



STRATEGIC PLAN UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG 2025-2029



**UNIVERSITAS PERSATUAN GURU REPUBLIK
INDONESIA SEMARANG**

1

The Meaning University



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG

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DECISION OF THE RECTOR
UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG
NUMBER: 100/SK/UPGRIS/XII/2024

CONCERNING

THE STIPULATION OF THE STRATEGIC PLAN (RENSTRA) 2025–2029
OF UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG

THE RECTOR OF UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG,

- Considering : a. that in order to achieve the vision, mission, and objectives of Universitas Persatuan Guru Republik Indonesia Semarang, it is necessary to establish a Strategic Plan (RENSTRA) to serve as a reference for all work units within the University in carrying out their respective main duties and functions;
- b. that in connection with point a above, it is deemed necessary to stipulate the Strategic Plan (RENSTRA) 2025–2029 of Universitas Persatuan Guru Republik Indonesia Semarang by a Rector's Decision.
- Having regard to : 1. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;
2. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education Institutions;
3. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 143/P/2014 dated 17 April 2014 concerning the merger of IKIP PGRI Semarang and the Academy of Technology Semarang, organised by YPLP PT PGRI Semarang in the City of Semarang, Central Java Province, into UPGRIS organised by YPLP PT PGRI Semarang in the City of Semarang, Central Java Province;
4. The Articles of Association and Bylaws of YPLP PT PGRI Semarang in conjunction with the Amendment to the Decree of the Minister of Law and Human Rights Number AHU-AH.01.08-449 dated 18 August 2010;
5. Decision of the Board of Trustees of YPLP PT PGRI Semarang Number 05A/P.YU/Kpts/3.1/YPLP PT PGRI/I/2015 dated 8 January 2015 concerning the University Master Development Plan (RIP) of UPGRIS for the period 2015–2034;
6. Decision of YPLP PT PGRI Semarang Number 075/P.YU/Kpts/3.1/YPLP PT PGRI/V/2019 dated 10 May 2019 concerning the Statute of UPGRIS;
7. Decision of the Board of Trustees of YPLP PT PGRI Semarang Number 095/P.YU/Kpts/3.1/YPLP PT PGRI/V/2022 dated 20 May 2022 concerning the Appointment of the Rector of UPGRIS for the term of office 2022–2026.
- Taking into consideration : The results of the Senate Meeting of Universitas Persatuan Guru Republik Indonesia Semarang.

DECIDES

- To stipulate : THE RECTOR'S DECISION OF UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG CONCERNING THE STIPULATION OF THE STRATEGIC PLAN (RENSTRA) 2025–2029 OF UNIVERSITAS PERSATUAN GURU REPUBLIK INDONESIA SEMARANG.
- First : To stipulate the Strategic Plan (RENSTRA) 2025–2029 of Universitas Persatuan Guru Republik Indonesia Semarang as set out in the appendix, which constitutes an integral and inseparable part of this Decision.
- Second : This Decision shall come into force as of the date of its stipulation. Should any error be found herein at a later date, appropriate amendments shall be made accordingly.

Copies are hereby forwarded to:

1. Head of YPLP PT PGRI Semarang
 2. Chair of the Senate of UPGRIS
 3. Vice Rectors
 4. Deans
 5. Director of Postgraduate Studies
 6. Heads of Institutes
 7. Heads of Bureaus
- within UPGRIS

Issued in : Semarang
On 31 Desember 2024
Rector

Dr. Sri Suciati, M. Hum. NIP
196503161990032002

FOREWORD

Praise and thanks be to God Almighty for His grace and blessings, enabling the completion and publication of the Strategic Plan (Renstra) of Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS) for the period 2025-2029. The preparation of this Renstra has gone through comprehensive stages, including an evaluation of the achievements of the previous Renstra, gathering input from various internal and external stakeholders, drafting by the UPGRIS Renstra Team, FGD with internal and external stakeholders, consideration by the UPGRIS Academic Senate, continuous refinement by the UPGRIS Renstra Team, and finally approved by the Rector.

The UPGRIS 2025-2029 Strategic Plan is structured into four main sections. The first section contains an introduction, followed by the second section which presents the vision, mission, objectives, strategic goals and strategic achievements of the University. The third section outlines the programmes and performance indicators that have been set. Finally, the fourth section concludes this planning document. In its preparation, this Strategic Plan has been carefully designed to take into account the strengths of UPGRIS, as well as to ensure that all plans contained therein are measurable, achievable, and have a clear time frame.

The UPGRIS Strategic Plan 2025-2029 will serve as the main reference in the preparation of the UPGRIS Operational Plan (Renop) and the Strategic Plans for the work units within UPGRIS. In addition, this Strategic Plan will also serve as a strong foundation for the formulation of the Annual Work Plan and Activity Budget (RKAKT).



Semarang, December 2024

Rector

Dr. Sri Suciati, M.Hum.

NIP 196503161990032002



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CHAPTER I INTRODUCTION

A. General Conditions

The 2020-2024 Strategic Plan of UPGRIS has set 17 strategic objectives and 42 activity programmes. These programmes have been implemented with the following achievements.

1. Achievements of Programmes and Strategic Objectives for 2020-2024

a. Achievements in educational development programmes.

UPGRIS has strengthened its new student admission system, such as developing a PMB website that includes: registration options (regular, achievement, RPL, employee, KIP, postgraduate), and dormitory registration for new students. Strengthening strategies and promotions for new student admissions, including foreign students, has been carried out through social media, networking with education office branches, administrators and members of the MKKS SLTA (Senior High School Principals' Working Group) in the northern coastal region, coordination with PGRI and YPLP DM (Association of Private Schools) branch offices in regencies/cities, socialisation to PGRI schools, billboard installation, school expos, visits by partner schools to UPGRIS, visits by regional students to their schools of origin, social media advertisements, WhatsApp blasting to students, banner installation, radio advertisements in the northern coastal region, content production and social media viralisation, live Instagram Q&A, and optimisation of the PMB website and social media accounts. The results of the PMB activities show an upward trend in the number of applicants and new students from 2020 to 2024, despite a slight decline in 2021 due to the impact of the COVID-19 pandemic.

In order to strengthen the Outcomes Based Education (OBE) curriculum and e-learning, synchronisation and harmonisation have been carried out between units, including the Quality Assurance Institute, the Professional Development Institute, the Academic Bureau, the Technical Implementation Unit for Cooperation and International Affairs, the Technical Implementation Unit for Professional Certification, and the Technical Implementation Unit for Libraries. UPGRIS has also developed interdisciplinary courses based on synergy across fields of study, study programmes, faculties, and involving industry partners. It has also developed courses on global competencies, blended learning, increased the percentage of courses that use the case method or project-based group learning as part of the evaluation weighting, and integrated research and community service results into learning activities. UPGRIS has developed a mentoring/counselling and career guidance system for students and graduates on an institutional basis. The Counselling and Psychological Services Centre has been developed into a Career Centre, Field Experience and Apprenticeship Centre; Counselling Centre Counselling, Psychological Services, and Human Resources Assessment. Additionally, a Student Affairs and Alumni Unit has been established to facilitate graduate needs and conduct ongoing tracer studies.

In order to strengthen the education and learning infrastructure, UPGRIS has developed laboratories, renovated buildings, rearranged rooms and open spaces, renovated the senate room, repaired the lifts in the main building and building B, and developed clinics. In addition, an LMS has been developed, which includes SPADA 3 and the MBKM platform integrated with SSO SIMEKAR.

Universitas PGRI Semarang has increased the participation rate of students and lecturers who can meet the 8 Key Performance Indicators (IKU) of MBKM, which form the basis for higher education transformation in Indonesia. UPGRIS encourages and provides the widest possible opportunities for students to participate in the Merdeka Belajar Kampus Merdeka (MBKM) programme, both independently and through government-run flagship programmes.

Academic achievements continue to be pursued to prove that UPGRIS deserves to be a leading university. Academic achievements that have been attained include: 1) Qualification for the MBKM Flagship Programme: Campus Independence Competition

Programme (PKKM), Practitioner Teaching, Student Exchange Programme, Campus Teaching, Internship and Certified Independent Study (MSIB), 2) Qualification for the Independent Programme, including

: 1st place in the International Poster Competition for Student Creativity, 2nd place in the International Essay Competition for Student Creativity, Excellent SIMKATMAWA rating, Top 10 National Environmentally Friendly Buildings, Receiving non-degree micro credential scholarships for PPG lecturers in 2023, 3) Learning Development Assistance, UPGRIS successfully passed the government assistance programme and development assistance offered by the Directorate of Learning and Student Affairs of the Ministry of Education, Culture, Research and Technology with a total assistance of IDR 586,782,000, 4) UPGRIS received awards including: 1st place in the University Category-PT PGRI Excellence Award, Learning and Student Affairs with the sub-category of Higher Education Institutions with the Most Collaboration Practitioners, 1st Place for the best industry collaboration higher education institution, 1st Place for the best government/community self-reliance collaboration higher education institution, 3rd Place for international collaboration higher education institutions. 5) Achievement of 8 PT IKU.

