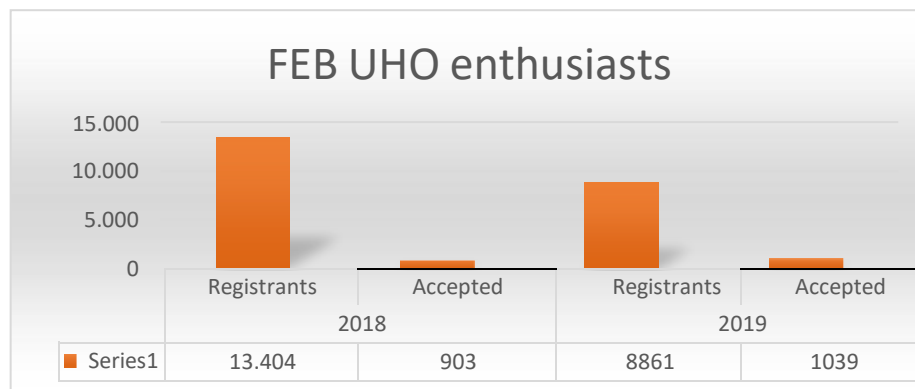


Figure 7. FEB UHO enthusiasts

## H. Student Affairs

There are several student organizations both at the faculty level and at the Prodi or Department level. Student organizations at the faculty level consist of two: the Student Executive Board (BEM) and Student Legislative Board (BLM). At the department or study program level, there is a Department Student Association (HMJ). This institution is an organizational institution at the department level whose role is to carry out student activities within the department. The work program carried out by HMJ was adjusted to the field of study or science in each department. The HMJ acts as a means of developing interest, reasoning, and knowledge among students in each department. The Student Association is a medium for its members to develop a mindset, potential, and personality related to their scientific discipline, so that they are ready to enter

society. The Departmental Student Association (HMJ) or Study Program Student Association (MHPS) is at the faculty level and is coordinated by the Student Senate or BEM Faculty, so that all activities must be affiliated with the Student Senate program. In addition, there is a student group of nature lovers in FEB called NAVERNOS. This organization aims to channel students' interests and talent outdoors. To improve performance in the fields of sports, arts, and reasoning, FEB UHO provides awards (rewards) for students who win championships at national/international events. Several sports have named FEB UHO in the national/international arena, such as soccer, sepak takraw, karate, pencak silat, and softball. Student participation in the field of reasoning still needs to be improved, such as in the science Olympiads and several other reasoning olympiads/contests (**Figure 8**). In the field of student creativity programs (PKM), FEB UHO students have also been involved in the last 4 (four) years (**Figure 9**), as presented in the following figure:

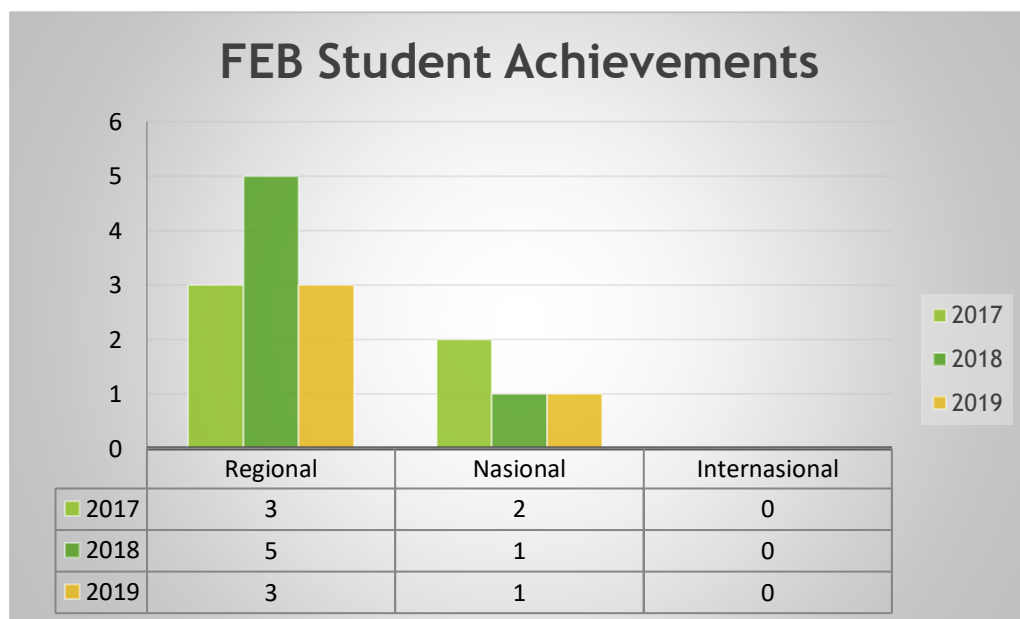


Figure 8. FEB UHO Student Achievements

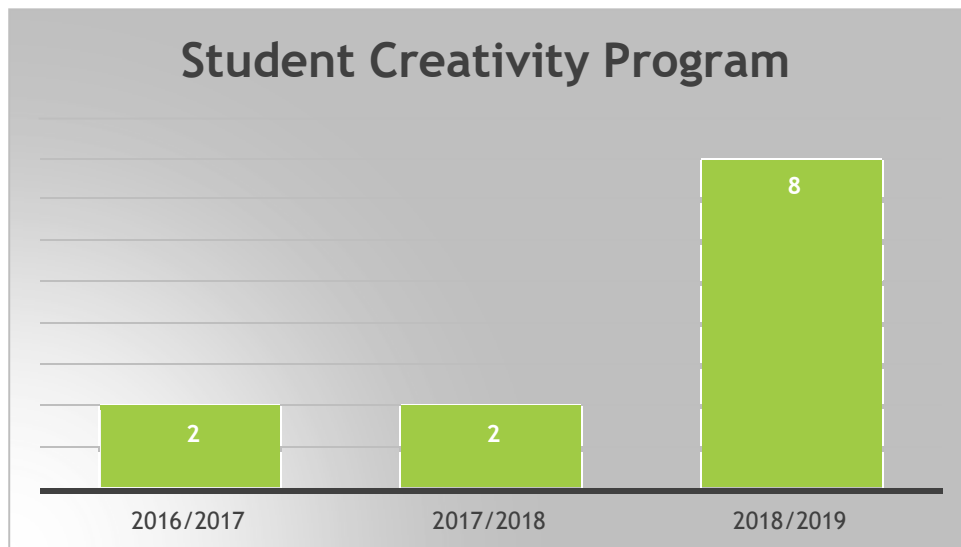


Figure 9: Sports Student Creativity Program

### I. Graduate Achievement Index

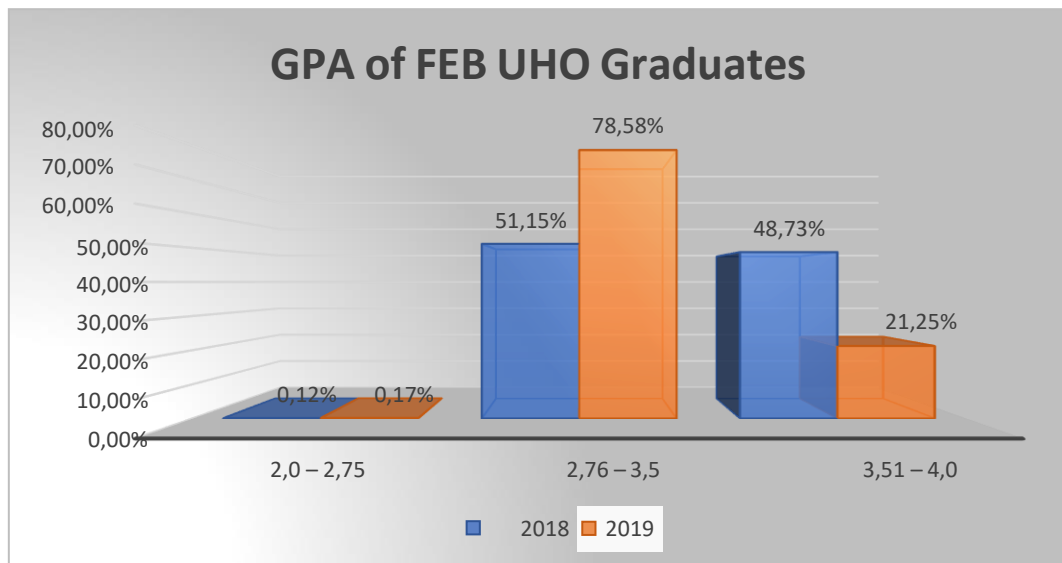


Figure 10: Graduate Achievement Index

Improving the quality of education and teaching at FEB UHO has positive implications for the development of graduate GPA (**Figure 10**) and the length of study of UHO students (**Figure 11**) in the last 2 (two) years. The GPA trend of FEB UHO graduates in the last 2 (two) years has increased and the average GPA of FEB UHO students is located between 2.76 - 3.5 (**Figure 10**).

