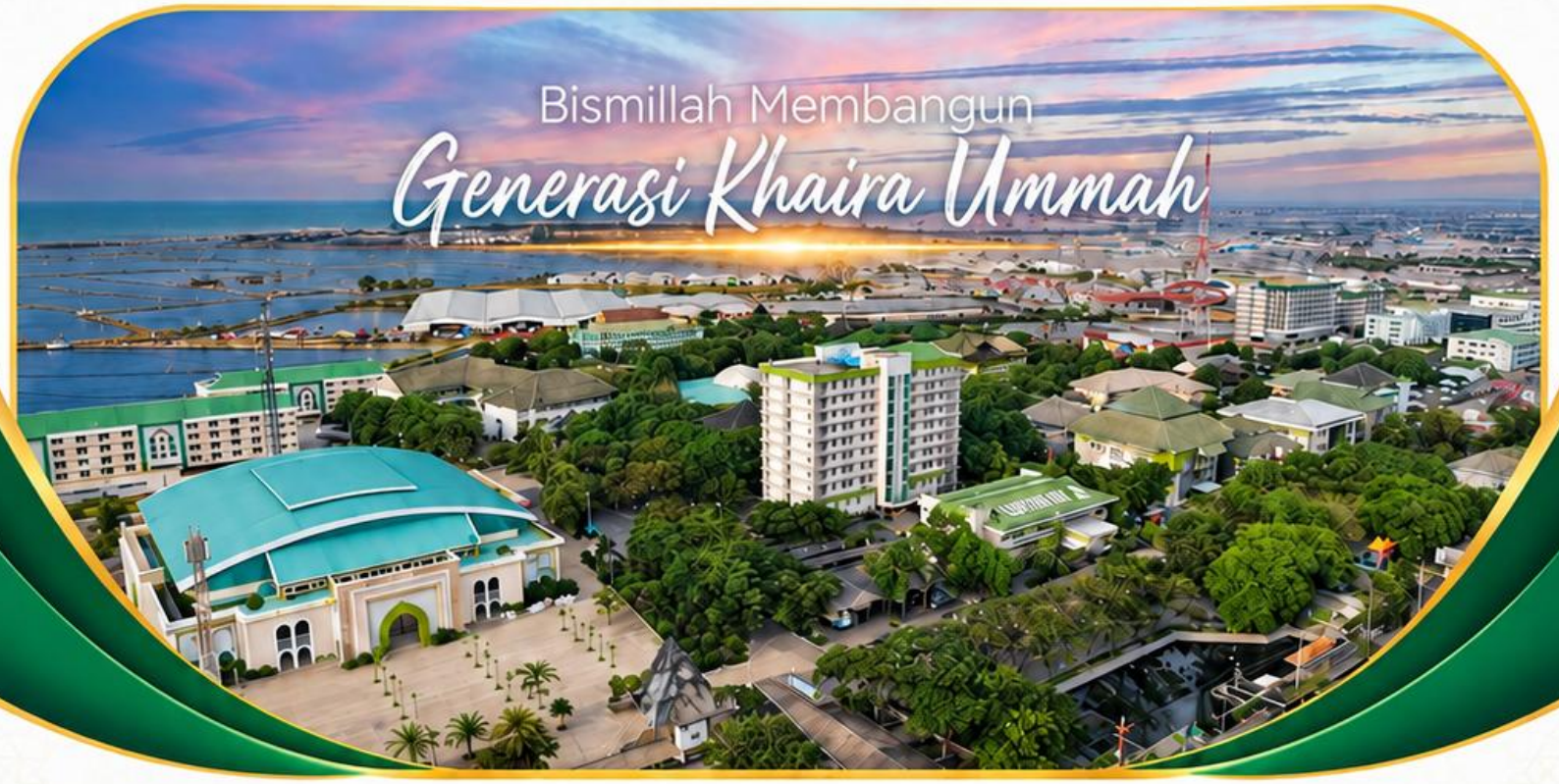
FACULTY OF INDUSTRIAL TECHNOLOGY

STRATEGIC PLAN

2025-2029



INTERNATIONALIZATION AND DIGITAL TRANSFORMATION BASED ONISLAMIC ACADEMIC CULTURE

Khaira Ummah • STEAM • Inklusif • Digital • Have an Impact

ACADEMIC DRAFT FOR DATA VALIDATION AND DETERMINATION

Semarang • 2026

FOREWORD

Bismillāhirraḥmānirraḥīm.

The Strategic Plan of the Faculty of Industrial Technology UNISSULA 2025–2029 provides a common direction to strengthen the position of the Faculty of Industrial Technology UNISSULA as a leading Islamic university developing science and technology for the formation of the Khaira Ummah generation. The document translates the university's vision into a mission, objectives, strategic objectives, performance indicators, programmes, activities, and annual targets that are measured, traceable, and periodically evaluated.

Strategic Plan's establishment is based on the identity of the Faculty of Industrial Technology UNISSULA which includes the reconstruction of science, Islamic Academic Culture, tafaqquh fiddin, dakwah, and lil alamin's grace. These values form the basis for the development of education, research, community service, scholarship services, as well as decision-making. With a foundation of trust, justice, kindness, generosity, and civilization, each programme is aimed not only at improving performance achievement, but also at maintaining integrity, social responsibility, and well-being. Thus, academic and institutional progress continues to run steadily with the Islamic values that make up the university's identity.

Strategic Plan 2025–2029 simultaneously responds to changes in higher education through support for the Sustainable Development Goals, the implementation of Outcome-Based Education, the STEAM approach, inclusive and flexible learning, disability services, as well as learning acceleration for successful students. Digital transformation and artificial intelligence are being developed to strengthen learning, research, administration, data management, and decision-making. Their use should be responsible, secure, transparent, and in line with Islamic ethics, data protection, and academic integrity. Internationalisation is also strengthened through global cooperation, mobility, publications, quality, innovation, excellence, and tridharma that have a real impact on society.

Strategic Plan is expected to be a moral contract as well as a managerial contract for leaders, lecturers, academics, students, alumni, and partners of the Faculty of Industrial Technology UNISSULA. Each unit is obliged to lower the university's objectives into an operational plan, indicators, accountability, resource needs, timetable, and evidence of achievement. Its implementation is monitored through a cycle of determination, implementation, evaluation, control, and continuous improvement. Strategic Plan's success depends on consistent leadership, measurement discipline, data openness, cross-unit collaboration, innovative courage, and willingness to make corrections.

Semarang, 2026

Dean of the Faculty of Industrial Technology Universitas Islam Sultan Agung

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LIST OF ABBREVIATIONS

This list contains abbreviations used in the Strategic Plan UNISSULA document 2025–2029.