UPGRIS has developed its Language Services and Professional Certification Unit into a Professional Certification Institution (LSP) that conducts EAP and TOEFL certification, as well as various competency schemes. To enhance services for students, UPGRIS has developed an online application using a single sign-on (SSO) account to facilitate guardianship, internships, various MBKM activities, and others. Universitas PGRI Semarang has provided guidance and mentoring for graduating students during each graduation period. This activity serves as preparation for students after graduating from UPGRIS. Preparation readiness for work for the 77th graduation ceremony was held on 21 May 2024. In addition to the above activities, UPGRIS also organised a Job Fair for alumni.

UPGRIS has made efforts to advance all study programmes through accreditation support. By 2024, 9 study programmes have been accredited as Excellent, 8 as Very Good, 8 as B, and 4 as Good.

Universitas PGRI Semarang has encouraged the increase of international publications by lecturers and students through the development of SIMPELMAS, as well as the improvement of student research quality through participation in lecturer research.


UPGRIS has encouraged students to participate in the independent student exchange programme. Over the past three semesters, 80 students have participated in PKMM activities at 16 other universities. In addition, a visiting lecturer programme has been developed,

which has been participated in by several lecturers.

UPGRIS has encouraged the improvement of sustainable strategic cooperation. The development of sustainable strategic cooperation networks has been carried out with 91 international partners, 130 teaching campus partners, 23 university partners, and 32 national DUDI partners. In addition to the above cooperation, the development and improvement of strategic cooperation networks with alumni has also been carried out.

b. Achievements in the research development programme.

UPGRIS has encouraged the development of a cross-disciplinary research culture with a focus on marginalised communities. From 2020 to 2024, there has been an increase in the number of research projects conducted by lecturers, with 119 titles in 2020, 93 titles in 2021, 97 titles in 2022, 127 titles in 2023, and 130 titles in 2024. These results show an upward trend, despite a slight decline in 2021 due to the impact of the COVID-19 pandemic. In order to increase the capacity, activities, and expertise of researchers internally and externally, training and workshops on research methodology have been conducted. These activities have resulted in the publication of research results in reputable journals in 2021 with 12 titles, in 2022 with 15 titles, in 2023 with 25 titles, and in 2024 with 51 titles. The number of intellectual property rights in 2022 was 153, and in 2023, there were 303 intellectual property rights certificates. These results show an upward trend.



UPGRIS also encourages the enhancement of competitive research excellence to support success in obtaining both national and international funding sources. Research funding from DRTPM achieved in 2021 amounted to Rp. 3,900,000,000, in 2022 to Rp. 2,952,622,000, in 2023 it was 3,298,734,000, and in 2024 it was Rp 3,233,070,000. The development and improvement of sustainable strategic cooperation with research funding partners from the government, private sector, and industry in 2020 amounted to IDR 30,000,000 and in 2021 amounted to IDR 115,000,000.

The quality and capacity of research facilities and laboratories have been improved in an integrated and sustainable manner. Currently, UPGRIS has 72 laboratories that are actively used for practical work, research, and community service. In addition, there are 4 laboratories managed by the UPGRIS Laboratory High School, namely chemistry, biology, physics, and computer language laboratories. The future function of the laboratories will be to assist and facilitate research by both lecturers and students.

UPGRIS has endeavoured to enhance international research collaboration. The number of international research collaborations in 2023 and 2024 has reached 13 titles, involving 48 lecturers.

c. Achievements in the community service development programme.

UPGRIS has encouraged lecturer participation in regional development. leading frontier, remote, and underdeveloped (3T) through service to the community in accordance the the of the LPPM. UPGRIS consistently conducts guidance and training for marginalised communities to produce commercial products based on appropriate technology and local resources, as well as providing opportunities for micro, small and medium enterprises (MSMEs) to access funding.

UPGRIS has also encouraged an increase in the number of science and technology applications developed by UPGRIS for the business/industrial world and the community in the form of promotional applications through social media.

UPGRIS has encouraged increased participation of the academic community in the framework of youth empowerment and poverty alleviation programmes in collaboration with other parties. UPGRIS has also encouraged the initiation of community service at the international level.

In encouraging the implementation of MBKM activities, UPGRIS has encouraged the implementation of the Village Project to facilitate independent learning. UPGRIS has also encouraged business start-ups initiated by the academic community and/or alumni, which are developed through a business incubation process.


d. Achievements in the field of role modelling.

In the field of role modelling, UPGRIS has strengthened student character, including polite and courteous behaviour, positive behaviour in terms of resource efficiency, good speech and actions, and higher education tridharma activities through PIESQ Management 3.0 activities and the strengthening/deepening of Pancasila values. These activities are carried out regularly for all students during new student orientation.

e. Achievements of the organisational management development programme.

UPGRIS has formulated policies on human resource planning and procurement based on scientific development and institutional needs, taking into account the quality of an objective, transparent, and fair human resource recruitment system.

In order to improve the careers of lecturers, UPGRIS has encouraged the development of employee career management through pre-service training. In 2024, pre-service training will be conducted in the city of Salatiga. UPGRIS has encouraged the development of the quality and competence of lecturers and educational staff. PEKERTI, AA and training at the National Library. The implementation of PEKERTI and AA is carried out through collaboration between LLDIKTI VI and UPGRIS. To encourage the optimisation of staff workloads and improve the effectiveness and efficiency of task implementation, at the beginning of each year, all work units are required to create work programmes and have



them approved by their leaders. UPGRIS has also encouraged improvements in the quality of service systems and performance-based incentives that encourage human resources with a positive work ethic, a spirit of service, integrity, and professionalism through the preparation of Human Resource Development Guidelines.

UPGRIS has encouraged the integrated management and utilisation of facilities and infrastructure to improve the quality of education, research and community service. This efficiency is achieved through the shared use of lecture rooms, laboratories and research facilities within a single faculty. Safety equipment and standard operating procedures for dealing with emergencies have been provided. Each part of the campus is equipped with facilities such as fire extinguishers and a fire protection system in buildings using pressurised water (hydrants). UPGRIS has equipped the building with access equipment and other facilities for academics with special needs, such as special lanes for people with disabilities.

To increase revenue from sources outside the student body, UPGRIS has encouraged the strengthening of university business units so that they can generate profits and increase financial contributions to the institution. The business units that have been developed include sports hall rentals, fitness centres, aerobic studios, dormitories, halls, catering, cafes, Upgris Tours, Wisma P4G, Lontar Media printing, stationery shops, Nyentrik digital printing, and UP Radio.

Institutional development at UPGRIS has been carried out through the addition of new study programmes. In 2022, the Bachelor of Digital Business programme was launched, and in 2023, the Master of Mathematics Education programme was introduced.

2. Development and external demands

The world is currently undergoing a major transformation due to the rapid development of information and communication technology, which integrates science and technology into every aspect of life. The era of an economy dependent on natural resources is entering a new era where knowledge is the key to economic growth


The 21st century is an era in which knowledge is paramount. All aspects of life, from education to industry, now depend on science.

The 4.0 industrial revolution has driven a global transition towards a knowledge-based economy, where innovation and creativity are driven by rapid advances in information and communication technology. This has shifted the paradigm from one that relies on natural resources to one that is oriented towards intellectual assets. The rapid development of science and the interconnection between disciplines has driven transformation in the world of education. The use of information and communication technology has enabled disruption in traditional learning models, where space and time are no longer major obstacles to acquiring knowledge.

In the context of the information age, higher education plays a central role in equipping individuals with the competencies necessary to contribute to the advancement of society. University graduates are expected to be able to think systematically, creatively, and innovatively, as well as have the ability to utilise information and communication technology effectively.

The UPGRIS 2025-2029 Strategic Plan is a continuation of the noble ideals of the university's founders to create an educational institution that gives meaning to life. The five-year strategic plan is derived from the UPGRIS 2015-2034 Master Development Plan (RIP), whose efforts and activities are focused on the Teaching University, Excellent Teaching University, Pre-Research University, and Research University pathways.

Significant transformations have taken place at UPGRIS in recent years, reflected in the improvement of institutional performance in various fields. In line with the Master Development Plan, UPGRIS has successfully reached the Teaching University stage and is now preparing to enter the next, more demanding stage. In an era of globalisation marked by rapid developments in information and communication technology, as well as a paradigm shift in the economy



towards a knowledge-based era, higher education institutions, including UPGRIS, are required to produce graduates who have global competencies and are able to contribute to national development.