## J. Length of Study

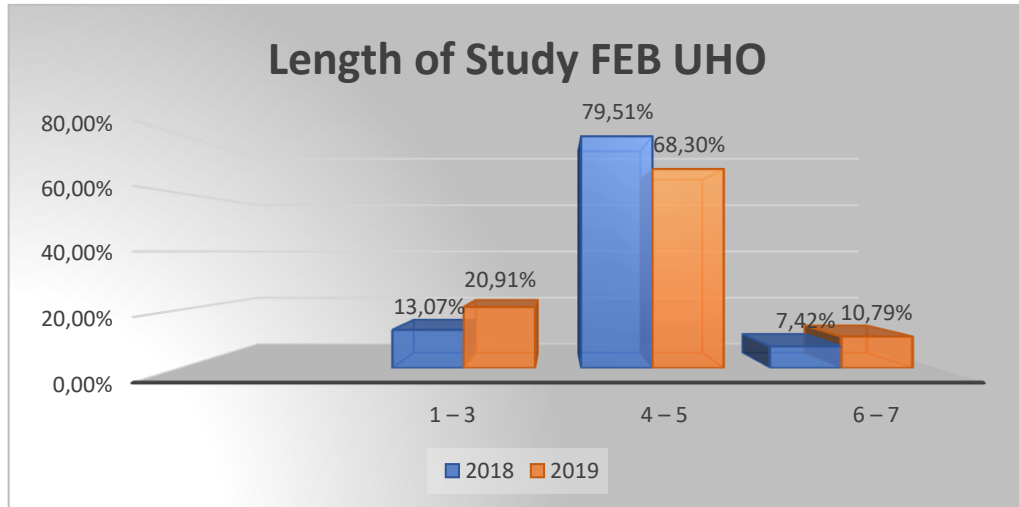


Figure 11. Length of Study

The length of study of 6-7 years taken by students increased from 2018-2019 to, but the average length of study for the FEB UHO students was 4-5 years (**Figure 11**).

## K. Research/Publication of Scientific Work

Various studies conducted by lecturers within the scope of the Faculty of Economics and Business at Halu Oleo University have been published in both national and international journals. Some of the results are presented in the following figure:

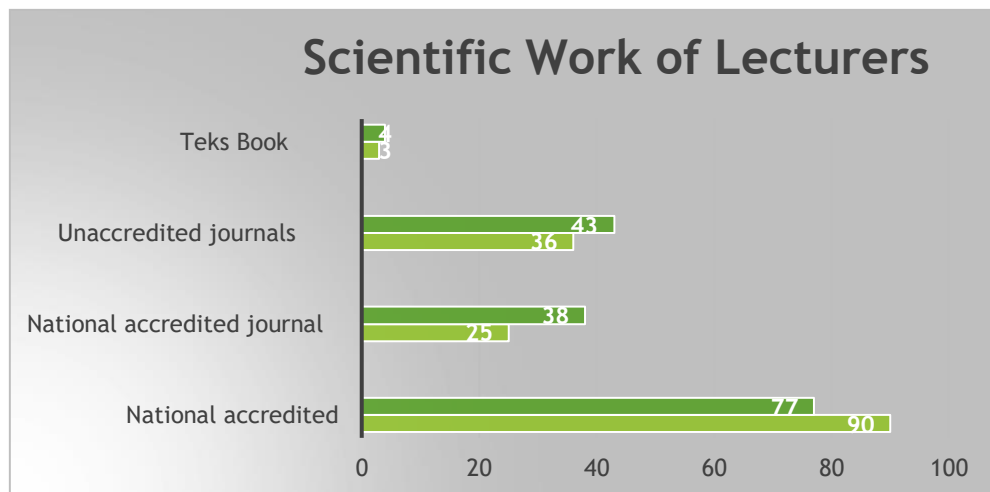


Figure 12. Scientific / Research Work of Educators

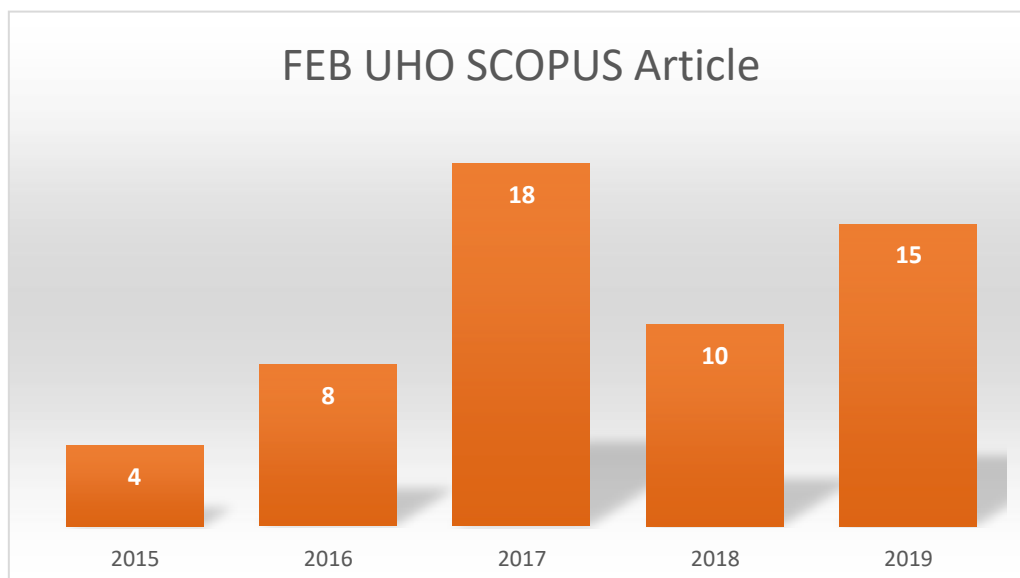


Figure 13. SCOPUS indexed scientific/research works

In recent years, FEB UHO has succeeded in conducting mainstream research on the implementation of tridharma in higher education. This can be observed in the increasing number of publications, citations, patents/IPRs, and various other research outputs. However, some issues that still require attention include research that does not focus on excellence, a research climate that still needs to be built, publications per lecturer that need to be increased, support for product-oriented research for downstreaming, development of research topics that address the nation's problems, collaborative research with state/national universities in terms of financing, and FEB UHO's ability to tract funds from outside the institution is still limited.

Most of the FEB UHO research funding comes from (1) DP2M Dikti, both from DIPA Dikti and DIPA UH; (2) sourced from cooperation with PEMDA of the Southeast Sulawesi Regional Government; and (3) sourced from lecturers' independent fees. Research funding both sourced from DP2M Dikti and from the Regional Government since 2018 has decreased because of changes in the direction of development policies that focus on mega-infrastructure projects that have an impact on decreasing funding in the education sector, and the transfer of funding from the education sector to the health sector to cope with the impact of the COVID-19 pandemic (**Figure 14**).



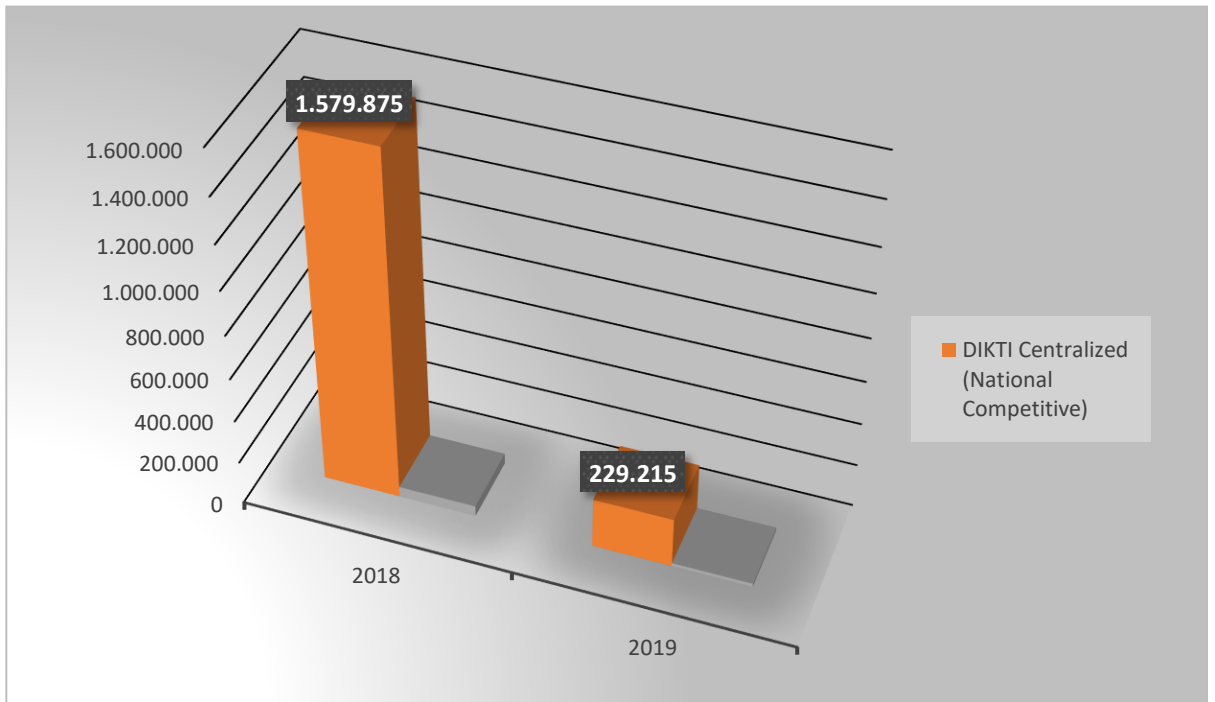


Figure 14. Scientific Work/Research Fund for Educators

### L. Community Service

As part of the research, lecturers within the scope of the FEB UHO also provide community services. The acquisition of community service funds in the last 2 (two) years, 2018 and 2019, was as follows:

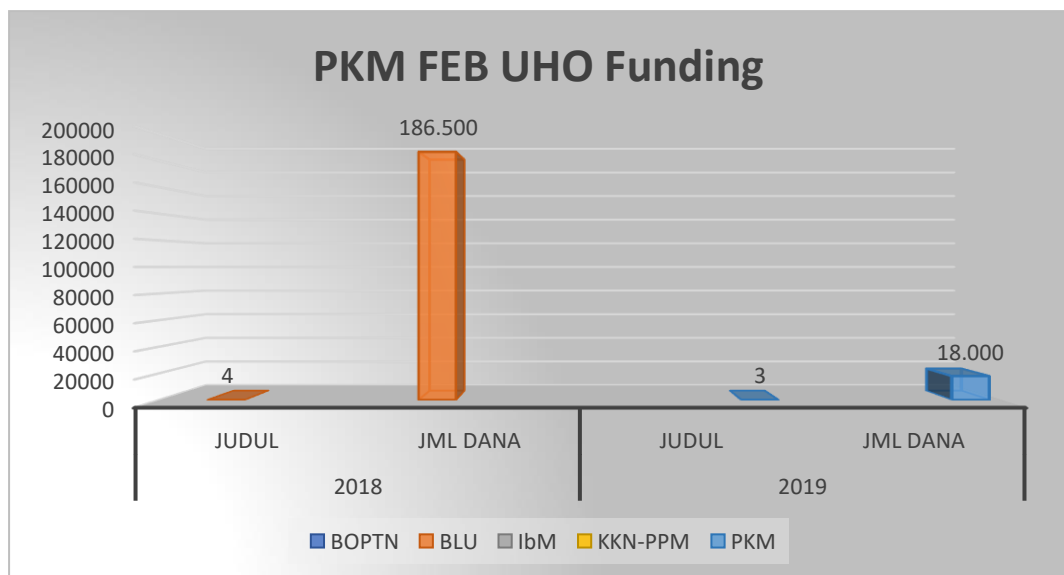


Figure 15. Community Service Fund

## M. Cooperation

Domestic cooperation between the FEB UHO and fellow universities, faculty, government agencies, state-owned enterprises, and private companies continues to be based on the principle of mutual benefit. Several areas of cooperation have been conducted so far, including education, research, financial management, and student welfare. This includes the development of a student exchange programme. Several FEB UHO students are sent to universities, BUMN, and private companies for internships. The Faculty of Economics and Business in carrying out the tridharma of higher education has carried out various forms of cooperation / Memorandum of Understanding (MoU), both with fellow higher education institutions and local governments, industries, and partner institutions. Joint understandings with domestic institutions, state-owned enterprises, and private enterprises include Jambi University, Tadu-Lako University, Makassar State University, Gorontalo University, Pegadaian, BI, Muamalat Bank, and the Indonesian Institute of Public Accountants (IAPI).

## N. Analysis of Potential and Challenges

The SWOT analysis included an analysis of internal and external environments. The purpose of this analysis is to understand the external situation and internal capabilities of the institution as a basis for strategy development so that a strategy is formed that can adjust *strengths* and *weaknesses* in using existing *opportunities* by avoiding *threats* from outside.



## Opportunities

1. The high interest of high school / MA / SMK graduates in Southeast Sulawesi to continue their education at FEB UHO
2. Independent Learning and Independent Campus policies that provide opportunities for students to participate in 8 excellent programs that are carried out off campus.
3. State University Operational Assistance Fund (BOPTN)
4. The need for human resources with Bachelor and Master qualifications in economics and business and accounting is increasing
5. Domestic and foreign institutions / universities are increasingly interested in partnering / collaborating with FEB UHO
6. Having an independent campus curriculum that is adaptive to global changes
7. Flexible budget planning and management patterns
8. High interest in *resource sharing* and cooperation between FEB and local government, banks and universities
9. The number of FEB UHO alumni who work in the government, business world and industrial world
10. Policy support from UHO leadership and Kemdikbud RI
11. Government policies that facilitate the opening of new study programs
12. Support and trust from the local and central government towards FEB UHO
13. Having national and international cooperation/collaboration networks

## Threat

1. Competition for job opportunities in the industrial and business world is getting tougher.
2. Capitalization and liberalization of education, especially higher education
3. The burden of the development budget from the central government is getting heavier
4. The number of Departments/Products that are aligned with Economics, Business Management and Accounting is increasing.
5. The absorption of employment in the formal sector is decreasing along with the development of technology, especially *Artificial Intelligence* and the *Internet of Thing* and the use of robots in the production process both in the industrial sector and the Health sector and other sectors.
6. Implementation of the ASEAN economy that allows labor from ASEAN countries to come to Indonesia to look for work and establish companies
7. The existence of universities that still ignore the quality of their graduates
8. Emerging and disruptive technological developments
9. Internet networks that are often disrupted or less supportive of PJJ implementation
10. World conditions that are increasingly exposed to *Volatility, Uncertainty, Complexity and Ambiguity (VUCA)* issues
11. Negative public perception of graduates

<p style="text-align: center;"><b><u>Power</u></b></p> <ol style="list-style-type: none"> <li>1. The number of masters and doctorates reached 75%, above the national average</li> <li>2. The number of professors reached 14.81%</li> <li>3. Educators graduated from renowned universities at home and abroad</li> <li>4. Financial management status with PK-BLU system</li> <li>5. High commitment from stakeholders to advance FEB UHO</li> <li>6. All Departments / Study Programs have been accredited A by</li> </ol>	<ol style="list-style-type: none"> <li>1. Expansion of access to education through the addition of capacity and the opening of strategic study programs / majors / faculties with an increase in the input passing grade of prospective students (S1, S6, S27, O1, O4)</li> <li>2. Increasing the number and strengthening the implementation of cooperation between FEB with local governments and Faculties outside UHO (S1, S2, S11, S17, S25, O2, O6)</li> <li>3. Improve the quality of research and community service (S1, S2, S18, O3)</li> <li>4. Improve the competence of lecturers and their supporting expertise in order to improve services to the maritime-based community (S7, S9, S14, S17, S6, S22, S11, S29, O3, O6, O7, O11, O12, O13, O14)</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement KKNI-based curriculum (S1, S2, S3, S5, S7, S8, S10, S11, S15, S16, S17, S18, S19, S20, S21, T1, T2, T5, T7)</li> <li>2. Organizing Character Education (S18, S19, S20, S21, T1, T2, T4, T5, T6, T7)</li> </ol>
<p>BAN-PT</p> <ol style="list-style-type: none"> <li>7. Extensive network of partnerships with domestic and foreign institutions</li> <li>8. The number of graduates almost meets the needs of stakeholders</li> <li>9. Having lecturers who serve as BAN PT Assessors</li> </ol>	<ol style="list-style-type: none"> <li>5. Increase number of lecturers in maritime research (S1, S2, S3, S5, S7, S9, S11, S28, O6, O7, O3, O11, O12, O13, O14)</li> <li>6. Conduct regulatory studies on the management of tangible and intangible resources for NKRI resilience (S1, S2, S7, S11, S17, S18, S29, S24, O3, O2, O4, O7, O6, O8, O11, O12, O13, O14)</li> </ol>	