Abbreviation	Expanded Form/Meaning	Abbreviation	Expanded Form/Meaning
ACQUIN	Accreditation, Certification and Quality Assurance Institute	LMS	Learning Management System
AI	Artificial Intelligence	LPPM	Institute of Research and Community Service
ASIC	Accreditation Service for International Schools, Colleges and Universities	MBKM	Independent Learning Independent Campus
BAN-PT	National accrediting body of colleges	OBE	Outcome-Based Education
N/A	Not Applicable	PDDIKTI	The database of higher education
BudAI	Islamic academic culture	PHTC	The Best Programmes for Quick Results
CPL	Achieving Graduate Learning	PkM	Community Service
CQI	Continuous Quality Improvement	PPEPP	Establishment, Implementation, Evaluation, Control and Improvement
DOAJ	Directory of Open Access Journals	QS	Quacquarelli Symonds
DPK	Lecturers of Civil Servants Employed	RKAT	Annual Work Plan and Budget
ESG	Environmental, Social, and Governance	RPJMN	National medium-term development plan
IKK	Activity performance indicators	SDGs/TPB	Sustainable development goals
IKSS	Indicators of strategic target performance	SINAU	UNISSULA Academic Information System
IKT	Additional performance indicators	SINTA	Science and Technology Index
IKU	Key performance indicators	SN Dikti	National Standards of Higher Education
KI/HKI	Intellectual property rights	SPMI	Internal Mutual Assurance System
LAM	Independent accrediting body	STEAM	Science, Technology, Engineering, Arts, and Mathematics
LAMDIK	Independent accrediting body for education	THE	Times Higher Education

Abbreviation	Expanded Form/Meaning	Abbreviation	Expanded Form/Meaning
LAMEMBA	Independent Accrediting Body for Economics, Management, Business and Accounting	TIK	Information and communication technology
LAM-INFOKOM	Independent Accreditation Body for Informatics and Computing	UI GreenMetric	UI GreenMetric World University Rankings
LAM-PTKes	Independent Accrediting Body for Health Higher Education	UMAP	University Mobility in Asia and the Pacific
LAMSAMA	Independent accreditation body for natural sciences and formal sciences	UNISSULA	Universitas Islam Sultan Agung
LAMSPAK	Independent accrediting body for social, political, administrative and communication	Webometrics	Webometrics Ranking of World Universities
LAMTEKNIK	The Accreditation Board owns the Technical Studies Programme	YBWSA	Sultan Agung Waqf Board Foundation

CHAPTER I
INTRODUCTION

1.1 General condition

The Faculty of Industrial Technology develops education, research, and community service with Islamic Academic Culture as a value system. The institution's portfolio increased from 4 study programmes in 2021 to 5 study programmes in 2026. During the same period, active students increased from 1085 to 1566 people and lecturers from 39 to 40 people. Changes in the scale of services, academic capacity, technology, and stakeholder needs demand integration of policies, curriculum, research, financing, facilities, and governance.

Strategic Plan uses the 2021–2025 Faculty Report and the 2021–2025 period graph as the evaluation source. Each figure is read by year, coverage, source, and data limit date.

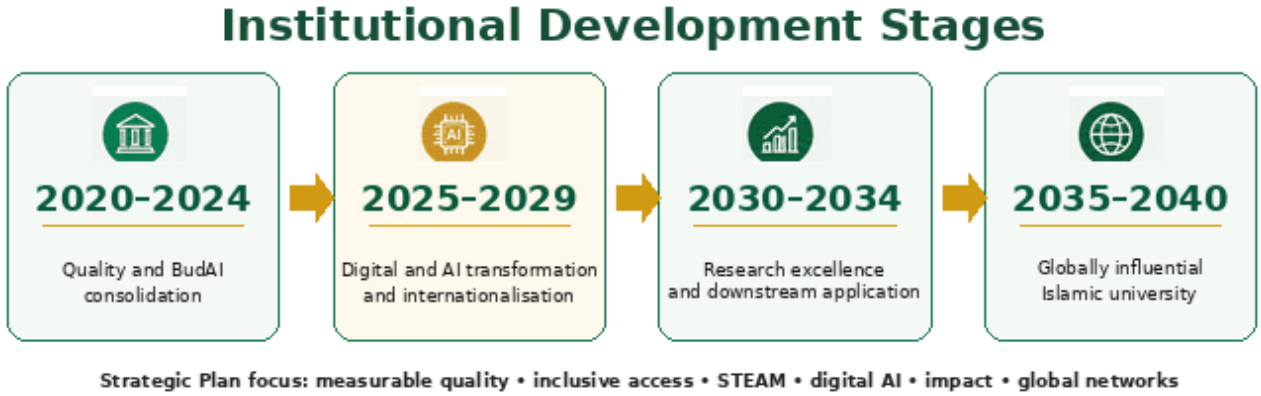

Figure 1.1 Position of Strategic Plan 2025–2029 in the development phase of the Faculty of Industrial Technology

1.1.1. Evaluation of the achievements of the Strategic Plan of the Faculty of Industrial Technology 2020–2024

Evaluation 2020–2024 showed no measurable change in institutional capacity. The number of fixed study programmes 4 in 2020 to 2024; the number of active students increased from 1,328 according to PDDIKTI in 2020 to 1,592 in 2024; and the number of lecturers increased from about 36 to 40 people.

Table 1.1 Framework of evaluation of achievements of the Strategic Plan Faculty of Industrial Technology 2020–20241

Area	Achievements/foundations	Available Quantitative Evidence	Gap	Implications for 2025–2029
Quality and accreditation	The portfolio has not changed from 4 study programme (2020) to 4 study programme (2024); 5 study programme by 2026	Study Programme B (Very Good): 4 (2021), 4 (2022), 4 (2023), 3 (2024), and 1 (2025) study programme Unggul: 1 (2024), and 3 (2025)	The difference in denominator 4 5 study programme and validity of accreditation shall be reconciled	Accreditation status dashboard per study programme and international accreditation acceleration pathway

Area	Achievements/foundations	Available Quantitative Evidence	Gap	Implications for 2025–2029
Education	Active students increased from 1,328 (2022) to 1,566 (2025)	2025: 1,566 students and 41 lecturers; ratio about 1:38.2	There is no 2021-2025 series yet that compares to OBE, high-quality LMS, AI, acceleration lines, and decent accommodation.	Audit of the initial condition of 2025; OBE-STEAM, learning analytics, flexibility and inclusion
Students /graduates	The achievements of 2022–2025: 33; 34; 23; 13 achievements	Graduation 2025: 368 by grade; service satisfaction 90,1%	The number of graduates, respondents, satisfaction, and career outcomes vary in size	Integrated tracers, early warning, career readiness, and Khaira Ummah index
SDM	The number of lecturers increased from 39 (2021) to 41` (2025); The number of S3 lecturers increased from 11 to 16	Professors: 0 (2020) 0 (2021), 0 (2022), 1 (2023), 2 (2024), 2 (2025)	Distribution by study programme and succession pathways is uneven.	Talent management, further study, certification and job acceleration
Research	Research 2021–2025: 26, 26, 27, 27, 26 titles	An increase in outputs does not automatically indicate greater citations, adoption or commercialisation.	Increases in outputs do not automatically indicate citations, adoption or commercialisation.	*Centre of Excellence, consortium, citation, level of innovation readiness, licensing, and commercialisation*
PkM	PkM 2021–2025: 15, 20, 17, 10, 12 activities	Internal PkM grants 2025 Rp 45 million; 9 internal activities	The results and sustainability of the partners have not been reported as a series of years	Living laboratories, early beneficiary conditions, outcomes, and sustainability strategies
Finance	Receipt of Rp17,99 Milliar (2024) and Rp21,9 Milliar (2025)	Up 21.7% by 2025	Diversion of actual plans and concentration on college money	Performance-based budgeting, cash scenario, and income diversification
Governance	Study Programme B (Very Good): 4 (2021), 4 (2022), 4 (2023), 3 (2024), and 1 (2025)	Webometrics improved from 94 (2021) to 29 (2022) and 31 national (July 2025)	You need a unique partner, documents, active status, period, and reconciliation.	One data, a risk-based PPEPP, and an evidence dashboard

1.1.2. Evaluation of the achievements of the Faculty of Industrial Technology by 2025

The 2025 evaluation distinguishes between reported achievements, derivative calculations, targets, and indicators that do not have sufficient evidence. The data show 4 study programmes, 1,566 active students, 41 lecturers, 3 graduate-level study programmes, 17 doctoral professors, 2 professors, and 29 Scopus articles.