In order to respond to global challenges and increasingly complex job market demands, the UPGRIS Strategic Plan 2025-2029 has been designed with the aim of producing graduates who have competencies relevant to industry needs. The strategies adopted include strengthening university governance, optimising the implementation of the three pillars of higher education, and developing cooperation networks. The success of the implementation of this Strategic Plan will be measured through the achievement of performance targets that have been set quantitatively and qualitatively.

UPGRIS has designed a comprehensive management system to support the implementation of the Strategic Plan. By allocating optimal resources, implementing a participatory planning system, and adopting an integrated quality management system, UPGRIS strives to ensure effectiveness and efficiency in the implementation of academic programmes and activities. Through a multi-layered quality assurance mechanism, UPGRIS is committed to producing graduates who have competencies relevant to the needs of the job market and are able to contribute to national development.

In addition to the above, in preparing the 2025-2029 Strategic Plan, UPGRIS considers various government regulations governing the operation of higher education institutions, including:

- a. Ministry of Education and Culture Regulation No. 3 of 2020 concerning national standards for higher education institutions.
- b. Ministry of Education and Culture Regulation No. 5 of 2020 on the accreditation of study programmes and higher education.
- c. Regulation of the Minister of Education, Culture, Research, and Technology No. 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Equivalency of Diplomas from Other Countries' Higher Education Institutions;
- d. Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022 concerning Amendments to Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024;
- e. Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education;
- f. Rector's Decision of UPGRIS No. 082/SK/UPGRIS/IV/2021 dated 1 April 2021 concerning the Determination of Key Performance Indicators and Additional Performance Indicators of UPGRIS.

B. Potential and Issues

UPGRIS has the following potential and challenges.

1. Potential

The potential for developing UPGRIS includes:

- a. An increase in the number of full professors and the enthusiasm of lecturers to obtain the functional position of full professor is growing.
- b. The number of doctoral degree holders and the enthusiasm of lecturers for further study are increasing.
- c. The number of accredited study programmes is increasing.
- d. As the best PGRI university in Indonesia.
- e. The performance ranking at the LLDIKTI VI regional level is consistently high.
- f. Funding for research and community service from domestic external sources continues to increase.
- g. Student achievements at the national and international levels are steadily improving.
- h. The number of journals managed by UPGRIS that are indexed by Sinta and Scopus is increasing.
- i. The number of new students is steadily increasing.

- j. Grant acquisitions from the government for the institution, lecturers, and students are steadily increasing.
- k. Collaboration with institutions and The international level is increasingly universities is increasing.
- l. The strategic location of UPGRIS campus is easily accessible from various directions.
- m. The academic community's awareness of quality culture is increasing.
- n. The curriculum for all study programmes at UPGRIS is OBE-based.
- o. A certificate accompanying the diploma and graduate competency certification have been implemented.
- p. Funding is adequate and sufficient for the procurement, maintenance and utilisation of the necessary facilities and infrastructure, as well as for higher education's Tridharma activities.
- q. Students have achieved national and international recognition.
- r. The on-time graduation rate with academic achievement indices is steadily increasing.
- s. Publications by lecturers and students in national journals are increasing.
- t. The number of intellectual property rights obtained by lecturers and students is increasing.
- u. The governance system that has been developed is credible, transparent, accountable, responsible, and fair, thereby enhancing competitiveness.
- v. The number of collaborations with the industrial sector is increasing.
- w. The government's flagship MBKM initiative supports improvements in teaching and learning, faculty quality, and student performance.

2. Issues

Various dominant issues that are urgent for UPGRIS to address are outlined as follows.

- a. Education
 - 1) The number of alumni working in government agencies or international companies is still small.
 - 2) The international language skills of lecturers are still low.
 - 3) The number of textbooks produced by lecturers is still low.
 - 4) Implementation of independent learning/independent campus.
 - 5) The number of foreign students is still low.
 - 6) The linearity of lecturers in certain study programmes.
 - 7) The majority of lecturers' functional positions are still assistant experts and lecturers.
 - 8) The study programme curriculum needs to be aligned with the times and the competency requirements of human resources in the world of work and entrepreneurship.
- b. Research field
 - 1) The number of research publications in reputable international journals and national journals (SINTA 1 and SINTA 2) is still low.
 - 2) The number of joint research projects with foreign universities is still small.
 - 3) The number of intellectual property rights obtained by students is still low.
 - 4) The number of patents obtained is still low.
- c. Community service.
 - 1) Fulfilment of community service programme requirements in 3T areas (underdeveloped, outermost, and farthest).
 - 2) Limited funding for community service at the international level.
 - 3) The number of international community service activities is still low.
- d. The field of role modelling.
 - 1) Integration of role modelling in lectures in particular and campus life in general.

- 2) Development of academic ethics.
 - 3) Intensification of character education.
 - 4) The strong influence of foreign cultures, which is beginning to erode noble values, poses a threat to the development of superior character and identity.
- e. Organisational Management Field
- 1) The demand to meet international requirements for UPGRIS service system, particularly for foreign students.
 - 2) The information system is not yet fully integrated.
 - 3) Cyber Security.
 - 4) The dynamic needs of the job market for UPGRIS graduates.
 - 5) No study programmes have been internationally accredited.
 - 6) There is no CPL measurement information system yet.
 - 7) The quality assurance system has not been integrated into SI MEKAR.
 - 8) Occupational health and safety has not been standardised within UPGRIS.
 - 9) There is no information system for measuring the performance of lecturers and employees.
 - 10) There is no information system for achieving university objectives.
 - 11) There are still teaching assistants/laboratory assistants who do not meet the competency qualifications for their field of work.
 - 12) Documentation of cooperation agreements (MoU, MoA, and IA) is not yet well systematised.
 - 13) Insufficient human resources to manage the information system.
 - 14) Increasingly fierce competition among higher education institutions in the region offering low tuition fees in the admission of new students.

Based on the achievements, developments, external demands, potential, and issues outlined above, UPGRIS has compiled a SWOT analysis as presented in Table 1.

Table 1. SWOT Analysis

Internal External	Strengths (S)	Weaknesses (W)
Opportunities (O)	<p>SO</p> <ul style="list-style-type: none"> ➤ Optimising international collaboration to support the Four Pillars of UPGRIS. ➤ Utilising flagship government programmes to support learning activities outside of study programmes. ➤ Improving the quality of educational infrastructure to support technological development and innovation. 	<p>WO</p> <ul style="list-style-type: none"> ➤ Enhancing international language training for lecturers and students. ➤ Integrating information systems to support curriculum implementation and academic services. ➤ Conducting programmes and mentoring for lecturers to increase publications in reputable international journals.

Threats (T)	ST	WT
	<ul style="list-style-type: none"> ➤ Developing an OBE curriculum that takes into account global needs in order to compete with other universities. ➤ Strengthening international promotion to enhance competitiveness and student enrolment. ➤ Modernising organisational governance to meet international accreditation requirements. 	<ul style="list-style-type: none"> ➤ Strengthening internal synergy to improve the quality of organisational governance and institutional competitiveness. ➤ Utilising technology to align study programmes with industry needs and global trends. ➤ Collaborating with international institutions to support programme accreditation and global recognition.



CHAPTER II MISSION, VISION, OBJECTIVES, STRATEGIC TARGETS AND STRATEGIES ACHIEVEMENTS

A. Vision, Mission, and Objectives

1. Vision

To become a university that is excellent and has a distinct identity.

2. Mission

- a. Providing education to produce outstanding and self-confident intellectuals.
- b. Conducting research as the basis for science and improvement of learning quality.
- c. Conducting community service for the benefit of life and living.
- d. Providing exemplary leadership in the implementation of education, research, and community service.

3. Objectives

- a. The realisation of outstanding and self-aware intellectuals.
- b. The realisation of scientific quality and research-based learning.
- c. The realisation of community service that benefits life and living.
- d. Implementing exemplary leadership in the delivery of education, research, and community service.

4. Values


The core behavioural values to realise the vision, mission, and objectives of UPGRIS are AdAb: a. Adaptive; b. Enthusiastic; and c. Integrity, for the academic community and educational staff at UPGRIS.

B. Strategic Objectives

UPGRIS, in contributing to and impacting national development, has grouped the strategic objectives of the UPGRIS 2025-2029 Strategic Plan into six areas, as outlined below.

1. Education

- a. Improved quality of graduates.
- b. Improved training services, competency enhancement, and competency certification in line with developments in science and technology as well as employment.

- 
- c. Improved student achievement coaching based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.
 - d. Improved guidance, services, empowerment, and participation of alumni in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.