<b><u>Weaknesses</u></b>		
<ol style="list-style-type: none"> <li>1. There is no Department / Study Program that is accredited as Superior and ISO 9001/2008 certified.</li> <li>2. There are no international standard majors/products yet.</li> <li>3. Lecturers' productivity in producing scientific papers in national and international accredited journals is inadequate</li> <li>4. Job descriptions that are not yet clear for education personnel</li> <li>5. The ratio of lecturers to the number of students has not met the Higher Education standards</li> <li>6. Student interest in reasoning is still low</li> <li>7. HaKI acquisition of lecturers is still low</li> <li>8. The learning process by lecturers has not fully referred to the RPS and Lecture Contracts</li> <li>9. The ratio of equipment to the number of students in some laboratories is not sufficient</li> <li>10. Electrical power needs at FEBUHO have not been met</li> <li>11. Inadequate number of laboratory assistants and librarians</li> <li>12. Application software and module guides that are not yet media</li> <li>13. Internet network bandwidth facilities are not yet adequate</li> <li>14. Inadequate water and toilet facilities</li> <li>15. Lecture facilities and infrastructure are inadequate</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage lecturers to continue their doctoral studies at home and abroad (W1, W3, W4, W6, W11, W21, O2, O6, O11, O7, O8, O11, O12, O13, O14).</li> <li>2. Support policies to fulfill the requirements for applying for professorships (W1, W2, W3, W4, W5, W6, W11, W21, O2, O6, O11, O7, O8, O11, O12, O13, O14)</li> <li>3. Certification of laboratory, faculty, and bureau governance (W2, W3, W4, W6, O3, O6, O7, O8, O12, O13, O14)</li> <li>4. Increase the productivity of publications in national and international accredited scientific journals (W5, W6, O3, O14)</li> <li>5. Improve the quality of journals in each study program / department of FEB UHO (W5, W6, O3, O14)</li> <li>6. Recruitment of new teaching and education personnel (W1, W8, W9, O4, O12)</li> <li>7. Increase and diversify scholarship sources for outstanding and poor students (W9, W14, O12, O14)</li> <li>8. Arranging drainage, toilets and transportation facilities on campus (W12, W13, W14, W17, O3, O12, O14)</li> </ol>	<ol style="list-style-type: none"> <li>2. Seeking unconventional sources of funds for financing education operations such as CSR and other grants (W9, W10, W14, W21, T2, T3)</li> <li>3. Implementing code of ethics and discipline sanctions for academicians (W7, W9, W16, W18, T1, T4, T5, T6, T7)</li> </ol>

Figure 16: SWOT Matrix

Based on the results of the analysis of internal and external environmental factors, it was necessary to map the analysis to evaluate the strategy. The results of the FEB SWOT analysis mapping are as follows:

1. Expansion of access to education through the addition of capacity and the opening of strategic study programs / majors / faculties by increasing the passing grade of prospective student input
2. Increasing the number and strengthening the implementation of cooperation between FEB with local governments and faculties outside UHO
3. Improve the quality of research and community service
4. Improving the competence of lecturers and their supporting expertise to improve services in maritime communities.
5. Encourage lecturers to pursue doctoral studies at home and abroad.
6. Support policies to fulfill the requirements for applying for professorships
7. Certification of laboratory, faculty, and bureau governance
8. Increase the productivity of publications in national and international accredited scientific journals
9. Increase the number of lecturers in maritime research
10. Improving the quality of research and community service in the field of national culture and national character
11. Improve alumni absorption and increase satisfaction
12. Improving the quality of research and community service in the field of national culture and national character
13. Conducting regulatory studies on the management of tangible and intangible resources for NKRI resilience
14. Improve the quality of journals in each study program / department of FEBUHO
15. Recruitment of new teaching and education personnel
16. Increase and diversify scholarship sources for outstanding and poor students
17. Arranging drainage, toilets and transportation facilities within the campus
18. Implementing KKNi-based curriculum
19. Organizing Character Education
20. Seeking unconventional sources of funds for financing education operations such as CSR and other grants

21. Implementing code of ethics and discipline sanctions for the academic community

# VISION, MISSION, VALUES, STRATEGIC GOALS, OBJECTIVES

## A. Vision

The long-term vision of FEB UHO 2045 is to become a world-class faculty for producing human resources in the fields of economics and business in coastal, marine, and rural areas. At the age of 40, the FEB UHO is increasingly establishing itself as the Faculty of Economics and Business in Southeast Sulawesi Province, which performs the main task of developing Human Resources in the fields of Economics and Business to provide increased prosperity for the community. FEB's vision reflects Halu Oleo University's long-term vision and oversees the scientific vision of the Department/Study Program within FEB UHO. In line with the rapid development of information and communication and supported by the improvement of local and regional infrastructure, FEB UHO is increasingly in demand by people from outside the Southeast Sulawesi region. This shows that FEB supports UHO in becoming a Campus of Hope, Trust, and Pride of the Nation.

## B. Mission

1. Develop national and/or international collaborative research-based education by utilizing advances in information technology so that graduates can compete and adapt to the global level.
2. Developing excellent research oriented towards coastal, marine, and rural areas, as well as publications and intellectual property acquisition;
3. Applying the results of research and intellectual products of national and/or international standards for the welfare of institutions and society, as well as the advancement of science and technology;and
4. The FEB UHO governance system should be strengthened to be transparent, accountable, and credible so that it can provide excellent services for high-quality education.
5. Developing student potential in the fields of spirituality, reasoning, sports, arts, culture,



and entrepreneurship that supports comprehensive intelligence to build an academic atmosphere.

### C. Noble Values

To achieve the Vision and Mission of FEB-UHO in 2020-2024, noble values are needed that become the joints for every academic community to carry out the mission going forward. These noble values are:

1. Cooperation involves being able to work in a team, prioritizing togetherness, trusting each other, varying perspectives, and taking responsibility for what is done.
2. Amanah is characterized by integrity, honesty, sincerity, high work ethics, and the ability to assume responsibility and trust.
3. Professionals are competent, capable, knowledgeable, understand how to implement knowledge well, have high integrity, and always innovate in order to find effective and efficient ways.
4. Accountability means performing tasks according to rules and regulations, can be evaluated, and work effectiveness and efficiency can be prioritized.
5. The objective was to uphold the values of the truth, accept suggestions, and provide constructive criticism.

The noble values owned by the Faculty of Economics and Business are implemented in (*spirit-socio-cultural*) integration with Halu Oleo University:

1. Spiritual Intelligence is self-actualization through the cultivation of the heart/mind to grow and strengthen faith, piety, and nobility, including nobility and superior personalities.
2. Emotional and social intelligence is the ability to self-actualize through taste to increase sensitivity and appreciation of the subtlety and beauty of art and culture as well as the competence to express it. Self-actualization through social interactions that (a) foster and cultivate reciprocal relationships, (b) are democratic, (c) are empathetic and sympathetic, (d) uphold human rights, (e) are cheerful and confident, (f) appreciate diversity in society and the state, and (g) have a national outlook with awareness of citizens' rights and obligations.
3. Intellectual Intelligence is self-actualizing through thinking in order to gain

Competence and independence in science and technology. Actualization of critical, creative, innovative, and imaginative intellectuals.

4. Kinesthetic intelligence is the ability to self-actualize sports to create a healthy, fit, and enduring person who is alert and skilled in applying knowledge.
5. High endurance is defined as endurance time, which is the length of time a person does something of work intensity or away from fatigue.
6. Environmental intelligence (EI) is a concern in environmental sustainability.
7. To adhere to the principle means to be firm, committed, istiqamah, stable, not wishy-washy, not fickle, not like water on a taro leaf, and not unstable.
8. Leadership is the ability to create group activities to achieve organizational goals through the effectiveness and cooperation of individuals. The embodiment of the eight sociocultural spirit values is extracted in the phrase **"UHO BISA JAGAD KITA" (Universitas Halu Oleo Bersih-Indah-Sejuk-Aman, Jujur-Adil-Gotong Royong-Adaptif-Disiplin, and Kreatif-Inovatif-Toleransi-Amanah).**

#### D. Objectives

The strategic objectives for 2020-2024 were formulated based on the hierarchy in the Tridharma of Higher Education and the governance system needed in the context of institutional internationalization. The strategic objectives of the FEB UHO in 2020-2024 are:

1. Producing graduates who are competitive at the national and global levels.
2. Producing excellent research in coastal, marine, and rural areas is oriented towards publications and the acquisition of intellectual property.
3. The application of research results and other superior intellectual products for the welfare of institutions and society, as well as the advancement of science and technology.
4. The FEB UHO governance system should be strengthened to be transparent, accountable, and credible so that it can provide excellent services for high-quality education.
5. Forming students with character and entrepreneurial spirit, who support comprehensive intelligence to build an academic atmosphere.

## E. Strategic Objectives

Measuring the achievement of the strategic objectives set by FEB UHO requires several strategic targets that describe the conditions to be achieved by 2024. The targets and strategic achievements for each goal are as follows:

Table 3 Strategic Objectives of FEB UHO

Strategic Objectives	Description
<b>SS1</b>	Increased Competitiveness and Adaptability of Graduates at National and Global Levels
<b>SS2</b>	Increased Number of Research Publications and Haki Acquisition.
<b>SS3</b>	Increased Research Results and other Superior Intellectual Products that are applied to the Welfare of Institutions, Society and the Advancement of Science and Technology.
<b>SS4</b>	Achieving a Better Governance System.
<b>SS5</b>	Increasing the Potential and Achievements of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and Entrepreneurship.