Table 1.2 Target position and readiness of the main indicators for 20252

Indicators	Unit	2025	Data for the year 2025	Data owners	Minimum Evidence
2.1.1 Excellent Study Programme Accreditation	%	75	75 (three out of four study programme)	Faculty of Industrial Technology	SK accreditation
2.1.6 Active students	Students	1566	1566	BAAK	List of students; date of data limit

Indicators	Unit	2025	Data for the year 2025	Data owners	Minimum Evidence
2.3.7 Student-to-Academic-Staff Ratio	Ratio	1:38,2	1:38,2	BAAK/SDM	1,566 students; 41 lecturers
2.4.1 Doctoral students	%	41	41 (17 of 41 lecturers)	SDM	PDDIKTI; certificate; SK academic post
2.4.2 The Professor	%	5	5 (2 out of 41 lecturers)	SDM	PDDIKTI; certificate; SK academic post
2.4.4 Educator certification	%	88	88(36 out of 41)	SDM	Certificate of educator; unique lecturer
3.1.1 Lecturers involved in research	%	100	100	LPPM	Contract; identity of the researcher
3.1.2 Reputable journal articles	%	72,5	29	LPPM	2.3.7 Student-to-Academic-Staff Ratio
3.1.5 HKI certified	Number	5	5	LPPM	Registration number/certificate
5.1.11 National GreenMetric UI (University)	The ranking	67	54	UPT-KUI/BPI	Date of release/classification
5.1.12 National webometrics (universities)	The ranking	47	31	UPT-KUI/BPI	Date of release/classification
6.1.7 Acceptance of the plan	%	75	75	BK	Comparative planning and realization
6.1.9 Annual income	Rp billion	21,9	21,9	BK	Financial statements; records

1.1.3. Analysis of achievements in aspects of education services

The educational services are expanding as the accreditation of the study programme increases from 4 B accredited study programmes in 2021 to 3 Unggul accredited study programmes in 2025. The number of active students is 1085 in 2021, 1328 in 2022, 1458 in 2023, 1592 in 2024, and 1566 in 2025. The institutional ratio of 2025 is approximately 1:17.95 calculated from 1566 students and 88 lecturers.

At the data limit of the Rector's Report 2025, the Faculty of Industrial Technology organises 4 study programmes. The update annex as of 17 August 2026 records 4 study programmes, consisting of 3 S1 programmes and 1 S2 programme.

Table 1.3 Analysis of educational services3

Dimension	Strength	Gap	Direction for Strengthening
Curriculum	4 study programme by 2025; OBE percentage series available	CPL-CPMK and CQI mapping are not uniform	100% OBE-STEAM-Culture by the year 2029

Dimension	Strength	Gap	Direction for Strengthening
Learning Process	1566 students and a ratio of 1:17.95 in 2025	The quality of interaction/assessment has not been measured consistently	Portfolio learning analytics and audits
Flexibility	0 series of RPL/micro credentials/acceleration path comparable in 6 reports	RPL, micro-credentials, hybrid learning and accelerated pathways are not yet implemented evenly.	A guaranteed course of study
Inclusivity	0 series of institutional suitable/disabled accommodation in 6 reports	Standards of disability services and assistive technology need to be shared	Universal design and decent accommodation
Relevansi	Tracer 2020: 251 respondents from 839 registered graduates	User input and the future of work are not always in the curriculum.	Two-year advisory board and review

1.1.4. Analysis of achievements in aspects of students and graduates

Student achievement graphs recorded a total of 110 achievements over five years, consisting of 98 national and 7 international; achievement 2025 totals 13. Tracer study graphs present the number of graduates by grade and service satisfaction, not the number of respondents.

Table 1.4 Analysis of students and graduates4

Dimension	Baseline	The data gap	Direction 2025–2029
Access to	Active students: 1085 (2021) to 1566 (2025)	Data on vulnerable/disabled groups is not consistent	Access segmentation, KIP/scholarship, and retention
Achieveme nt	33 (2022); 34 (2023); 23 (2024); 13 (2025)	Portfolio of achievements and recognition not yet integrated	Digital portfolios of students
Graduation	Graduated by rank: 178; 220; 300; 268; 303 (2021–2025)	The timely passing of each study programme needs to be determined	Early warning and academic assistance
Career	Service satisfaction 80% (2021) to 90.1% (2025); not response rate	Tracer response rate and quality of work	Target IKSS 2.3.3: 82% by 2029; transition definition ≤ 12 months
Global	11 international students (2021 2025)	Participation is still limited	The International Unit Programme, the International Undergraduate Programme, and the outbound mobility

1.1.5. Analysis of achievements in the field of education and training

The faculty capacity increased from 39 in 2021 to 40 in 2022, 41 in 2023, 41 in 2024, and 41 in 2025. The S3 qualified faculty increased from 11 in 2021 to 11 in 2022, 12 in 2023, 13 in 2024, and 14 in 2025.

Table 1.5 Analysis of educational and educational workforce5

Dimension	Baseline	Gap	Direction for Strengthening
Qualificatio ns	Teachers of S3: 11 (2021), 11 (2022), 12 (2023), 13 (2024), 14 (2025)	The initial condition of the doctor per herb is not single	S3 roadmap based on study programme needs

Dimension	Baseline	Gap	Direction for Strengthening
Academic Rank	Professors: 0 (2021) to 2 (2025)	The path of development of the head lecturer/master has not been measured	Career clinic and target year
Competence	5 professionally certified lecturers by 2025; different from educator certification	Relationship with the job and the work process	The digital academy, AI, quality, language, profession
Recognition	15 lecturers in outbound mobility and 10 foreign lecturers in inbound mobility in 2021 - 2025	Global collaboration is not yet evenly developed.	International academic experience target of 30% by 2029 (ICSS 2.4.6)
Professional Staff	22 ticks (2021), 22 (2022), and 22 (2023)	Competence status needs to be distinguished from further study and participation in training	Certification of relevant competence 60% by 2029 (ICSS 2.4.7)

1.1.6. Analysis of Achievements in Research and Community Service

The research portfolio 2021–2025 totals 26,26,27,27, and 26 titles, with a total of 132 titles. In 2025, the research consists of 20 internal titles and 6 external titles. Scopus's publications reached 29, 22, 14, 20, and 32 articles, or 117 articles during that period.

Table 1.6 Analysis of Research and Community Service6

Dimension	Early conditions are available	Gap	Target the direction.
Research Participation	26 studies (2025): 20 internal and 6 external; not a unique number of lecturers	Inter-study-programme collaboration is not yet evenly developed.	70% teaching involvement by 2029 (ICSS 3.1.1)
Publications	Scopus 2021–2025: 29; 22, 14, 20, 32 articles	Quality of journals and citations	Journal/dozen articles ratio of 53%; cited articles 60% by 2029
Intellectual property	2025: 9 patents; 0 patents; 0 simple patents; total of 9 HKI	Licensing and exploitation	180 KI certified and 12 patent application drafts by 2029
Commercialisation	Internal research grants 2025 Rp262 million; different from external funding	Validation of the technology/market	12 research reaches the stage set for 2029 (ICSS 3.1.7)
PkM	12 KM activities in 2025, including internal; internal grants of Rp 45 Million	Results and sustainability	80% of programmes show results on partners; 35 cross-prodial programmes by 2029

1.1.7. Analysis of achievements on financial aspects

Revenue realisation reached Rp17.992.500,000 in 2024 and Rp21.900,000,000 in 2025, thus rising to Rp3.907.500,000 or 21.7%. Revenue and expenditure graphs recorded expenditures of about Rp12.875 billion in 2024 and Rp16.696 billion in 2025, with reported surpluses of Rp5.1 billion and Rp5.2 billion respectively.