2. Research

- a. Increasing high-quality, high-value research that is capable of solving local, national, and global problems.
- b. Increasing the capacity and role of competent, productive researchers who are able to play a role at the national, regional, and global levels through study centres, research groups, and study groups.
- c. Increasing centres of innovation excellence

3. Community Service


- a. Increasing focus and distinctiveness of community service based on community needs by exploring the characteristics and uniqueness of the target area.
- b. Increased implementation of research-based and empowerment-based community service to improve community productivity and welfare

4. Governance

- a. Increasing the adaptive, effective, and accommodative organisational structure to meet academic and managerial development needs
- b. Increased governance towards good university clean government
- c. Increased facilities and infrastructure to foster an academic/scientific climate, excellence, innovation, humanistic, religious, and national values
- d. Improved financial management that is effective, systematic, transparent, sound, and accountable, supported by sufficient sources of income to support educational operations
- e. Improved qualifications, competencies, and capacities of educational and teaching staff who are competent in their fields of expertise, have good character, and are productive, enabling them to provide excellent and comprehensive services in accordance with their respective duties and functions
- f. Improved new student admission system
- g. Improved accreditation of study programmes and higher education institutions at the national and international levels.

5. Cooperation

Improved networks involving multinational companies; high-standard national companies, state-owned enterprises, and/or regional-owned enterprises; global technology companies; technology start-up companies; world-class non-profit organisations; Multilateral institutions/organisations; universities included in QS200 by subject; domestic and foreign universities; government agencies; hospitals; government, private, national and international research institutions; and national-scale/reputable cultural institutions in the fields of



education, research and community service.


6. Field of Role Models

Increased role model activities used as a basis for scientific development

C. Achievement Strategy

The strategies for achieving the targets of the UPGRIS's Strategic Plan are divided into 18 strategies as follows:

1. Improving graduate quality.
2. Improving training services, enhancing competencies, and providing competency certification in line with developments in science, technology, and employment.
3. Enhancing student achievement development based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.
4. Enhancing alumni guidance, services, empowerment, and participation in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.
5. Enhancement of excellent, high-value research that is capable of solving local, national, and global problems.
6. Enhancement of the capacity and role of competent, productive researchers who are able to play a role at the national, regional, and global levels through study centres, research groups, and study groups.
7. Enhancement of centres of excellence in innovation.
8. Enhancing the focus and distinctive characteristics of community service based on the community by exploring the distinctive characteristics and uniqueness of the target area.
9. Enhancement of the implementation of research-based community service and empowerment to improve community productivity and welfare.
10. Enhancement of an adaptive, effective organisational structure that accommodates academic and managerial development needs.
11. Improved governance towards good university clean government.
12. Improving facilities and infrastructure to foster an academic/scientific climate, excellence, innovation, humanistic, religious, and national values.
13. Improving effective, systematic, transparent, sound, and accountable financial management supported by sufficient sources of income to support educational operations.
14. Improving the qualifications, competencies, and capacities of educational and teaching staff who are competent in their fields of expertise, have good character, and are productive so that they are able to provide excellent and comprehensive services in accordance with their respective duties and functions.
15. Improving the new student admission system.
16. Improving networks involving multinational companies; high-standard national companies, state-owned enterprises, and/or regional-owned enterprises; global technology companies; technology start-up companies; world-class non-profit organisations; multilateral institutions/organisations; universities included in QS200 based on subject area (QS200 by subject) both domestic and foreign; government agencies; hospitals; government, private, national and international research institutions; and national-scale/reputable cultural institutions in the fields of education, research and community service.
17. Improvement of programme and university accreditation at the national and international levels.
18. Enhancement of exemplary activities used as a basis for the development of science.



The initial stage of the UPGRIS Strategic Plan implementation, in 2025-2026, will focus on internal consolidation to strengthen various institutional aspects. These efforts include developing a curriculum that is relevant to the needs of the job market, improving lecturer competence, and strengthening a culture of research and publication. In addition, UPGRIS will also seek to add new study programmes to meet the community's need for wider access to education.

The second phase of the implementation of the UPGRIS Strategic Plan, 2027-2028, will focus on optimising institutional resources to improve academic performance. These efforts include improving the quality of the learning process, increasing research productivity, and strengthening community service activities. Through various strategies that have been established, UPGRIS strives to produce graduates who are competitive at the national level and contribute to the development of science and the improvement of community welfare.

The final phase of the implementation of the UPGRIS Strategic Plan, in 2029, will focus on expanding academic activities at the global level. These efforts include increasing the mobility of the academic community, increasing the number of international publications, and strengthening cooperation with foreign institutions. Through various strategies that have been established, UPGRIS strives to become a leading university at the national level.

In line with the three stages of the Strategic Plan implementation, UPGRIS consistently applies modelling and familiarisation strategies to instil noble values such as creativity, critical thinking, independence, and synergy in diversity among the entire academic community. These efforts are a tangible manifestation of UPGRIS' commitment to carrying out its exemplary duties.

CHAPTER III STRATEGIC PROGRAMMES AND PERFORMANCE INDICATORS

The strategic objectives and targets of the UPGRIS 2025-2029 Strategic Plan are realised in realistic work programmes covering the fields of education, research, community service, cooperation, organisational governance and exemplary leadership. The complete work programme is presented in Table 2.

Table 2. Strategic Objectives and Work Programmes of the 2025-2029 Strategic Plan in Each Field

STRATEGIC OBJECTIVES	STRATEGIC PROGRAMMES
1. Education	
[S1] Improving the quality of graduates	[P1] Improving graduate quality
	[P2] Improving the quality of learning and fulfilling learning outcomes outside the study programme
[S2] Implementation of training services, competency enhancement, and competency certification in line with advancements in science, technology, and the labour market	[P3] Enhancement of training quality, competency development, and competency certification in line with developments in science and technology as well as the labour market
[S3] The implementation of excellence-based student achievement development in the fields of reasoning, arts, sports, welfare, and special interests	[P4] Enhancement of student development and achievements in the fields of reasoning, arts, sports, welfare, and special interests at the provincial, national, and international levels
[S4] The implementation of alumni development, services, empowerment, and participation in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests	[P5] Enhancement of mentoring, services, empowerment, and alumni participation in the development student-based institutions of excellence in the fields of reasoning, arts, sports, welfare, and special interests
2. Research	
[S1] Development of excellent, high-value research capable of solving local, national, and global problems	[P1] Realising a research roadmap that accommodates the development of leading research
	[P2] Increasing student involvement in faculty research
	[P3] Realising the commercialisation of research results through the incubation process
[S2] Strengthening the capacity and role of competent, productive researchers who are able to play a role at the national, regional, and global levels through study centres, research groups, and study groups	[P4] Organising capacity building and enhancing the role of researchers at the national and international levels
	[P5] Conducting cross-centre studies and contributions from study centres
[S3] Enhancement of of innovation excellence	[P6] Realising the Institutional Centre of Excellence as a vehicle for the commercialisation of research results
3. Community Service	
[S1] Enhancing the focus and distinctive characteristics of community service based on the	[P1] Establishing a roadmap for community service based on community empowerment based on

community by exploring the distinctive characteristics and uniqueness of the target area	community empowerment by prioritising the characteristics and strengths of the region
	[P2] Increasing student involvement in community service activities conducted by lecturers
[S2] Realising community service based on research and empowerment to enhance productivity and community well-being	[P3] Increasing the number of community service activities based on research outcomes
4. Governance	
[S1] Developing an adaptive, effective organisational structure that accommodates academic and managerial development needs	[P1] An organisational structure capable of serving the dynamics of change and the needs of institutional development, organisational climate, and an effective and quality-based management system

[S2] Creating governance towards good university clean government	[P2] The creation of effective, efficient, transparent, and accountable management with a spirit of autonomy that is recognised by credible institutions
	[P3] Realisation of an effective quality assurance system to guarantee the effectiveness of the organisation in academic, administrative, and managerial development
	[P4] The realisation of an excellent UPGRIS ranking to ensure the effectiveness of the organisation in academic, administrative, and managerial development
	[P5] The creation of a stable good university clean government in academic, administrative, and managerial operations
[S3] Modernisation of facilities and infrastructure to foster an academic/scientific climate, excellence, innovation, humanistic, religious, and national values	[P6] Improving the quality of facilities and infrastructure
	[P7] Realising a green, environmentally friendly, energy-efficient campus that supports sustainable development
	[P8] Realising effective facilities and infrastructure services with a modern IT-based procurement, maintenance, and disposal system
	[P9] Providing special facilities and support for students with special needs through the Disability Services Unit (ULD)
	[P10] Standardising laboratories