# PROGRAMS, ACHIEVEMENT STRATEGIES AND POLICIES

Given the vision of FEB UHO, the long-term vision of FEB UHO 2045 is to become a world-class faculty for producing human resources in the fields of economics and business in coastal, marine, and rural areas. The FEB UHO has three strategic issues.

- 01 *Quality Service* (Excellent Service). This first basic strategy includes values and norms that will become motivation, as well as the soul and work ethic for the FEB UHO academic community.
- 02 *Quality management system* (quality assurance system). This strategy involves providing the best quality services in both academic and non-academic areas.
- 03 *Centers of excellences*. This strategy strengthens research collaborations and is proactive in winning research funding, actively supports the ability of laboratories to serve lecturer research groups and collaborates with government and industry both at home and abroad.

The three strategic issues require FEB UHO not only to be able to optimize all internal resources and all networks owned but also to be able to grow and have an impact on the *world-class* level. Based on this rationale, it is necessary to have achievement strategies, priority programs, action plans, and Key Performance Indicators that support vision, missions, and strategic goals. The description of priority programs, action plans, and Key Performance Indicators for FEB UHO in 2020-2024 can be described as follows:



## **Improving the Quality of Education and Teaching**

The FEB UHO has succeeded in improving the quality of departments on an ongoing basis. Of the 4 (four) departments, 3 (three) departments received Accreditation A and 1 (one) received accreditation B from BAN-PT. This achievement is an opportunity for the FEB UHO to partner or collaborate with several parties, both regionally and internationally. However, at the same time FEB UHO faces challenges in improving the quality of lecturers / teaching staff in Education and Teaching which will certainly have an impact on increasing the quality / competitiveness / competence of graduates in the world of work in the global arena.

### **Achievement Strategy**

To answer these challenges, the strategic initiative that will be carried out by FEB UHO in 2019-2024 is to improve the quality of learning implementation

## A. Programs and Activities to Increase Competitiveness and Adaptation of Graduates at the National and Global Levels

Table 4. Strategic Objectives, Programs and Activities for Increasing Competitiveness and Adaptation of Graduates at the National and Global Levels

Strategic Objectives	Programs and Activities
SS1	<b>Increased HR Capacity/Competency</b>
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Encourage lecturers to pursue doctoral studies at home and abroad.</li> <li>2. Increased professional certification and competence of Lecturers and Education Personnel</li> <li>3. Acceleration of Professor Proposal</li> <li>4. Foreign Language Proficiency Improvement for Lecturers</li> <li>5. Capacity building of lecturers in <i>blended learning</i> process</li> </ol>
	<b>Strengthening Learning Design</b>
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Implementation of KKNI-based Curriculum and OBE (<i>OutcomeBased Education</i>)</li> <li>2. Developing SCL Learning Methods</li> <li>3. Application of Blended Learning to the Learning process</li> </ol>
	<b>Increased Competitiveness and Potential</b>
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Public Speaking Training</li> <li>2. Leadership Skills Training</li> <li>3. Improved foreign language skills for students</li> <li>4. Soft Skill Development</li> </ol>

## B. Key Performance Indicators (KPIs) Increased Competitiveness and Adaptability of Graduates at the National and Global Levels

To measure the success of the implementation of programs and action plans for the strategic objective of increasing competitiveness and adaptation of graduates at the national and global levels, the FEB UHO compiles key performance indicators.

Table 5. Key Performance Indicators for Increased Competitiveness and Adaptation of Graduates at the National and Global Levels

No.	Key Performance Indicators	Operational Definition
KPI.1	Percentage of lecturers with doctoral qualifications	Percentage of lecturers who obtained doctoral degrees to the total lecturers of FEB UHO in 2020
KPI.2	Percentage of professors	Percentage of lecturers who obtained professorships to the total lecturers of FEB UHO in 2020
KPI.3	Number of qualified lecturers with Sp1 and Sp2 degrees	Number of lecturers with NIDN who obtained Lecturers with specialist 1 and specialist 2 degrees
KPI.5	Percentage of lecturers who have attended Pekerti or AA	Percentage of lecturers with NIDN who have attended Pekerti and AA Training and received training certificates to the total lecturers with NIDN in FEB UHO
KPI.6	Percentage of lecturers with educator certification	Percentage of NIDN lecturers who have teaching certificate to total NIDN lecturers
KPI.7	Number of technical training education personnel	Number of education personnel who have participated in education and technical training and passed with a certificate of graduation.
KPI.8	Number of education personnel in leadership training	Number of education personnel who have participated in leadership education and training levels IV, III, II and I and declared to have passed with a letter of education / certificate pass

KPI.9	Number of functional training education personnel	Number of education personnel who have attended functional leadership education and training and passed with an education pass / certificate
KPI.10	Frequency of curriculum adjustment per year	Frequency of curriculum revision in each year
KPI.11	<i>TOEFL-Like</i> Score of Academics	The average <i>TOEFL</i> score that must be achieved by students as a graduation requirement
KPI.12	Number of study programs that implement Merdeka Belajar program	Number of study programs that provide opportunities for students to hold Merdeka Belajar programs
KPI.13	Number of lecturers involved in Merdeka Belajar program	The number of lecturers involved in Merdeka Belajar program based on the Ministry of Education and Culture's criteria and requirements.
KPI.14	Number of students involved in Merdeka Belajar program	The number of students involved in Merdeka Belajar program based on the Ministry of Education and Culture's criteria and requirements.
KPI.15	Percentage of lecturers whose <i>e-learning</i>	Number of lecturers who use <i>e-learning</i> tools to total lecturers
KPI.16	Percentage of study program courses presented using <i>e-learning</i>	Number of courses that use <i>e-learning</i> tools to total courses
KPI.17	Percentage of study program courses that use <i>Case-Study learning</i>	Number of courses that use Case Study Learning approach to total courses
KPI.18	Percentage of <i>study</i> program courses that use <i>Project-Based Learning</i>	Number of courses that use Project Study Learning approach to total courses
KPI.19	Average GPA of graduates	average Grade Point Average (GPA) of all graduate students
KPI.20	Average length of undergraduate study	Total length of study of students
KPI.21	Average length of S2 study	Total length of study of all undergraduate students divided by total students
KPI.22	Percentage of graduates who are directly employed ( <i>tracer study</i> )	Percentage of graduates who obtained their first job with a waiting period of 6 (six) months based on the university's <i>tracer study</i> (TS) report in the TS-2 period



KPI.23	Number of collaborations with international institutions	Number of signed <i>memorandum of understanding</i> (MoU) or <i>letter of intent</i> with international institutions/bodies/companies
KPI.24	Percentage of new students who follow character education	Number of new students who participate in character education activities and have certificates to total new students
KPI.25	Number of Student Internships in Industry / Professional Institutions / Research Institutions and others	Number of students who participated in internships at industrial institutions or professional institutions or other research institutions based on assignment letters issued by the Chancellor / dean.
KPI.26	Number of Students taking cognate courses at Other Universities	The number of students recommended by the university to take courses outside The UHO allied study programs (compulsory courses)
KPI.27	User Satisfaction	Percentage of User Satisfaction with the performance of Students/Alumni their work institutions



## **Improving the Quality of Research and Development**

In recent years, FEB UHO has succeeded in making research the mainstream in the implementation of the tridharma of higher education. This can be seen from the increasing number of publications, the number of citations, the number of patents / IPRs, and various other research outputs. However, some issues that still need attention include research that has not focused on excellence, a research climate that still needs to be built, publications per lecturer that need to be increased, product-oriented research support for downstreaming, development of research topics that answer the nation's problems, collaborative research with state / national universities, in terms of financing, FEB UHO's ability to attract funds from outside the institution is still limited.

### **Achievement Strategy**

To answer these issues, the strategic initiatives that will be carried out by FEB UHO in 2019-2024 are improving research management, budget allocation for research, improving the quality of research so that it has an impact and strengthening collaborative and multidisciplinary research activities..

### C. Programs and Activities to Increase the Number of Research Publications and Acquisition of Rights.

Table 6. Strategic Objectives, Programs and Activities to Increase the Number of Publications and Rights Acquisition

Strategic Objectives	Programs and Activities
SS2	Increasing the number and quality of national and international re-search excellence
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Encouraging lecturers to conduct maritime and rural-based research</li> <li>2. Development of Research Roadmap</li> <li>3. Increased number and quality of research articles in national and international reputable journals</li> <li>4. Increased IPR funding</li> <li>5. Increased research grants and collaborations</li> <li>6. Provision of proofreader services, Grammarly software and plagiarism software</li> </ol>
	Dissemination of research and publications in strategic areas
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Organization of <i>international conferences</i></li> <li>2. Improving the accreditation status of journals within FEB</li> <li>3. Publishing Articles in the official language of the UN</li> <li>4. Recruiting <i>researchers/scholars</i> to be the Editorial Board Team of journals from abroad</li> </ol>
	Strengthening collaborative and multidisciplinary research activities
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Increased number of maritime and rural-based research in partnership with local governments (Pemprov/Pemkot/Pemkab)</li> <li>2. Increased number of maritime and rural-based research in partnership with National Institutions/Institutions</li> <li>3. Increase in the number of maritime and rural-based research in partnership with international organizations/institutions</li> </ol>

#### D. Key Performance Indicators (KPIs) Increase in the Number of Research Publications and Acquisition of Rights.

To measure the success of the implementation of programs and action plans for the strategic goal of increasing the number of research publications and Obtaining Rights, FEB UHO compiles key performance indicators.