Table 1.7 Financial analysis7

Dimension	Baseline	Risk/Gap	Direction 2025–2029
Income structure	Receipts of Rp17,9925 billion (2024) and Rp21,9 billion (2025)	Concentration of risk	Income from non-educational expenditure of 25% by 2029 (ICSS 6.1.10)

Dimension	Baseline	Risk/Gap	Direction 2025–2029
Research Funding	Internal research grants 2021–2025: Rp1,237 billion; 2025 Rp262 million	Scale and continuity	External research funding of Rp4.2 billion by 2029 (ICSS 3.1.9)
Community Service Funding	Internal PkM grants 2025 Rp45 million; different from external funding	Partnerships and outcomes	External MFF funding of Rp0.5 billion by 2029 (IKSS 4.1.6)
Alumni Scholarships	No comparable 2021–2025 series of alumni funds are available yet	Fund governance and donor expansion	Rp2 billion by 2029
Accountability	Acceptance trend of 2025 up 21.7%	Integration of Performance and Budgeting	Value of benefit over cost and result-based reporting

1.1.8. Analysis of achievements in aspects of infrastructure and infrastructure

The physical and digital services scale needs to follow the growth of students from 1458 in 2023 to 1566 in 2025, or an increase of 108 people (7.42%). The library collection data in the source manuscript recorded 13,968 titles and 36,546 copies in 2025; differences with the previous series still require similar recording coverage. The inventory of digital applications increased from 8 in 2021 to 27 in 2025 at the university level.

Table 1.8 Analysis of means and infrastructure8

Area	Baseline	Gap	Direction for Strengthening
Smart Classrooms	1566 students and 4 study programme served in 2025	Standard of function and utilisation	87% standard by 2029
Laboratorium	Portfolio increased from 4 study programme (2020) to 5 (2026)	Certification, safety and calibration	Roadmap of compliance with the standard LAM/profession
Library	2025: 13,968 titles/36,546 copies; reconciliation with the 2022–2024 series	Interoperability and literacy of information	Smart library and bibliometric support
Accessibility	0 series of institutional disability/eligible accommodation in 6 reports	Physical/Digital Barriers	100% of faculty meet the 2029 standards
Digital Infrastructure	Inventory of applications: 8; 14; 19; 25; 27 in 2021–2025	Integration, cyber and sustainability	Integration of core services, resilience, and measurement of availability

1.1.9. Learning for the Period 2025–2029

The new period of learning needs to respond to an increase of 108 active students from 1458 in 2023 to 1566 in 2025. The student-to-faculty ratio rose again after 2023 and reaches about 17.95 in 2025. The university level's 2025–2029 priorities are OBE and STEAM standardisation, LMS strengthening, flexible learning, controlled acceleration, disability services, as well as safe use of AI.

Table 1.9 Main learning for the period 2025–20299

Lesson	Meaning	The Consequences of Management
Data first	Each target must have an operational definition, owner, source, frequency, and proof.	Index and reconciliation dictionary 2025

Lesson	Meaning	The Consequences of Management
Quality as a cycle	Accreditation is proof of the system, not a project for a while.	Risk-based PPEPP and CQI
Value becomes behaviour	The culture and Khaira Ummah must be measured by process and results	Sub-headings, surveys, portfolios and audits
Human-centred Technology	Digital and AI expand access, quality, and efficiency with ethical control.	AI governance and learning analytics
Effects on activity	Research/SMEs assessed from adoption, change and sustainability	Initial conditions, results and feedback of beneficiaries
Meaningful Internationalisation	Cooperation is judged on appearance, mobility, quality, and reputation	Portfolio of partnerships and quality recognition

1.1.10. Strategic issues of the SDGs, Environment and Global Ranking

The integration of 17 TPB/SDGs into a framework to link tridarma, campus operations, partnerships, and decision-making. In 2025, the most measurable evidence appeared in THE Impact Rankings category SDG 9: UNISSULA ranked 17th nationally and 401st world ranked group. These achievements provided the initial foundation for innovation and infrastructure, but 16 other goals still required preconditions, data owners, year targets, as well as evidence of impact at the bureau, institutional, unit, faculty, and study programme levels.

In the environmental dimension, the Rector's Report 2021 named UNISSULA as the best PTS in Central Java in the UI GreenMetric followed by 956 universities. The status was maintained in 2022 when participation increased to 1,050 universities from 85 countries.

In the ranking of academic reputation and impact, the 2023 Report cites Central Java's 1st position in THE. The 2024 and 2025 reports then detail the national position in several areas, including ranking 26 for Law, 32 for Computer Science, 30 for Electrical Engineering, and 27 for Medicine and Dentistry; these figures should be read by category and edition, not as a single university ranking.

Digital visibility also increased but was affected by the data limit. In the openness indicator Webometrics, the national position rose from 94 in 2021 to 29 in 2022. The 2023 report calls for ranking 1 in Central Java with a score of 13.716; the 2024 report records 47 national and 3.516 world rankings. In the 2025 report, the initial summary still ranks 47 national, while the 31 July 2025 update records 31 national rankings. Strategic Plan uses data by keeping track of the data limit so that improved repository openness, site quality, citation, and scientific excellence can be traced.

Consequently, the ranking is treated as a reflection of substantive performance, not a standalone goal. The GreenMetric UI goal should come from reducing environmental impact; the THE goal from measurable contributions to the 17 SDGs; and the Webometrics goal from openness, quality, as well as knowledge impact.

1.2 Potential and Problems

Potentials and problems are determined based on development of capacity, quality, productivity, and financing. By 2025, the Faculty of Industrial Technology has 3 graduate study programmes of 1 study programme, 2 professors, 16 doctoral lecturers, and 29 Scopus articles.

1.2 Potential

Table 1.10 Strategic potential of the Faculty of Industrial Technology10

Capital	Form of potential	Strategic value
Identity	BudAI, Khaira Ummah, tafaqquh fiddin, and the mercy of lil alamin	Academic differentiation and professional ethics

Capital	Form of potential	Strategic value
Portfolio	13 faculties and 54 programmes of cross-sectional studies in health, engineering, business, education, law, religion, humanities, communication, and psychology	STEAM collaboration and comprehensive solutions
The professional ecosystem	Professional programmes, specialists, hospitals/clinical services, laboratories	Practice-based education and translation research
Location	Semarang as the economic, service, educational, and cultural hub	Regional, industrial and community partnerships
Networks	National/international cooperation and alumni	Mobility, funding, innovation and reputation
Digital Transformation	LMS and information systems have become the foundation	Data integration, end-to-end services, and responsible AI