[S4] Modernising effective, systematic, transparent, healthy, and accountable financial management supported by sufficient sources of income to support educational operations	[P11] Increasing the acquisition of university funds from sources other than students and ministries/agencies
	[P12] Developing business incubation centres business, community empowerment, and flagship

	products
	[P13] Developing a financial management system based on integrated information technology in (1) planning, (2) procurement of goods and services, (3) monitoring and evaluation of financial performance, (4) financial reporting
	[P14] Managing sound finances and obtaining a rating from a credible audit institution
	[P15] Increasing operational funds for the three pillars of higher education
[S5] Strengthening the qualifications, competencies, and capacity of competent educational and teaching staff in their respective fields of expertise, character, and productivity so that they are able to provide excellent and comprehensive services in accordance with their respective duties and functions	[P16] Increasing the number of lecturers with doctoral degrees and certifications and/or professional competencies
	[P17] Increasing the number of lecturers holding the academic positions of Professor and Senior Lecturer
	[P18] Improving the qualifications of lecturers who come from professional practitioners, the business world, or the industrial world
	[P19] Enhancing recognition of lecturers' achievements/performance at the national and international levels
	[P20] Improving human resource management


	[P21] Enhancing qualifications and capacity of educational staff
	[P22] Increasing the number of lecturers engaged in tri dharma activities outside the campus and reputable institutions
[S6] Strengthening the for new student admissions	[P23] Improving the quality of the PMB system

5. Cooperation

[S1] Enhancing networks involving multinational companies; high-standard national companies, state-owned enterprises, and/or regional-owned enterprises; global technology companies; technology start-up companies; world-class non-profit organisations; multilateral institutions/organisations; universities ranked in the QS200 by subject, both domestic and international; government agencies; hospitals; government, private, national, and international research institutions; and national-scale/reputable cultural institutions in the fields of education, research, and community service.	[P1] Improving the quality and quantity of educational cooperation networks
	[P2] Enhancing the quality and quantity of cooperation networks in the field of esearch
	[P3] Enhancing the quality and quantity of cooperation networks in the field of community service
	[P4] Enhancing international mobility

6. Field of Mentorship

[S1] The implementation of role model activities	[P1] Enhancement of role modelling activities used
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used as a basis for the development of science
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as a basis for scientific development

Table 3. Strategic Objectives, Performance Indicators and Target Achievements of the 2025-2029 Strategic Plan

STRATEGIC OBJECTIVES	STRATEGIC PROGRAM	No Indicator	INDICATOR	Baseline	Target Achievement				
					2025	2026	2027	2028	2029
1. Education									
[S1] Improved graduate quality.	[P1] Improving graduate quality.	1	Number of graduates working in international/multinational companies.	30	40	50	60	70	80
		2	Number of graduates working in national-level businesses or licensed entrepreneurs.	1,380	1,400	1,420	1,440	1,460	1,480
		3	Number of graduates working in regional/local businesses or unlicensed entrepreneurs.	1,370	1,360	1,350	1,340	1,330	1,320
		4	Percentage of bachelor's degree graduates working in relevant fields.	84.26	84.36	84.46	84.56	84.66	84.76%
		5	Percentage of Master's degree graduates working in relevant fields.	97.21	97.22	97.23	97.24	97.25	97.26%
		6	Percentage of bachelor's degree graduates who have employment within 3 to 6 months after graduation.	81.14	81.44%	81.74%	82.04	82.34	82.64
		7	Percentage of bachelor's degree graduates who continue their studies within 3 to 6 months after graduation.	25.44	25.45	25.46	25.47	25.48	25.49%
		8	Percentage of bachelor's degree graduates who become entrepreneurs within 3 to 6 months after graduation.	12.13	12.63	13.13	13.63	14.13	14.63%
		9	Number of Bachelor's Degree Graduates Earning More Than 1.2 Times the Minimum Wage Before Graduation.	351	360	369	378	387	397

		10	Number of Bachelor's Degree Graduates Earning More Than 1.2 Times the Minimum Wage After Graduation.	1,090	1,133	1,179	1,226	1,275	1,326
		11	Average GPA of Bachelor's Degree Graduates.	3.64	3.66	3.67	3.68	3.69	3.70
		12	Average GPA of Master's Degree Graduates.	3.58	3.58	3.58	3.78	3.78	3.78
		13	Average GPA of PhD Graduates.	0	0	0	0	0.0	3.60
		14	Percentage of international students in undergraduate and postgraduate programmes.	0.53	0.54	0.55	0.56	0.57	0.58%
		15	Average length of study for each undergraduate programme.	4.02	4.02	4.02	4.02	4.01	4.01
		16	Average length of study for each master's programme.	2.12	2.11	2.11	2.11	2.11	2.10
		17	Average length of study for each doctoral programme.	-	-	-	-	-	3.25
		18	Average length of study for each professional programme.	1	1	1	1	1	1
		19	Percentage of on-time graduates for each programme.	79.61	80.4%	80.98%	81.85	82.37	83.21%
		20	Percentage of students who successfully complete their studies for each programme.	94.07	94.38	94.55	94.78	95.01%	95.46%
	[P2] Improvement in learning quality and fulfilment of learning load achievements outside the study programme.	21	Percentage of students participating in student exchange programmes between study programmes at UPGRIS.	9.12	10.16	10.83	11.35	11.87%	12.41%
		22	Percentage of students participating in student exchange programmes at other higher education institutions (outbound).	2.59	3.59	4.16	4.56	5.1	5.63%
		23	Percentage of students participating in internships/work placements.	43.3	44.2	44.35%	44.49	44.63	44.8
		24	Percentage of students who assist in teaching at educational	35.01	35.32	35.51	35.69	35.87	36.18%

			institutions.						
		25	Percentage of students conducting research at research institutions/study centres.	6.05	6.6	6.77	7.02	7.68	7.93%
		26	Percentage of students involved in humanitarian projects.	2.22	2.96	3.13	3.44	4.21	4.5
		27	Percentage of students participating in entrepreneurial activities.	5	6.08	6.41	7.05	7.73	8.35%
		28	Percentage of students participating in independent studies/projects.	6.89	7.69	8.02	8.51	9.02	9.53%
		29	Percentage of students participating in the Village Development/Thematic Community Service Programme.	33.77	35.22	35.32	35.42	35.52	35.62%
		30	Percentage of students participating in the national defence programme.	5.56	6.17	6.4	7.1	7.45	7.81%
		31	Number of credit transfer students at UPGRIS (inbound).	2	4	4	4	4	4
		32	Percentage of undergraduate and postgraduate courses that use the case method or team-based project learning method as part of the assessment weighting.	50	56.69	58.87	59.81	60.39	60.91%
		33	Average academic service satisfaction academic.	87.63	87.64	87.65	87.65	87.66	87.66
		34	Number of online teaching materials/MOOCs.	30	60	120	120	120	120
		35	Number of courses conducted collaboratively online with other universities.	66	83	92	102	118	129
		36	UPGRIS lecturer-to-student ratio.	1:26	1:27	1:28	1:29	1:30	1:30
		37	Number of courses integrating Research and Community Service into Learning.	340	343	347	350	354	357
[S2] The implementation of training services,	[P3] Improving the quality of training, competency	38	Number of competency certification schemes.	5	24	24	44	44	50
		39	Number of BNSP-certified	31	49	54	65	74	86

competency enhancement, and competency certification in line with developments in science and technology as well as employment.	enhancement, and competency certification in line with developments in science and technology as well as employment.		instructors.						
		40	Number of BNSP-Certified Assessors.	10	48	48	88	88	100
[S3] The implementation of excellence-based student achievement development in the fields of reasoning, arts, sports, welfare, and special interests.	[P4] Enhancement of student development and achievements in the fields of reasoning, arts, sports, welfare, and special interests at the provincial, national, and international levels.	41	Number of student achievements in academic competitions at the provincial/regional level.	64	148	148	148	148	148
		42	Number of student achievements in national academic competitions.	25	30	30	30	30	30
		43	Number of student achievements in international academic competitions.	0	2	2	2	2	2
		44	Number of student achievements in non-academic fields at the provincial/regional level.	97	296	296	296	296	296
		45	Number of student achievements in non-academic fields at the national championship level.	218	233	234	235	236	237
		46	Number of student achievements in non-academic fields at international level.	23	26	28	29	34	36
		47	Number of student works in appropriate technology, cultural arts products, and creative products for business and industry.	29	30	31	32	33	34
		48	Number of students with national competency certification.	1,389	1,390	1,391	1,392	1,408	1,430
		49	Number of students with international competency certification.	0	25	30	35	40	45
		50	Number of students certified as provincial/national/international judges/coaches/referees.	10	15	20	25	30	35
		51	Number of students as presenters/speakers at	671	1,000	1,000	1,000	1,000	1,000

			provincial/national/international scientific conferences/seminars (calculated per paper title).						
		52	Number of student publications in international journals/internal seminars/international media articles.	50	50	100	150	200	250
		53	Number of students as speakers at events/seminars at the provincial/national/international level.	66	68	76	78	84	87
		54	Number of students participating in provincial/national/international art exhibitions.	829	839	849	859	869	879
		55	Number of creative works in the form of songs and dance, books, computer programmes and other works that have been published and obtained intellectual property rights certificates owned by students.	301	306	313	322	332	338
		56	Number of students as first authors of books with ISBN.	58	60	62	64	66	68
		57	Number of students who have patents/simple patents.	0	1	1	2	2	3
		58	Number of students as first authors in publications in nationally and/or internationally accredited journals with a minimum Scopus Q4 rating.	882	983	1,096	1,210	1,331	1,444
		59	Increase in the number of student achievements from activities organised by BELMAWA at the national level (ONMIPA PT, NUDC, KDMI, PILMAPRES, PKM, PIMNAS, KRI, KRTI, GEMASTIK, KMHE, KKCTBN, KJI, KBGI, P2MW, KMI Expo, POMNAS, MTQMN, PESPARAWI, PEKSIMINAS, LIDM, LPSMN, Satria Dara, PPK Ormawa, Abdidaya	42	46	47	49	54	58