Table 7. Key Performance Indicators for Increasing the Number of Research Publications and Acquisition of Property Rights

No.	Key Performance Indicators	Operational Definition
KPI.1	Number of reputable international publications/Global Indexed (SCOPUS, WOS)	Number of scientific journals accredited by the Ministry of Education and Culture that are indexed by <i>scopus</i> and or <i>web of science</i> as highly reputable indexers
KPI.2	Number of International Publications	Number of research results published in international scientific journals or proceedings that have an <i>International Standard Serial Number (ISSN)</i> and / or books published by universities or other publishers and have an <i>International Standard Book Number (ISBN)</i>
KPI.3	Number of centralized competition research grants	Number of centralized research titles produced by lecturers
KPI.4	Number of nationally indexed reputable journals (SINTA 1-5)	Number of scientific journals accredited by the Ministry of Education and Culture indexed by <i>Science and Technology Index (SINTA)</i>
KPI.5	Number of citations of scientific papers	Calculation of the accumulative number of citations <i>from proceeding</i> articles or <i>book chapters</i> produced by FEB UHO lecturers and published in scientific journals indexed by <i>Scopus</i> or <i>Web of Science</i> .
KPI.6	Number of registered intellectual property	Number of IPRs registered with the Directorate General of Intellectual Property Rights

KPI.7	Publication of indexed/non-indexed international journal articles (Student Final Project Publication)	The number of research results produced by students and published in international scientific journals or proceedings that have an <i>International Standard Serial Number</i> (ISSN) and / or books published by universities or other publishers and have an <i>International Standard Book Number</i> (ISBN)
KPI.8	Number of national and international collaborative community services	Number of researches involving researchers from other universities and other countries



## **Improving the Quality of Community Service**

Institutional performance indicators that are very important in community services include the increase in the number and sources of community service funds obtained by lecturers. The number and sources of PKM FEB UHO funds has increased. The issue as well as the challenge is that changes in social life, politics, human values, and ethics, as well as digital technology that are very fast, require demands for rapid changes in the concept and paradigm of community service. Changes and asynchronies in inter-agency policies in government still occur frequently, creating difficulties, conflicts, and even a lack of support so that the development of community service programs is less targeted.

### **Achievement Strategy**

To answer the issues and face these challenges that will be carried out by FEB UHO in 2019-2024 is a service that combines the orientation of solving social problems (problem solving oriented) with entrepreneurial development, PKM based on the concept of innovative sociopreneur and the use of the latest technology according to their needs to be effective and targeted and the development of multidisciplinary and transdisciplinary community service.

E. Programs and activities to improve research results and other superior intellectual products are applied to the welfare of institutions and society, and to the advancement of science and technology.

Table 8. Strategic Objectives, Programs and Activities Research Results and other Superior Intellectual Products that are applied to the Welfare of Institutions, Society and the Advancement of Science and Technology

Strategic Objectives	Programs and Activities
SS3	<i>Problem solving oriented and Entrepreneurship</i>
	<b>Activity/Action Plan:</b> Initiation of PKM Flagship Program in the Entrepreneurship area
	<i>PKM based on innovative sociopreneur and utilization of the latest technology</i>
	<b>Activity/Action Plan:</b> Implementation of lecturers' superior products in the form of appropriate technology and other social engineering
	<i>Development of multidisciplinary and transdisciplinary community service through multi-actor synergy</i>
	<b>Activity/Action Plan:</b> 1. PKM Cooperation with Local Government, Universities, National and International Institutions/Institutions 2. PKM program initiation is collaborative and multidisciplinary 3. Involving Students in PKM - Lecturers

F. Key Performance Indicators (KPIs) Increased Research Results and other Superior Intellectual Products that are applied to the Welfare of Institutions, Society and the Advancement of Science and Technology

To measure the success of the implementation of programs and action plans for the Strategic Goal of Increasing Research Results and Other Support Intellectual Products that are applied to the welfare of institutions, sovereignty, and the Advancement of Science and Technology, FEB UHO compiles key performance indicators.

Table 9. Key Performance Indicators of Increased Research Results and Other Superior Intellectual Products that are applied to the Welfare of Institutions, Society and the Advancement of Science and Technology

No.	Key Performance Indicators	Operational Definition
KPI.1	Number of community services in collaboration between lecturers and local governments	Number of lecturers' community service activities in collaboration with local governments
KPI.2	Number of innovation products	The number of products or processes that have elements of novelty that are utilized for economic, social, cultural and community interests, both commercial and non-commercial, causing significant changes. Innovation products can be generated from research, development, assessment and/or engineering of science and technology in accordance with the needs that have a level of technology readiness of 9 (nine) and/or a level of innovation readiness of at least 3(three).
KPI.3	Number of industrial prototypes	Number of research titles in the form of prototypes that produce technology development results that have passed the test in the actual environmental system with a technology readiness level of 7 (seven)
KPI.4	Number of assisted villages	Number of villages that are targeted by the study program in the context of student learning practices
KPI.5	Percentage of lecturer research that is in accordance with the <i>road map</i>	Number of lecturers' research in accordance with the research <i>road map</i> issued by LPPM against all research titles registered at LPPM
KPI.6	Number of researchers whoutilize <i>ethical clearance</i> services	Number of research titles thatutilize <i>ethical clearance</i> services



KPI.7	Number of research and community service outputs that are utilized/applied by the community	The number of products or processes that are utilized for the benefit of society, both commercial and non-commercial, causing significant change.
KPI.8	Percentage of lecturer research involving students	Number of lecturer research titles involving students to total research registered at LPPM
KPI.9	Number of lecturer services that involve students	Number of community service activities of lecturers in collaboration with students
KPI.10	Funded proposals against those proposed from various quality research schemes	Number of proposals that received funding against total proposals submitted



## **Strengthening Organizational Governance**

The achievement of the Strengthening Organizational Governance Program is reflected in the achievement of the KPI External Audit Opinion on Financial Statements. The Audit by the Public Accounting Firm has been carried out with a WTP financial assessment opinion. The Organization and Management Work Procedure at FEB UHO refers to UHO Statute Number. 43 of 2012 and Decree of the Minister of Education and Culture Number 149 of 2014 concerning UHO Organization and Governance. After determining and evaluating the implementation of this governance, there are still several things that have not optimally accommodated the needs of the faculty, such as in terms of standardized services, management of facilities and investments, management of prospective students, management of potential alumni, and management of strategic partners.

### **Achievement Strategy**

To answer the issues and face these challenges, what FEB UHO will do in 2019-2024 is the creation of organizational governance that is credible, transparent, responsible, and fair through the development of mixed

## G. Programs and Activities Achievement of Governance System

Table 10. Strategic Objectives, Programs and Activities Achieving Governance

Strategic Objectives	Programs and Activities
	Faculty infrastructure development to meet the needs of technology based human resource development
SS4	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Improved laboratory function as a practicum facility for students and lecturers</li> <li>2. Improved Digital and Nondigital library services</li> <li>3. Improved learning facilities and infrastructure</li> <li>4. Procurement of computers and software to support practicum.</li> <li>5. Provision of various practicum guides</li> <li>6. Operational System Administration of lectures and seminars (proposal, results and final) based online</li> </ol>
	Financial resource management administration system
	<b>Activity/Action Plan:</b> <ol style="list-style-type: none"> <li>1. Standardized and Accounting Principle compliant Financial Reporting</li> <li>2. Completeness of Documents / Evidence</li> <li>3. Increased non-conventional budget sources for education operations</li> <li>4. Training on the preparation of financial reports for education personnel</li> </ol>

## H. Key Performance Indicators (KPIs) Achievement of Governance

To measure the success of the implementation of programs and action plans for the Strategic Goal of Achieving Governance, FEB UHO compiles key performance indicators.