1.2.2 Problems

Table 1.11 Strategic problems and responses11

Area	The core problem	Strategic response
Quality	Implementation of risk-based and international benchmarking SPMI is not evenly balanced	Integrated PPEPP, competent auditor, evidence board
Education	OBE, STEAM, active learning, flexibility, and AI are not yet uniform.	Rediscovering curriculum, enabling lecturers, learning analytics
Inclusion	Disability data, accessibility, and accommodation are not yet centralized	Disability service unit, universal design audit
Graduated	Tracers and graduate users haven't fully become a repair cycle	The response rate, the dashboard, the advisory board
SDM	The initial condition of the qualification/service/certification needs reconciliation	One HR data and a talent development pathway
Research	Cross-disciplinary roadmaps, global collaboration, citation, and finite linearity	*Research and development, research and development, research and development*
PkM	Results, replication, and sustainability are not consistent	Living laboratory and impact measurement
Finance	Dependence on college money	Diversification, endowment, services, business unit
Data and digital	Applications and data are not yet fully integrated	Enterprise architecture and data management
The International	International recognition, international students and mobility are still limited	Accelerated pathways, International Unit Programmes, partnership portfolios, and international students

Quantitative data-based analytical depth: capacity pressure, quality, and financing

During 2021-2025, active students increased 44.33%, from 1085 to 1566 people; the number of lecturers increased 11.11%, from 36 to 40 people. Calculations from both series yielded about 12.72; 18.97; 18.77; 18.18; and 17.95 students per lecturer. The five-year aggregate growth was relatively close, but the increase in ratio after 2023 showed new pressure on academic guidance and interaction. Figure 1.2 uses the 2021 = 100

index to compare changes in the scale of study programmes, students, and lecturers in a proportionate way, rather than mixing the original units.

On the external side, the Faculty of Industrial Technology is developing education, research, and community service with Islamic Academic Culture as the value system. The institution's portfolio increased from 4 study programmes in 2021-2025. During the same period, the number of active students increased from 1085 to 1566 people or by 44.33%, while the number of faculty increased from 36 to 40 people or by 11.11%.

On the financing side, the realisation of receipts increased from Rp 23,182,115,000 in 2024 to Rp 27,954,756,250 in 2025, or up by 17%. In the same period, expenditure increased from about Rp 12,875,266,794 to Rp 16,696,482,902, while the reported surplus increased to Rp 3,821,218,108.

The data synthesis places three strategic concerns in the period 2025–2029, namely the capacity gap towards service growth, the need to improve and balance the academic quality of inter-programme studies, as well as the need to maintain sustainability of financing amid institutional activity growth. Strategic Plan's responses need to integrate student growth targets, faculty needs and ratios, learning capacity, study programme development, investment in resources and technology, as well as financing capabilities into a single decision-making framework.

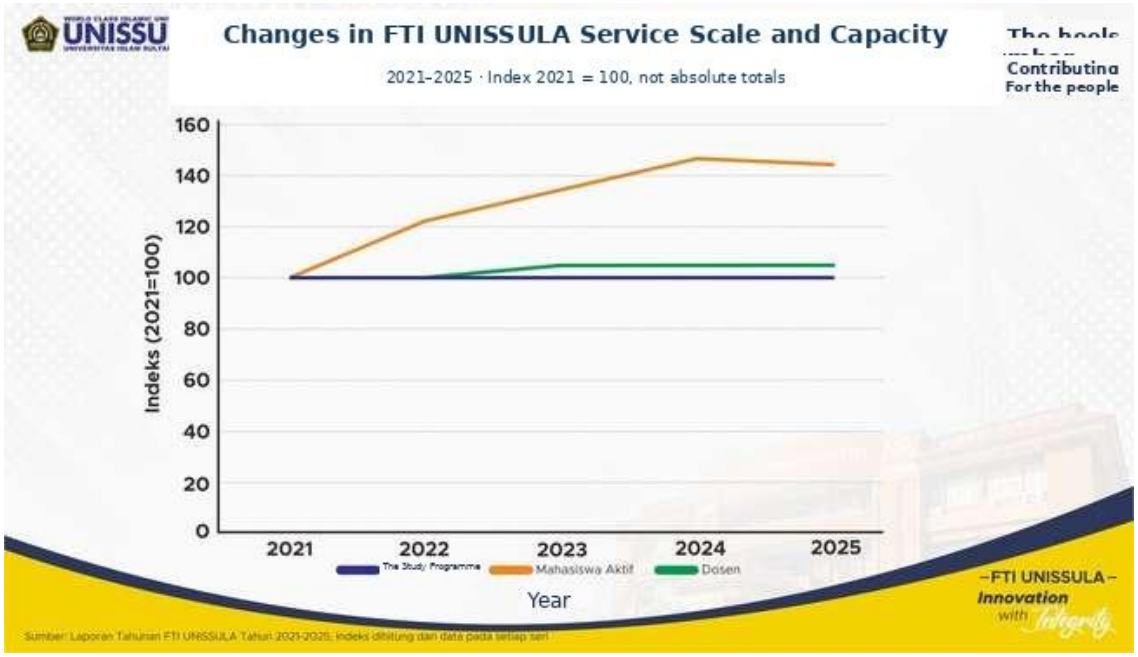

Figure 1.2 Development of service scale and academic capacity

Analysis of the institutional situation in the Member States

Evaluation of the initial state of FTI UNISSULA indicates that the continuity of faculty direction is not sufficiently understood as an administrative continuation of Strategic Plan's previous period towards Strategic Plan 2025–2029. Such connections need to be managed as a transformation agenda that has a change boundary, process owner, implementation stage, success indicators, and clear evidence of achievement.

The need for this transformation is increasingly important when read together with the development of the faculty scale as shown in Figure 1.3. The number of FTI study programmes UNISSULA was recorded as 4 study programmes in 2021 and remained as 4 study programmes in 2022, 2023, 2024, and 2025. Thus, during the period 2021–2025 there was no increase in the number of study programmes. The data show that the development of the academic portfolio of FTI UNISSULA was relatively stable during that period and reflects more the consolidation phase and reinforcement of existing study programmes.

The year-on-year changes show the dynamics that need to be analysed more closely. During 2021–2025, the number of study programmes is unchanged so that the period can be viewed as a consolidation phase. This condition does not immediately indicate stagnation, as the period can reflect the process of quality

reinforcement, resource development, curriculum evaluation, improvement of academic performance, as well as consolidation of the study programmes that have been running.

The development reflects the process of strengthening the capacity and sustainability of the academic services of the FTI UNISSULA. Although the number of study programmes remains constant, faculty management still faces the demands of improving curriculum quality, human resources, quality assurance, information technology, financing, infrastructure, as well as student services.

Therefore, the stability of the number of study programmes cannot be used as the sole measure of faculty success. The initial condition evaluation needs to assess the extent to which FTI UNISSULA is able to maintain and improve the quality of service across all existing study programmes. The evaluation includes faculty adequacy according to the area of expertise, educational staff, relevant curriculum, academic facilities, laboratories, sustainable financing, information systems, and quality assurance mechanisms.

Academic portfolios also need to be tested in terms of relevance and differentiation. Each study programme must have a scientific vision that is in line with the visions of UNISSULA and UNISSULA, showcase demonstrable specificities, as well as respond to advances in science, technology, user needs, and societal challenges.

In the process, Islamic Academic Culture (BudAI) serves as an ethical and strategic compass. The trust directs each unit to be responsible for results, resource use, and validity of evidence. Justice ensures that the distribution of lecturers, funding, facilities, and development support takes into account the needs and gaps between units. The charity encourages quality beyond minimum administrative compliance. The museum strengthens the involvement of the study programme, students, alumni, graduate users, and partners in planning and evaluation. As for inclusion, it ensures that the management of the study programme provides real benefits to students, the community, the workplace, and the development of science.