			Ormawa, KBMK, POMN).						
		60	Increase in the number of achievements students from activities organised by BELMAWA at the international level (WUDC, IMC, Universiade, POM ASEAN, ABU Robocon, International Firefighting Robot, International Football Robot, SUKMALINDO).	6	10	11	12	15	19
		61	Hosting a national-level competition championship.	1	1	2	2	2	2
		62	Hosting an international-scale competition championship.	0	1	2	2	2	2
		63	Number of students receiving non-APBN scholarships.	20	40	80	100	140	140
		64	Student budget allocation allocated by UPGRIS for the development and enhancement of student activities (excluding scholarships).	5	5	5	5	5	5
		65	Improvement of student counselling services.	100	120	140	160	180	200
		66	Improvement in healthcare services.	5,941	6,500	7,000	7,500	8,000	8,500
[S4] The implementation of guidance, services, empowerment, and participation of alumni in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.	[P5] Enhancement of coaching, services, empowerment, and alumni participation in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests.	67	Number of activities that constitute alumni contributions to institutional development.	2	2	3	3	3	3
		68	Average graduate user satisfaction rate.	3	4	4	4	4	4
		69	Percentage of graduate respondents participating.	81	82	83	84	85	86%
		70	Percentage of graduate respondents participating.	40.50	41.00	41.50	42.00	42.50	43.00
2. Research									
[S1] Development of	[P1] Realising a research	71	Number of research outputs by	0	1	7	7	7	7

excellent, high-value research that Able to solve local, national, and global problems.	roadmap that		faculty members that have received patent or simple patent recognition.						
	Facilitating the development of leading-edge research.	72	Number of research outputs by lecturers that have received recognition in the form of copyright, industrial product design, plant variety protection, integrated circuit layout design, etc.	271	300	307	318	328	339
		73	Number of research outputs by lecturers in the form of Appropriate Technology, Products (Standardised Products, Certified Products), Artistic Works, Social Engineering.	40	46	48	58	64	69
		74	Number of research outputs published in the form of ISBN books or book chapters.	130	131	132	133	135	136
		75	Number of research outputs by lecturers published in international journals.	109	114	116	122	128	132
		76	Number of research outputs by lecturers published in reputable international journals indexed by Scopus/WoS.	101	102	109	112	117	124
		77	Number of research outputs by lecturers published in Sinta 1-2 journals.	135	138	139	147	154	161
		78	Number of publications by lecturers published in nationally accredited Sinta 3-4 journals.	410	412	414	426	436	449
		79	Number of publications by lecturers published in nationally accredited Sinta 5-6 journals.	707	709	710	719	731	746
		80	Number of publications by lecturers included in national seminar proceedings.	365	370	374	380	390	398
81	Number of faculty publications published in international	170	173	175	181	191	200		

			proceedings at international conferences.						
		82	Number of articles written by lecturers in the national media.	1	2	2	3	3	4
		83	Number of articles by lecturers in international mass media.	0	1	1	1	1	1
		84	Number of lecturers involved in research at other campuses.	38	39	42	47	53	58
		85	Number of faculty research projects funded by foreign sources.	36	37	39	43	50	53
		86	Number of faculty research projects funded by domestic sources outside UPGRIS.	110	120	122	126	133	139
		87	Number of research projects conducted by lecturers with funding from UPGRIS internal sources.	292	298	299	300	312	319
	[P2] Increased engagement students in faculty research.	88	Number of research titles involving students.	75	78	80	83	85	88%
		89	Number of students involved in faculty research.	530	535	546	559	573	587
	[P3] Realising the downstreaming of research results through the incubation process research.	90	Number of commercial products resulting from the commercialisation of research.	30	38	38	45	49	53
[S2] Strengthening the capacity and role of competent, productive researchers who are able to play a role at the national, regional and global levels through study centres, research groups and study groups.	[P4] Conducting capacity building and strengthening the role of researchers at the national and international levels.	91	Number of scientific articles resulting from faculty research that have been cited.	2,441	2,495	2,550	2,596	2,692	2,894
		92	Number of research results that have been adopted by the community.	93	94	100	104	106	111
	[P5] Conducting cross-centre studies and contributing to centre studies.	93	Number of research groups.	84	84	84	84	84	84
		94	Active involvement of research groups in national and international networks.	29	29	29	29	29	29
		95	Number of research products from	84	84	84	84	84	84

			the research group.						
		96	Number of internationally competitive research products.	4	10	13	16	20	26
[S3] Enhancement of innovation centres of excellence	[P6] Realising Institutional Centres of Excellence as research commercialisation vehicle	97	Number of Science and Technology Centres of Excellence (PUI).	0	1	1	1	1	1
		98	Number of outstanding works produced by the PUI.	0	1	1	1	1	1
		99	Number of Start-ups from Strengthening Innovation and Entrepreneurship Capacity.	0	1	3	7	10	12
		100	Number of journals indexed in Sinta 1/internationally reputable.	1	1	1	1	1	1
		101	Number of journals indexed in Sinta 2.	0	1	1	1	1	2
		102	Number of researchers who are members of international scientific associations.	1	2	2	2	2	2
3. Community Service									
[S1] Enhancing the focus and distinctive characteristics of community-based community service by exploring the distinctive characteristics and uniqueness of the target area.	[P1] Implementing a community service roadmap based on community empowerment by prioritising the distinctive characteristics and strengths of the region.	103	Number of faculty members' community service outputs recognised by intellectual property rights (patents, simple patents)	0	1	1	1	1	1
		104	Number of lecturers' PKM outputs that received intellectual property rights recognition (copyright, industrial product design, plant variety protection, integrated circuit layout design, etc.)	60	68	72	77	83	90
		105	Number of lecturer PkM outputs in the form of Appropriate Technology, Products (Standardised Products, Certified Products), Artwork, Social Engineering.	21	27	28	33	35	39
		106	Number of lecturer research outputs published in the form of ISBN books and book chapters.	45	50	54	58	64	69
		107	Number of publications of lecturers'	180	187	191	197	205	212

			community service programmes in national journals.						
		108	Number of publications of lecturers' community service programmes at national seminars.	99	102	107	113	118	132
		109	Number of articles produced by lecturers in the national media.	140	143	148	155	158	163
		110	Number of PkM results that have been adopted by the community.	49	59	60	63	68	70
	[P2] Increased student involvement in community service carried out by lecturers.	111	Number of PkM titles involving students.	75	78	80	83	85	88%
		112	Number of students involved in lecturer-led community service programmes.	352	359	371	378	388	471
[S2] Realisation of community service based on research and empowerment to improve community productivity and welfare.	[P3] Increasing the number of community service activities based on research results.	113	Number of faculty members' community service activities funded by foreign sources.	21	22	24	24	31	35
		114	Number of lecturers' research projects funded by domestic sources outside UPGRIS.	69	71	73	75	80	83
		115	Number of lecturers' research projects funded by internal UPGRIS funds.	149	155	156	159	164	204
		116	Number of community service activities (lecturers engaged in activities outside the campus) at other campuses.	29	31	33	36	41	44
4. Governance									
[S1] Developing an adaptive, effective organisational structure that accommodates academic and managerial development needs.	[P1] An organisational structure capable of responding to the dynamics of change and the needs of institutional development, organisational climate, and effective, quality-based management	117	Percentage of undergraduate, master's, and doctoral programmes with internationally recognised accreditation.	0	0	0	0.14	0.14%	0.14%
		118	Number of study programmes that have received Excellent accreditation.	10	5	N/A	N/A	N/A	N/A
		119	Achievement of Excellent Accreditation	0	0	1	0	0	0