Table 11. Key Performance Indicators for Achieving Governance

No.	Key Performance Indicators	Operational Definition
KPI.1	Number of Computer Laboratories for Practicum Activities	Supporting facilities for academic activities, in the form of practicum for courses that require practicum and those that do not.
KPI.2	Number of Libraries/Reading Rooms	The number of libraries that collect printed and recorded knowledge, manage it in a specialized way to meet the intellectual needs of their users through various means of knowledge interaction.
KPI.3	Improved quantity and quality of work and study facilities (air conditioning and LCD available).	Percentage of quantity and quality of learning facilities and infrastructure that assist in the teaching-learning process.
KPI.4	Availability of adequate toilets	Percentage of campus toilet qualitymanagement (Cleanliness and Water Availability)
KPI.5	Means of Worship	Number of places used by religiouscommunities for worship (Mosques)
KPI.6	Each Study Program/Major runsSIAKAD	Percentage of departments that run web-based applications designed to handle the process of managing academic data and other related data.
KPI.7	Student registration is doneonline	Percentage of students registering for all lecture activities
KPI.8	Online Course Offerings	Percentage of students makingcourse offers using SIAKAD
KPI.9	Online Graduation Registration	Percentage of students who registerfor graduation online
KPI.10	Percentage of online financialmanagement	Number of financial activities that have used online systems that havebeen integrated with

KPI.11	Number of departments that im-plement SPMI	Number of departments that carry out systemic activities of higher education quality assurance to control and improve the implementation of higher education in a planned and sustainable manner.
KPI.12	Percentage of study programs accredited at least Very Good (B)	Number of study programs accredited as Excellent (A) and Very Good (B) to the total number of study programs
KPI.13	Availability of practicum guides for students	Percentage of departments making practicum guidelines to facilitate the practicum process for both lecturers and students.
KPI.14	External Audit Opinion on Financial Statements	An opinion issued by the auditor on the fairness of the audited financial statements, in all material respects, based on the conformity of the
		preparation of such financial statements with generally accepted accounting principles.
KPI.15	Has trash can facilities	Percentage of trash bins (quantity and quality) to ensure cleanliness and health in the campus environment

## I. Programs and Activities to Increase the Potential / Achievement of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and entrepreneurship

Table 12. Strategic Goals, Programs and Activities to Increase the Potential / Achievement of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and entrepreneurship

Strategic Objectives	Programs and Activities
SS.5	Integrated development and strengthening of curricular, co-curricular, and extra-curricular activities
	<b>Activity/Action Plan:</b> Strengthening Campus Da'wah Institutions Religious Meeting for Students Development of business incubation and startup activities Strengthening the entrepreneurial teaching program Entrepreneurship training for students Funding scheme for students to create entrepreneurship
	Performance Development and Talent Management
	<b>Activity/Action Plan:</b> Talent scouting and mentorship program to improve student achievement

## J. Main Indicators of Performance (KPI) Increasing the Potential / Achievement of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and entrepreneurship

To measure the success of the implementation of programs and action plans for the Strategic Goal of Increasing the Potential/Achievement of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and Entrepreneurship, FEBUHO compiled performance indicators.

Table 13. Main Performance Indicators for Increasing the Potential / Achievement of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and entrepreneurship

No.	Key Performance Indicators	Operational Definition
KPI.1	Number of students with academic achievements at the national level	Number of gold, silver, bronze medals won by students in the academic field at national level activities
No.	Key Performance Indicators	Operational Definition
KPI.2	Number of students with international academic achievements	Number of gold, silver, bronze medals won by students in the academic field at international level activities
KPI.3	Number of students who excel in non-academic fields at the national level	Number of gold, silver, bronze medals won by students in non-academic fields at national level activities
KPI.5	Number of students with international non-academic achievements	Number of gold, silver, bronze medals won by students in non-academic fields at international level activities
KPI.6	Number of students involved in entrepreneurship	Number of students who received entrepreneurial training and stimulus funds to develop their business independently
KPI.7	Student entrepreneurship activities	Number of entrepreneurial activities conducted by students to foster entrepreneurial spirit
KPI.8	Number of students who received scholarships	Number of students who received scholarships for outstanding and underprivileged students

## K. Achievement of Programs and Activities 2015-2019 Period

The performance achievements of the FEB UHO were measured using Performance Indicators in accordance with the targets in the 2015-2019 Strategic Plan presented in the following table:

Table 14. 2019 FEB UHO Achievement Data

NO.	PERFORMANCE INDICATORS	TARGET	REALIZATION	ACCOMPLISHMENTS(%)
1	Percentage of Lecturers with Doctor's Degree	64%	61,54 %	96,16
2	Number of Qualified Lecturers with Sp1 and Sp2Degrees	N/A	N/A	-
3	Percentage of professors	13 %	13,68 %	105,23
4	Percentage of Lecturers with Educator Certification	80 %	74,36 %	92,95
5	Percentage of Lecturers with the Position of Head Lecturer	39 %	33,33 %	85,46
7	Average Length of Study of SO/S1 Graduates	4.4 Year:Month	4.3 Year:Month	102,33
8	Graduate Toelf-Like Score	400	400	100,00
9	Number of SO / S1 Students who Participate in the Student Exchange Program	5 students	1 student	20,00
10	Percentage of Graduates with Certification of Potential and Profession	0 %	0 %	-
11	Percentage of S-O/S-1 Graduates on Time	60 %	56 %	93,33
12	Percentage of Graduates who are Directly Employed	30 %	20 %	66,67
13	Number of Nationally Indexed Reputable Journals	0	0	-
14	Percentage of A Accredited Study Programs	<del>25 %</del>	75 %	300,00
15	Number of International Preparation and Accreditation Programs	0 Prodi	0 Prodi	-
16	Number of National Publications	27 Title	79 Title	292,59
17	Number of International Publications	40 Title	112 Title	280,00
18	Number of Globally Indexed Reputable Journals	0 Title	0 Title	-
19	Number of science and technology centers of excellence	0	0	-
20	Number of Centralized Competition Research Grants (Title)	5 Journal	4 Journal	80,00
21	Number of International Collaborative Research (Title)	1 Title	1 Title	100,00
22	Percentage of Lecturer Research involving Students	75 %	80 %	106,67
23	Percentage of Lecturer Research that is in accordance with the Road Map	90 %	100 %	111,11
24	Number of Researchers Utilizing Ethical Clearance Services	0 Lecturer	0 Lecturer	-



25	Percentage of proposals funded against those proposed from various quality research schemes	30 %	0 %	-
26	Number of Citations of Scientific Work	30 Citations	14 Citations	46,67
27	Number of Intellectual Property registered	3 Title	8 Title	266,67
28	Number of Research and Development Prototypes R&D	0 Title	0 Title	-
29	Number of Industrial Prototypes	0 Title	0 Title	-
30	Number of Innovation Products	0 Title	0 Title	-
31	Number of National and International Collaborative Community Services (Title)	1 Title	14 Title	1.400
32	Number of Outstanding Students in the Field of Reasoning	7 Mhs	17 students	242,86
33	Number of students with achievements in sports, arts and culture	5 students	2 Mhs	40,00
34	Number of Students with Achievement in Spirituality	1 student	1 student	100,00
35	Number of Students Involved in Entrepreneurship	10 students	10 students	
	<b>AVERAGE PERFORMANCE</b>			<b>123,59</b>

## L. Performance Targets 2020 - 2024

Based on the strategic targets that have been set for the 2020-2024 period, Strategic Target Performance Indicators (IKSS) are also determined, hereinafter referred to as Key Performance Indicators (KPI), and used to measure the level of achievement of strategic targets based on the target set. The targets to be achieved in the period of 2020-2024 are described in detail in Table 15.

Tabel 15. Strategic Objectives, Programs, Activities, Key Performance Indicators and Achievement Targets of the Faculty of Economics and Business Year 2020 - 2024

Target	Program	Activities	Key Performance Indicators	Baseline 2019	Target Achievement (Year)				
					2020	2021	2022	2023	2024
<b>Improving Competitiveness and Adaptability of Graduates at National and Global Levels</b>	Increased HR Capacity/Competency	1. Encourage lecturers to pursue doctoral studies at home and abroad.	Percentage of lecturers with doctoral qualifications	61,54%	62 %	63 %	63 %	63,5%	64%
		2. Increased professional certification and competence of Lecturers and Education Personnel	Percentage of professors	13,68 %	14 %	14,5%	15 %	15,5%	16%
		3. Acceleration of Professor Proposal	Number of qualified lecturers with Sp1 and Sp2 degrees	-	1	1	1	1	2
		4. Foreign Language Proficiency Improvement for Lecturers	Percentage of lecturers who have attended Pekerti or AA	95 %	96%	97%	98%	99%	100%
	Strengthening Learning Design	1. Implementation of KKNI-based Curriculum and OBE ( <i>Outcome Based Education</i> )	Percentage of lecturers with educator certification	92,95 %	93%	95%	98%	99%	100%
		2. Developing SCL Learning Methods	Number of technical training education personnel	N/A	1	1	1	1	2