Implementation of the transformation begins with the setting of standards, initial conditions, targets, and responsibilities at each level. Gap mapping needs to be done at the faculty, study programme, and service unit levels to identify variations in capacity as well as implementation obstacles. Based on such mapping, the study programme can be grouped into development, reinforcement, consolidation, transformation, or recovery categories. Intervention is then implemented gradually through policy and competency strengthening, model testing on ready-made units, expansion of proven effective practices, as well as giving special support to the remaining units.

Each study programme must be registered in the parent register containing at least active status, rank, study programme, permit of maintenance, status and validity of accreditation, number of students, number and area of lecturer expertise, student to lecturer ratio, curriculum completeness, financing health, availability of resources, as well as the position of the study programme in the direction of development of FTI UNISSULA. The register must be a common data source so that the number of programmes in the planning documents, annual study reports, PDDIKTI, accreditation documents, and leadership reports can be reconciled consistently.

Minimum evidence to be available includes programme development policies, leadership decisions, maintenance permits, VMTS documents and scientific visions, feasibility studies, curriculum evaluations, performance reports, quality audit results, accreditation data, financial statements, and tridarma portfolios. Evidence is not only collected in the run-up to the evaluation or at the end of the year, but has been maintained since the data was first created. Controls include the operational definition of the indicator, the identity of the study programme, the period and date of the data limit, primary sources, data owner approval, calculation methods, and records of changes.

The quality assurance function of the FTI UNISSULA needs to conduct risk-based assessment to ensure that faculty development remains within the limits of the established capacity and quality standards. The assessment not only checks the number of study programmes, but also assesses the adequacy of resources, curriculum quality, graduate learning achievement, implementation of PPEPP, financing health, student satisfaction, timely graduation, graduate availability, and follow-up of accreditation results. The results of the

assessment are used by leaders to assess targeted achievement, intervention effectiveness, consistency of inter-programme quality, and the need for corrective action.

The main risks that need to be controlled include policy fragmentation, uneven faculty distribution, duplication of the field of science, pressure on facilities, data asynchronousness, and the tendency to measure success only through the number of study programmes. Therefore, scale indicators should be paired with indicators of process quality, outcomes, and risks.

The success of the faculty-directed continuity agenda was ultimately not marked by an increase in the number of study programmes during 2021–2025, as during that period the FTI UNISSULA remained with 4 study programmes. More substantial success was shown by the ability of the FTI UNISSULA to utilize the consolidation period to strengthen the quality, academic capacity, differentiation, governance, and competitiveness of the study programmes. Thus, the 2025–2029 transformation does not break the FTI UNISSULA historical mandate, but clarifies the results to be achieved and ensures that each result is supported by authentic, consistent, and auditable evidence.

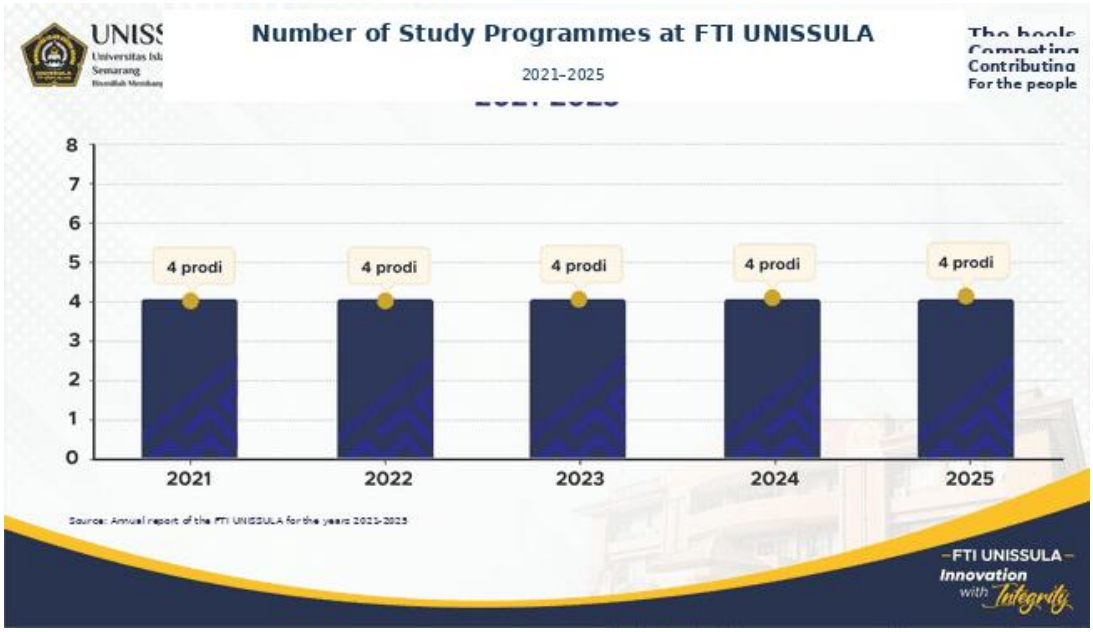

Figure 1.3 Growth in the number of FTI study programmes UNISSULA 2021–2025

Figure 1.3 shows that the number of FTI study programmes UNISSULA is relatively stable over the period 2021–2025, i.e. as many as 4 study programmes per year. The pattern shows that the period is a consolidation phase of the academic portfolio, which needs to be used to assess faculty ability in maintaining and improving the quality of the study programme, strengthening academic capacity, maintaining scientific differentiation, as well as ensuring equalisation of the quality of service.

Analysis of the situation in the Islamic academic culture

Islamic Academic Culture (BudAI) should be placed as a value system that guides policies, behaviour, academic processes, services, resource management, and decision-making throughout the FTI UNISSULA environment. Its position should not be limited to institutional symbols, slogans, specific lectures, or ceremonial activities.

At the FTI level UNISSULA, new students are required to participate in the Student Succession Programme in the first semester. The requirement places the student Succession as part of the initial stage of character formation and introduction of AI values into the academic life of the student.

Because new students are required to attend the student recruitment in the first semester, the success of the programme is not measured by the performance of the activity alone. More relevant indicators are the coverage of the new students who attend the programme, attendance level, completion of the entire series of activities, assessment results, as well as coaching follow-up after the programme is completed.

The size of the participants' coverage has not yet proved the success of character formation. Attendance is an indicator of input or process, while the main goal of CultAI lies in changing understanding, attitudes, habits, and behaviour. Therefore, the student assessment needs to be completed with assessment before and after the programme. Measurable aspects include understanding of UNISSULA vision and values, discipline, academic honesty, responsibility, civility in interaction, awareness of worship, social concern, ability to cooperate, appreciation of diversity, as well as initial readiness to be part of the Islamic academic community.

The values of trust must be realized through academic honesty, compliance with rules, validity of data, accountability for tasks, and a willingness to take responsibility for decisions. The values of justice must be seen in equal access for all new students, including students with special needs as well as students in need of additional support. The values of kindness are reflected in the quality of coaching that goes beyond minimum administrative fulfilment. The values of excellence are realized through the involvement of students, lecturers, foster care managers, faculty, study programmes, and service units in programme evaluation and improvement.

Implementation of AI through student centres should also be linked to the academic process after the programme is completed. Materials and experience during the centres should not be disrupted when students return to faculty and study programmes. The values introduced should be reinforced through academic guidance, learning, student organisation, community activities, professional practice, research, community service, and campuses.