	systems.		Higher Education Institutions.						
		120	Number of new undergraduate programmes at the non-distance learning level.	0	3	0	0	0	0
		121	Number of new Master's degree programmes (non-distance learning).	0	1	0	0	0	0
		122	Addition of Study Fields to the PPG programme.	0	1	0	0	0	0
		123	Number of study programmes offering International Undergraduate Programmes (IUP).	0	0	2	3	4	5
		124	Number of new study programmes (distance learning).	0	0	0	2	0	0
		125	Addition of work units (institutions/centres/UPT).	0	0	0	4	0	0
[S2] Creating governance towards good university clean government.	[P2] Establishing effective, efficient, transparent, and accountable management with a spirit of autonomy that is recognised by credible institutions.	126	Percentage of study programmes implementing risk-based SPMI	77.81	79.21	82.65	82.65	82.7	82.7
	[P3] The realisation of an effective quality assurance system to ensure the effectiveness of the organisation in academic, administrative, and managerial development.	127	Number of units with ISO management certification for educational organisation governance.	1	0	1	3	0	0
		128	IKU Ranking.	7	7	7	8	8	8
		129	Ranking of LLDIKTI VI.	4	4	4	4	4	4
		130	PT PGRI BERPRESTASI.	6	6	6	6	6	6
		131	QS BY SUBJECT.	0	0	0	1	1	1
	[P4] The creation of a stable, good university clean government in academic,	132	EWS PTS Data.	No Available	No Yes	No Yes	No Yes	No Yes	No Yes
		133	PDDIKTI maturity.	Managed	Managed	Managed	Managed	Managed	Managed

	administrative, and managerial functions								
[S3] Modernising facilities and infrastructure to foster an academic/scientific climate, excellence, innovation, humanistic, religious and national values.	[P5] Improving the quality of facilities and infrastructure.	134	Percentage of classrooms and educational service laboratories that meet learning facility standards.	80	81	82	83	84	85%
		135	Number of international student rooms owned by UPGRIS.	20	20	20	40	40	40
		136	Number of Competency Test Centres (TUK) according to the certification scheme.	20	20	20	20	20	20
	[P6] Realising a green, environmentally friendly, energy-efficient campus that supports sustainable development.	137	Percentage of buildings implementing smart and green building management.	25	25	25	50	50	50
	[P7] Realising effective infrastructure services with a modern procurement, maintenance and disposal system based on IT.	138	Development of the UPGRIS SATU DATA information system (Learning, Human Resources, Finance, Student Affairs, Cooperation, Research and Community Service)	40	50	60	70	80	90%
	[P8] Provision of special facilities and support for students with special needs through the Disability Services Unit (ULD).	139	Equipment for building access and other facilities for academic staff with special needs.	10	15	20	25	30	35
	[P9] Laboratory Standardisation.	140	Number of laboratories standardised by a reputable national institution (BSN).	1	0	1	3	0	0
		141	Number of laboratory technicians with K3 competency certification.	0	0	0	1	1	1
[S4] Modernisation of effective, systematic,	[P10] Developing a financial management system	142	Results of the external financial quality audit of the University.	Unqualified	WTP	WTP	WTP	Unqualified	WTP

transparent, sound and accountable financial management supported by sufficient sources of income to support the operation of education.	based on information technology integration in (1) planning, (2) procurement goods and services, (3) monitoring and evaluation of financial performance, (4) financial reporting								
	[P11] Increase in operational funds tri dharma.	143	Average funding for faculty publications per year.	5 million	5 million	5 million	5 million	5 million	5 million
[S5] Strengthening the qualifications, competencies and capacities of education and teaching personnel who are competent in their fields of expertise, have good character and are productive, so that they are able to provide excellent and comprehensive services in accordance with their respective duties and functions.	[P12] Increasing the number of lecturers with doctoral degrees and certifications and/or professional competencies.	144	Number of lecturers with doctoral degrees.	138	148	170	175	180	185
		145	Percentage of lecturers who hold competency/professional certificates recognised by the business and industrial sectors, in addition to competency certification as instructors and assessors from the National Certification Body (BNSP).	26%	30%	35	40	45	50
	[P13] Increasing the number of lecturers holding the academic positions of Professor and Senior Lecturer Head	146	Number of lecturers holding the academic rank of Professor.	1	1	1	1	1	1
		147	Number of lecturers holding the academic rank of Senior Lecturer.	10	20	30	30	30	30
	[P14] Enhancing the qualifications of lecturers who come from professional practitioners, the	148	Percentage of teaching staff from professional practitioners, the business world, or the industrial sector.	10	10	10	10	10	10

	business world, or the industrial world.								
[P15] Enhancing recognition of lecturers' achievements/performance at the national and international levels.	149	Number of lecturers who become visiting professors at national/international universities.	3	29	29	29	29	29	29
	150	Number of lecturers who were keynote speakers/invited speakers at national/international scientific meetings.	25	29	29	29	29	29	29
	151	Number of lecturers who are expert staff at national/international institutions.	0	1	1	1	1	1	1
	152	Number of lecturers who are editors or peer reviewers for accredited national journals/reputable international journals.	0	1	1	1	1	1	1
	153	Number of awards received by lecturers for achievements and performance at the national/international level.	0	1	1	1	1	1	1
[P16] Improvement in human resource management.	154	Percentage of study programmes with homebase lecturers meeting their field of expertise.	90	100	100	100	100	100	100
[P17] Improving the qualifications and capacity of educational personnel.	155	Number of education personnel with BNSP competency certificates.	0	2	2	2	2	2	2
	156	Number of teaching staff participating in competency development activities (further studies, short courses, internships, training, certification, and other relevant activities related to their duties and responsibilities) each year.	21	21	24	26	29	32	
[P18] Increasing the number of lecturers engaged in	157	Percentage of lecturers engaged in tridharma activities at other higher education institutions within the	11.38	10.28	10.4	10.96	11.38%	11.62%	

	tri Dharma outside the campus and reputable institutions.		country.						
		158	Percentage of lecturers engaged in tridharma activities at other higher education institutions abroad.	5.14	5.48	5.59	5.63	6.16	6.62%
		159	Percentage of lecturers working as practitioners in industry.	6.70	6.80	6.90	7.16	7.34	7.74%
		160	Percentage of lecturers supervising students in activities outside the study programme.	27.86	27.96	29.43	29.99	30.34	31.28%
		161	Percentage of lecturers supervising student projects.	27.12	27.41	28.57	29.06	30.02	30.54%
		162	Percentage of lecturers supervising high-achieving students.	18.11	18.37%	19.76%	20.02	20.5	21.93%
		163	Percentage of lecturers supervising students with international certification.	1.5	1.79	2.37	2.52	2.92	3.17%
		164	Percentage of lecturers engaged in tridharma activities in QS100 by subject.	6.92	7.15	7.16	7.62	7.74	7.84
[S6] Strengthening the new student admission system.	[P19] Improving the quality of the PMB system.	165	Percentage increase in the number of new students.	15.49	16.19	16.50	17.53	18.65%	19.76%
		166	Ratio of applicants to the number of applicants who passed the selection process for the main programme.	1:7.4	1:7.46	1:7.78	1:7.88	1:7.96	1:8.85
		167	The ratio of the number of students who re-enrol to the number of applicants who pass the selection process for the main programme.	95	95	95	95	95	95
5. Field of Cooperation									
[S1] Enhancement of networks involving multinational companies; high-standard national companies, state-owned enterprises, and/or regionally-owned	[P1] Enhancing the quality and quantity of cooperation networks in the field of education.	168	Percentage of undergraduate programmes that implement cooperation with education partners.	100	100	100%	100	100	100%
		169	Percentage of master's degree programmes that collaborate with partners in the field of education	100	100	100	100	100	100%

enterprises; global technology companies; technology start-up companies; world-class non-profit organisations; multilateral institutions/organisations; universities ranked in the QS200 by subject, both domestic and foreign; government agencies; homes	170	Number of MoUs for cooperation with the education industry.	100	100	100	100	100	100%	
	171	Number of MoAs in cooperation with the education industry.	16	16	16	16	16	16	
	172	Number of IA collaborations with the education industry.	29	29	29	29	29	29	
	173	Number of MoUs for cooperation with government agencies/non-governmental organisations (NGOs) in the field of education.	58	58	58	58	58	58	
	174	Number of MoAs for cooperation with government agencies/non-governmental organisations (NGOs) in the field of education.	16	16	16	16	16	16	
	175	Number of IA collaborations with government institutions/Non-Governmental Organisations (NGOs) in the field of education.	29	29	29	29	29	29	
	176	Number of MoUs on cooperation with international institutions in the field of education.	58	58	58	58	58	58	
	177	Number of MoAs for cooperation with international institutions in the field of education.	8	8	8	8	8	8	
	178	Number of IA collaborations with international institutions in the field of education.	29	29	29	29	29	29	
	[P2] Improving the quality and quantity of research cooperation networks.	179	Percentage of undergraduate programmes that collaborate with research partners.	58	58	58	58	58	58
		180	Percentage of master's degree programmes that collaborate with research partners.	100	100	100	100	100	100%
	[P3] Enhancing international mobility.	181	Number of inbound student mobility inbound (student exchange, credit transfer, summer camp).	50	50	50	50	50	50
182		Number of outbound student	60	60	60	60	60	60	

			mobility (student exchange, transfer credit, summer camp).						
		183	Number of inbound visiting professors.	8	8	8	8	8	8
		184	Number of outbound visiting professors.	8	8	8	8	8	8
		185	<i>Inbound staff exchange.</i>	1	1	1	1	1	1
		186	<i>Outbound staff exchange.</i>	1	1	1	1	1	1
6. Role Model Field									
[S1] The implementation of role modelling activities used as a basis for the development of science.	[P1] Enhancement of role modelling activities used as a basis for scientific development.	187	Percentage increase in the implementation of AdaB within the UPGRIS environment.	6	15	18	25	29	33

CHAPTER IV CONCLUSION

The UPGRIS Strategic Plan (Renstra) for the period 2025-2029 is the result of a participatory process involving all work units, stakeholders, and the senate. This document has been compiled comprehensively and thoroughly, taking into account all relevant internal and external aspects.