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
		3. Develop a WEB and IT-based learning quality system	Number of education personnel in leadership training	N/A	1	1	1	1	1
	Increased Competitiveness and Potential	1. Public Speaking Training	Number of functional training education personnel	N/A	2	4	5	6	7
		2. Leadership Skills Training	Frequency of curriculum adjustment per year	-	1	1	1	1	1
		3. Improved foreign language skills for students	TOEFL-Like Score of Academics	400	400	400	410	415	430
		4. Soft Skill Development	Number of study programs that implement Merdeka Belajar program	4	5	5	5	6	6
			Number of lecturers involved in Merdeka Belajar program	70 %	72%	73%	80%	85%	90%
			Number of students involved in Merdeka Belajar program	50%	52%	55%	60%	70%	80%
			Percentage of lecturers who use <i>e-learning</i>	100%	100%	100%	100%	100%	100%
			Percentage of study program courses presented using <i>e-</i>	100%	100%	100%	100%	100%	100%

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
			<i>learning</i>						
			Percentage of study program courses that use <i>Case-Study learning</i>	50%	60%	65%	75%	85%	100%
			Percentage of <i>study</i> program courses that use <i>Project_Based Learning</i>	30%	40%	45%	55%	65%	70%
			Average GPA of graduates	3,33	3.35	3.80	3.85	3,90	4,00
			Average length of undergraduate study	4,4	4,4	4,4	4,3	4,3	4,3
			Average length of S2 study	2,2	2,2	2,2	2,2	2,1	2
			Percentage of graduates who are directly employed ( <i>tracer study</i> )	66,67%	68%	68,5%	70%	73%	75%
			Number of collaborations with international institutions	N/A	1	1	1	2	2
			Percentage of new students who follow character education	100%	100%	100%	100%	100%	100%

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
			Number of Student Internships in Industry / Professional Institutions / Research Institutions and others	N/A	5	8	9	10	12
			Number of Students taking cognate courses at Other Universities	N/A	5	6	7	8	10
			User Satisfaction	80%	80%	81%	81%	82%	82%
<b>Increased Number of Research Publications and Haki Acquisition.</b>	Increasing the number and quality of national and international research excellence	1. Encouraging lecturers to conduct maritime and rural-based research	Number of reputable/globally indexed international publications (SCOPUS, WOS)	15	20	22	25	26	27
		2. Development of Research Roadmap	Number of International Publications*	112	115	117	119	120	125
		3. Increased number and quality of research articles in national and international reputable journals	Number of centralized competition research grants	4	4	4	4	4	5

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
		4. Increased IPR funding	Number of nationally indexed reputable journals (SINTA 1-5)	N/A	1	1	2	2	2
		5. Increased research grants and cooperation	Number of citations of scientific papers	14	15	16	18	20	25
		6. Provision of proofreader services, Grammarly software and plagiarism software	Number of registered intellectual property	8	9	9	9	10	13
	Dissemination of research and publications in strategic areas	1. Organization of <i>international conferences</i>	Percentage of Lecturer Research involving Students	80%	81%	82%	84%	85%	86%
		2. Improving the accreditation status of journals within FEB	Number of national and international collaborative community services	14	15	15	16	17	19
		3. Publishing Articles in the official language of the UN							
		4. Recruiting <i>researchers/scholars</i> to be the Editorial Board Team of journals from abroad							
	Strengthening collaborative and multidisciplinary	1. Increase in the number of maritime and rural-based research in partnership with local governments							

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
	research activities								
		2. Increased number of maritime and rural-based research in partnership with National Institutions/Institutions  3. Increase in the number of maritime and rural-based research in partnership with international organizations/institutions							
<b>Increased Research Results and other Superior Intellectual Products that are applied to the Welfare of Institutions, Society and Progress</b>	<i>Problem solving oriented and Entrepreneurship</i>	Initiation of PKM Flagship Program in the Entrepreneurship area	Number of community services in collaboration between lecturers and local governments	3 titles	4	4	5	5	6
	PKM based on <i>innovative sociopreneur</i> and utilization of the latest technology	Implementation of lecturers' superior products in the form of appropriate technology and other social engineering  1. PKM Cooperation with Local Government,	Number of innovation products  Number of industrial	N/A  N/A	1  1	1  1	1  1	1  1	1  1

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)					
		Universities, National and International Institutions/Institutions	prototypes							
	Development of multidisciplinary and transdisciplinary community service through multi-actor synergy	2. PKM program initiation is collaborative and multidisciplinary	Number of assisted villages	1	1	1	2	2	2	
		3. Involving Students in PKM - Lecturers	Number of research and community service outputs that are utilized/applied by the community	N/A	-	-	-	-	-	
			Percentage of the number of lecturers' services that involve students	80%	82%	82%	83%	83%	85%	
			Percentage of Lecturer Research involving Students	80%	81%	82%	84%	85%	86%	
			Percentage of Lecturer Research that is in accordance with the <i>Road Map</i>	100%	100%	100%	100%	100%	100%	
			Number of Researchers Utilizing Ethical Clearance Services	N/A	1	1	1	1	1	



Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
			Funded proposals against those proposed from various quality research schemes	N/A	2	3	4	6	8
<b>Achieving Better Governance System</b>	Faculty infrastructure development to meet human resource development needs	1.Improved laboratory function as a practicum facility for students and lecturers	Number of Computer Laboratories for Practicum Activities	4	4	4	4	4	4
		2.Improved library services	Number of Libraries/Reading Rooms	5	5	5	5	5	5
		3.Improved learning facilities and infrastructure	Improved quantity and quality of work and study facilities (air conditioning and LCD available).	75%	80%	85%	90%	100%	100%
		4.Procurement of computers and software to support practicum.	Availability of adequate toilets	65%	70%	75%	80%	90%	100%
		5.Provision of various practicum guides	Means of Worship	100%	100%	100%	100%	100%	100%
		6.Operational System Administration of lectures and seminars (proposal, results and final) based online	Each Study Program/Major runs SIAKAD	4	4	4	4	4	4

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)					
	Financial resource management administration system	1. Standardized and Accounting Principle compliant Financial Reporting	Student registration is done online	100%	100%	100%	100%	100%	100%	100%
		2. Completeness of Documents / Evidence	Online Course Offerings	100%	100%	100%	100%	100%	100%	100%
		3. Increased non-conventional budget sources for operations	Online Graduation Registration	100%	100%	100%	100%	100%	100%	100%
		4. Education Training on the preparation of financial reports for education personnel	Percentage of online financial management	70	75	80	85	90	100	
			Number of Study Programs that implement SPMI	4	4	4	4	4	4	
			Number of Work Units that have quality assurance documents	4	4	4	4	4	4	
			Percentage of study programs accredited at least Very Good (B)	4	4	4	4	4	4	
			Availability of practicum guides for students	Available	Available	Available	Available	Available	Available	
			External Audit Opinion	WTP	WTP	WTP	WTP	WTP	WTP	

Target	Program	Activities	Key Performance	Baseline	Target Achievement (Year)				
			on Financial Statements						
			Has trash can facilities	90%	100%	100%	100%	100%	100%
<b>Increase the Potential / Achievement of FEB UHO Students in the Fields of Spirituality, Reasoning, Sports, Arts, Culture, and entrepreneurship</b>	Integrated development and strengthening of curricular, co-curricular, and extra-curricular activities	1. Strengthening Campus Da'wah Institutions	Affirmation Ratio	10 people	12	14	15	17	18
		2. Religious Meeting for Students	Number of students with international academic achievements	N/A	1	1	1	1	1
		3. Development of business incubation and startup activities	Number of students who excel in non-academic fields at the national level	15	16	17	18	18	20
		4. Strengthening the entrepreneurial teaching program	Number of students with international non-academic achievements	N/A	1	1	1	1	2
		5. Entrepreneurship training for students	Number of students involved in entrepreneurship	10	11	12	13	15	16
		6. Funding scheme for students to create entrepreneurship	Student entrepreneurship activities	N/A	1	1	2	3	3
	Performance Development and Talent Management	Talent scouting and mentorship program to improve student achievement	Number of students who received scholarships	311	312	313	315	317	320

The Strategic Plan (Renstra) of the Faculty of Economics and Business UHO 2020-2024 was prepared by considering the dynamics of campus life throughout 2015-2019 and the direction of development policies in Indonesia. All of this was done so that this Strategic Plan truly illustrates the seriousness of the Faculty of Economics and Business, Halu Oleo University to achieve the vision in 2045 and support the vision of the Indonesian Ministry of Education and Culture. The FEB UHO Strategic Plan (Renstra) 2020-2024 will be the main reference in the preparation of the Annual Budget Work Plan (RKAT), so that it will be more focused and planned to achieve the targets that have been set and more efficient in its implementation, both in terms of resource management and financing, and in monitoring the achievement of performance targets.

This Strategic Plan was prepared as a guide for providing services to the campus community and *stakeholders*. It is expected that, in planning annual activities, competent parties in decision-making will refer to this Strategic Plan. Finally, it is hoped that this Strategic Plan will be able to improve the UHO Faculty of Economics and Business.

A photograph of a university campus. On the left is a two-story yellow building with a red-tiled roof. In the foreground, there is a paved walkway with a red and white checkered pattern, bordered by a red metal fence. The background is filled with tall green trees under a clear sky.

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