Minimum evidence to be available includes BudAI policies and guidelines, provisions for the obligation to follow the first-semester student roster, new student data as a target, attendance list, completion level, learning modules, guidance qualifications, initial and final assessment instruments, participant evaluation results, execution reports, as well as follow-up documentation. The data must be completed with student identity, study programme, academic year, execution period, data deadline date, primary source, owner unit, verification method, and change trail.

The quality assurance function of the FTI UNISSULA together with the management unit of the Culturation Institute, the field of scholarship, and the study programme needs to conduct risk-based analysis. The study not only examines the implementation of the mandate, but also the compliance of the coverage with the new students, completion level, facilitator quality, material consistency, method effectiveness, quality of assessment, follow-up performance, as well as changes in student behaviour. The results of the evaluation are used by the leaders to determine the need for enhanced guidance competence, module development, provision of facilities, strengthening of information systems, scheduling adjustment, as well as allocation of funding.

The main risk of the programme is formalism, which is when the obligation to follow the assignment is met through an administrative presence with no demonstrable change in behaviour. Other risks include implementation quality inequality, differences in interpretation of the value between units, an inadequate ratio of guidance to participants, an assay that only measures knowledge, repeated enrollment of participants, as well as interruption of coaching after the programme is completed.

The success of a student's bachelor's degree is assessed through the coverage of new students who attend the programme, the quality of implementation, changes in understanding and behaviour, as well as coaching sustainability. Thus, the obligation to attend a bachelor's degree in the first semester is not only an administrative fulfilment, but is part of the process of shaping a measurable, sustainable, and civilization-oriented student character.

RECONSTRUCTION of science as an academic characteristic

Reconstruction of science as an academic trait should be placed as a systematic process for developing science and technology in line with Islamic values, societal needs, professional development, and ethical responsibility for science. Reconstruction of science is not sufficiently realized through the addition of religious material to the curriculum or the inclusion of Islamic terms in academic documents. This approach should be seen in the ability of the academic civility of the FTI UNISSULA to test the basic assumptions of a discipline, the use of science, the beneficiaries, the possible negative impact, as well as the social, ethical, and environmental consequences of its adoption.

The Scopus FTI publication UNISSULA has a total of 19 articles in 2021, 17 in 2022, 11 in 2023, 18 in 2024, and 29 in 2025. These data need to be used to look at faculty publication productivity developments over the period 2021–2025.

Annual changes in publications need to be analysed based on annual developments and associated with the capacity of lecturers and research activities of the FTI UNISSULA.

Distribution data Quartile publication of FTI 2025

Quartile	Publication
1	0
2	2
3	22
4	5
0	3

Analysis of the causes of publication change needs to consider faculty capacity, incentive policies, writing accompaniment, research groups, funding, collaborations, affiliations, and indexing times. Change in publication reach between years needs to be traced using consistent definitions and data limits. Differences in the year of publication, type of document, or date of update can change the aggregate without showing comparable productivity changes. Therefore, evaluation should trace publication data to the identity of the document and its author.

Scopus's external growth is an important indicator of the capacity of knowledge production, but it has not by itself proved that the reconstruction of science has become an academic feature of FTI UNISSULA. The number of articles is essentially an external indicator, whereas the success of scientific reconstruction must be judged by the quality of substance, the integrity of the process, the relevance of the science, and the impact of the research results.

Publication evaluation needs to be developed in several layers. The first layer is productivity, which includes the number of articles, productivity per lecturer, equalization of inter-programme contributions, and publication continuity. The second layer is academic quality, which includes journal quality, quartic position, field relevance, methodological accuracy, citation, and scientific recognition. The third layer is the substance of scientific reconstruction, which assesses the relevance of articles to Islamic values, ethical issues, social justice, environmental sustainability, as well as the interests of people and society. The fourth layer is academic integration, i.e. the use of research results in curricula, Semester Learning Plans, textbooks, student tasks, and the development of graduate learning outcomes. The fifth layer is utilisation and impact, which assesses the results of research by governments, professions, the world, and industry groups.

Implementation of the reconstruction of science should be developed through co-creation between lecturers, academics, students, alumni, graduate users, professional organisations, industry, government, and society. The involvement ranges from problem identification, research agenda setting, methodological approach selection, to the utilisation of results. With this mechanism, the research agenda not only follows the interests of individual researchers or publication opportunities, but also responds to strategic questions and needs of users. The study programme needs to lower the vision of science into the priority themes, research groups, maps of study materials, student projects, final research tasks, dedication to the community, and partnerships. The results are then evaluated to ensure continuity between education, research, and application of science.

Minimum evidence to be available includes research roadmaps, annual research agendas, lists of articles indexed Scopus, DOI or publication identities, authors' identities, institutional affiliations, study programmes, funding sources, publisher journals, quarterly journals, citation numbers, student engagement, internal and external collaborations, as well as forms of utilisation of results. Metadata also need to record whether the article is the result of research, review, procedure, or type of document. Additionally, each other article needs to be mapped to the theme of scientific reconstruction, scientific vision, SDGs, issues, and users.

The quality assurance function of the FTI UNISSULA together with P4M and the study programme needs to conduct risk-based analysis of the publication portfolio. Research does not sufficiently verify the existence of articles, but also needs to assess the validity of affiliations, the consistency of the scientific field, the quality of journals, the academic integrity, the pattern of collaboration, the equalization of productivity, and the publication's relationship with research roadmaps. The risks to be controlled include the concentration of publications on a small number of lecturers, inequality of productivity between programmes, articles that do not align with the scientific vision, reliance on low-quality journals, violations of ethics, as well as research that is not integrated into learning or not utilized by the public.

Publication changes in the period 2021-2025 need to be followed up through root analysis of the problem, rather than automatically changing targets. Research includes workload, adequate funding, methodological capacity, access to data, co-writing, as well as incentive effectiveness.

The success of science reconstruction is not only characterised by the increase in the number of publications of the Scopus FTI UNISSULA. The volume of publications needs to be paired with the quality of the channel, citation, integrity, student engagement, cross-disciplinary collaboration, integration of research results into learning, as well as utilisation by the public. The growth of articles is evidence of the capacity of knowledge production; the academic characteristics of the FTI UNISSULA still have to be proven through the substance, relevance, and aggregation of the resulting science.