The UPGRIS Renstra has established a series of programmes aimed at strengthening the university's position in the global academic arena. These programmes not only serve as guidelines for all work units, but also form the basis for annual budget planning. To ensure sustainability and accountability, the progress of the Renstra implementation is reported periodically through university performance reports.

Table 4. PIC Strategic Objectives and Programmes

STRATEGIC OBJECTIVES	STRATEGIC PROGRAMMES	PIC
1. Education		
[S1] Improving graduate quality	[P1] Improving graduate quality	WR 1 WR 3
	[P2] Improving the quality of learning and meeting learning load requirements outside the study programme	WR 1 WR 2
[S2] Implementation of training services, competency enhancement, and competency certification in line with developments in science and technology as well as employment	[P3] Enhancement of training quality, competency development, and competency certification in line with advancements in science and technology as well as labour market demands	WR 1 WR 3
[S3] The implementation of student achievement development based on excellence in the fields of reasoning, arts, sports, welfare, and special interests	[P4] Enhancement of student development and achievement in the fields of reasoning, arts, sports, welfare, and special interests at the provincial, national, and international levels	WR 2 WR 3
[S4] The implementation of development, services, empowerment, and participation of alumni in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests	[P5] Enhancing mentoring, services, empowerment, and alumni participation in the development of student institutions based on excellence in the fields of reasoning, arts, sports, welfare, and special interests	WR 1 WR 3
2. Research		
[S1] Developing excellent, high-value research that is capable of	[P1] Realising a research roadmap that accommodates	WR 2 WR 4

STRATEGIC OBJECTIVES	STRATEGIC PROGRAM	PIC
Addressing local, national, and global issues	Developing leading-edge research	
	[P2] Increasing student involvement in faculty research	WR 3 WR 4
	[P3] Realising the commercialisation of research results through the incubation process	WR 1 WR 4
[S2] Strengthening the capacity and role of competent, productive researchers who are able to play a role at the national, regional, and global levels through study centres, research groups, and study groups	[P4] Organising capacity building and enhancing the role of researchers at the national and international levels	WR 1 WR 4
	[P5] Conducting cross-centre studies and centre contributions	WR 1 WR 4
[S3] Enhancing centres of innovation excellence	[P6] Realising Institutional Centres of Excellence as vehicles for the commercialisation of research results	WR 2 WR 4
3. Community Service		
[S1] Enhancing the focus and distinctive characteristics of community service based on community involvement by exploring the distinctive characteristics and uniqueness of the target area	[P1] Establishing a community service roadmap based on community empowerment by prioritising the characteristics and strengths of the region	WR 2 WR 4
	[P2] Increasing student involvement in community service activities conducted by lecturers	WR 3 WR 4
[S2] Implementation of research-based community service and empowerment	[P3] Increasing the number of community service activities based on research results	WR 1 WR 4

STRATEGIC OBJECTIVES	STRATEGIC PROGRAM	PIC
To improve productivity and community welfare		
4. Governance		
[S1] Developing an adaptive, effective organisational structure that accommodates academic and managerial development needs	[P1] An organisational structure capable of serving the dynamics of change and the needs of institutional development, organisational climate, and an effective and quality-based management system	WR 1 WR 2 WR 3 WR 4
[S2] Creating governance towards good university clean government	[P2] The creation of effective, efficient, transparent, accountable management with a spirit of autonomy that is recognised by credible institutions	WR 1 WR 2 WR 3 WR 4
	[P3] The realisation of an effective quality assurance system to ensure the effectiveness of the organisation in academic, administrative, and managerial development	WR 1 WR 2
	[P4] The realisation of an outstanding UPGRIS ranking to ensure the organisation's effectiveness in academic, administrative, and managerial development	WR 1 WR 2
	[P5] The creation of a stable good university clean government in academic, administrative, and managerial operations	WR 1 WR 2 WR 3 WR 4

STRATEGIC OBJECTIVES	STRATEGIC PROGRAM	PIC
<p>[S3] Modernisation of facilities and infrastructure to foster an academic/scientific climate, excellence, innovation, humanistic, religious and national values</p>	<p>[P6] Improving the quality of facilities and infrastructure</p>	<p>WR 2 WR 4</p>
	<p>[P7] Realising a green, environmentally friendly, energy-efficient campus that supports sustainable development</p>	<p>WR 2 WR 4</p>
	<p>[P8] Realising effective facilities and infrastructure services with modern IT-based procurement, maintenance and disposal systems</p>	<p>WR 2 WR 4</p>
	<p>[P9] Providing special facilities and support for students with special needs through the Disability Services Unit (ULD)</p>	<p>WR 1 WR 2 WR 4</p>
	<p>[P10] Standardisation of Laboratories</p>	<p>WR 1 WR 2 WR 4</p>
<p>[S4] Modernisation of effective, systematic, transparent, sound and accountable financial management supported by sufficient sources of income to support the operation of education</p>	<p>[P11] Increasing the acquisition of higher education funds from sources other than students and ministries/institutions</p>	<p>WR 2 WR 3 WR 4</p>
	<p>[P12] Developing business incubation centres, community empowerment, and flagship products</p>	<p>WR 2 WR 4</p>
	<p>[P13] Developing a financial management system based on integrated information technology in (1) planning, (2) procurement of goods and services, (3) monitoring and evaluation of financial performance, (4) financial reporting</p>	<p>WR 2 WR 4</p>

STRATEGIC OBJECTIVES	STRATEGIC PROGRAM	PIC
	[P14] Manage sound finances and obtain a rating from a credible audit institution	WR 2 WR 4
	[P15] Increasing operational funds for the three pillars of higher education	WR 2 WR 4
[S5] Strengthening the qualifications, competencies and capacity of competent teaching and education personnel in their fields of expertise, personality and productivity so that they are able to provide excellent and comprehensive services in accordance with their respective duties and functions	[P16] Increasing the number of lecturers with doctoral degrees and certifications and/or professional competencies	WR 1 WR 2 WR 4
	[P17] Increasing the number of lecturers holding the academic positions of Professor and Senior Lecturer	WR 1 WR 2
	[P18] Improving the qualifications of lecturers who come from professional practitioners, the business world, or the industrial world	WR 1 WR 2
	[P19] Enhancing recognition of lecturers' achievements/performance at the national and international levels	WR 1 WR 2
	[P20] Improving human resource management	WR 1 WR 2
	[P21] Improving the qualifications and capacity of educational personnel	WR 1 WR 2
	[P22] Increasing the number of lecturers engaged in tri dharma activities outside the campus and reputable institutions	WR 1 WR 2
[S6] Strengthening the new student admission system	[P23] Improving the quality of the PMB system	WR 1 WR 2 WR 3 WR 4

STRATEGIC OBJECTIVES	STRATEGIC PROGRAM	PIC
5. Cooperation Sector		
<p>[S1] Enhancement of networks involving multinational companies; high-standard national companies, state-owned enterprises, and/or regional-owned enterprises; global technology companies; technology start-up companies; world-class non-profit organisations; multilateral institutions/organisations; universities ranked in the QS200 by subject, both domestic and international; government agencies; hospitals; government, private, national and international research institutions; and national-scale/reputable cultural institutions in the fields of education, research and community service.</p>	[P1] Enhancing the quality and quantity of educational cooperation networks	WR 1 WR 4
	[P2] Enhancing the quality and quantity of research collaboration networks	WR 1 WR 4
	[P3] Improving the quality and quantity of cooperation networks in the field of community service	WR 1 WR 4
	[P4] Enhancing international mobility	WR 1 WR 4
6. Role Model Field		
[S1] Implementation of role modelling activities used as a basis for scientific development	[P1] Enhancement of role modelling activities used as a basis for scientific development	WR 1 WR 2 WR 3 WR 4