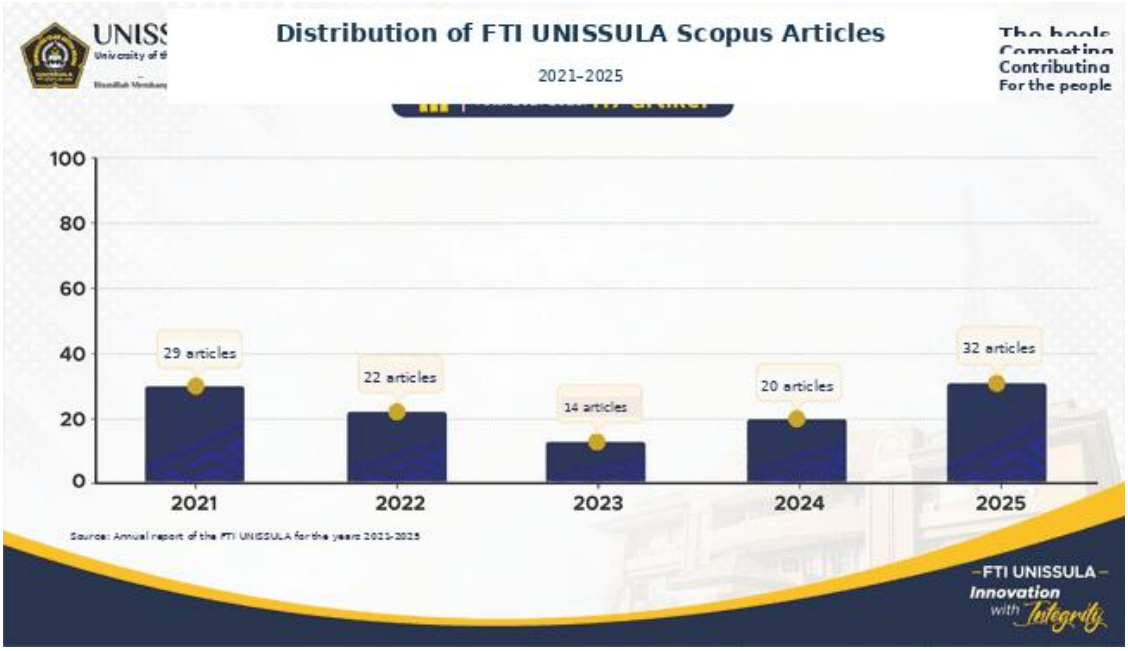

Figure 1.5 Distribution of Scopus articles based on the FTI UNISSULA 2021–2025

Figure 1.5 shows that the outward growth of Scopus articles during 2021–2025, a brief decline in 2023, then a gradual recovery in 2024 and a strong acceleration in 2025. Therefore, the science reconstruction agenda needs to be directed not only to maintain the growth in the number of articles, but also to ensure the consistency of the data series, the quality of publication, the equality of productivity, the relevance to the vision of science, as well as the utilisation of research results in learning and public life.

Analysis of the results of the study and the results of the study

The portfolio of FTI studies programmes UNISSULA should be positioned as an academic architecture linking the identity of Islam, the needs of the development of economic and business sciences, the demands of quality, as well as the needs of stakeholders. The portfolio should not be understood as a list of faculty-run studies programmes, but as a collection of scientific capacity that can be combined to answer economic, business, management, and societal questions. The diversity of the fields of knowledge in FTI studies UNISSULA is the capital for the development of learning, research, community service, and cross-disciplinary innovation. This direction is in line with Strategic Plan UNISSULA which places the Islamic Academic Culture, science, STEAM, digital transformation, reconstructed approach, and tridarmalization as part of institutional development.

The number of FTI Study Programmes UNISSULA 2021–2025 indicates that the number of study programmes remains at 4 study programmes in 2021, 2022, 2023, 2024, and 2025. Thus, during that period, there was no increase in the number of study programmes. This condition indicates that the development of the academic portfolio of FTI UNISSULA during 2021–2025 more reflects the consolidation phase and strengthening of existing study programmes.

The pattern needs to be read as a consolidation period. The absence of additional study programmes during 2021–2025 does not indicate stagnation, but may reflect the process of quality reinforcement, resource development, curriculum evaluation, improvement in academic performance, as well as consolidation of ongoing study programmes. Thus, portfolio stability during that period is part of efforts to strengthen the academic foundation of FTI UNISSULA.

The stability of the number of study programmes reflects the efforts to maintain the capacity and sustainability of FTI academic services. However, the management of the four study programmes still demands curriculum reinforcement, human resources, quality assurance, information technology, financing, infrastructure, as well as student services. Coordination needs to be supported by a governance framework that is able to differentiate needs based on the scale, size of the programme, stage of development, accreditation status, number of students, as well as learning characteristics of each study programme.

Academic portfolios also need to be analysed from the point of relevance and differentiation. Each study programme must have a clear scientific vision, educational objectives, graduate profile, and learning outcomes and align with the direction of the FTI UNISSULA and UNISSULA. The continuity of the study programme is not based sufficiently on operational continuity, but it is necessary to consider the needs of the community and the workplace, the development of science and technology, the position of similar programmes, the availability of lecturers according to the areas of expertise, funding eligibility, means, needs, partnership opportunities, graduate projections, as well as its contribution to the specificities of the FTI UNISSULA. Thus, the portfolio of 4 study programmes can be strengthened through clear differentiation and relevance.

Scale 4 study programmes during 2021–2025 provide capital for the development of cross-disciplinary collaboration in economics and business as well as with other fields of science. However, the existence of several study programmes does not automatically result in substantive academic collaboration. FTI UNISSULA needs to establish mechanisms that intentionally bring together different fields of science through cross-disciplinary study courses, joint projects, collaborative research, innovation development, joint use of facilities, field practice, multidisciplinary end-tasks, and dedication to problem-based societies.

The cross-disciplinary approach must maintain the depth of each field of science. Integration does not mean eliminating the identity of the discipline, but rather combining different methodological strengths and perspectives to address issues that cannot be solved by one field of science. The management, accounting, and other fields of science study programmes at FTI can develop collaboration in producing business solutions that are not only economically viable, but also in accordance with Islamic values, societal needs, technological developments, as well as professional and ethical demands.

The Islamic Academic Culture provides an orientation towards the management of the portfolio. Trust is realized through the use of authentic data and accountability for the use of resources. Justice demands the distribution of lecturers, budgets, facilities, and development support based on needs and strategic contributions. Ihsan encourages each study programme to develop a quality that goes beyond the minimum administrative fulfilment.

The first stage is consolidation, which includes data reconciliation, the establishment of operational definitions, scientific field mapping, and evaluation of the conditions of each study programme. The second stage is capacity building, which includes faculty fulfilment, curriculum development, provision of facilities, strengthening of digital systems, and securing financing. The third stage is acceleration of collaboration, i.e. development of cross-disciplinary programmes, joint research, and the use of facilities in an integrated manner. The fourth stage is recognition, quality testing through accreditation, certification, profession recognition, and external partnerships. The fifth stage is sustainability, i.e. the organisation of effective practices into policies, budgets, talent development, and quality assurance systems.

Each study programme should be included in a parent register that contains at least operational status, ranking, study programme, maintenance permit, accreditation status, number of students, new student enrollment trends, number of lecturers, areas of lecturer expertise, student-to-lecturer ratio, completeness of curriculum, availability of resources, financial position, key partners, as well as graduate outcomes. The register should also record the relationship of each study programme with the subject of science, STEAM themes, SDGs, research groups, and collaborative programmes. Thus, the FTI UNISSULA can see the portfolio as a single academic system, not a collection of study programmes that work separately.

Minimum evidence that must be available includes maintenance permit documents, eligibility studies, maps of the scientific portfolio, student data, faculty and expertise data, curriculum documents, financial statements of the study programme, facility data, accreditation status, partnership lists, as well as a portfolio of cross-disciplinary activities. The evidence must be accompanied by an operational definition, primary source, data deadline dates, owner units, verification methods, and traces of change. Specifically for data on the number of study programmes, FTI UNISSULA needs to ensure consistency between the annual report, PDDIKTI, accreditation documents, and faculty registers.

The quality assurance function of FTI UNISSULA together with academic fields, study programmes, and related functions needs to conduct periodic portfolio reviews. The research not only examines the number of study programmes, but also assesses relevance, sustainability, academic health, resource adequacy, accreditation quality, degree of accreditation, student retention, graduation, graduate achievement, and contribution to the faculty's strategic goals. The results can be used to group study programmes into categories of development, strengthening, consolidation, transformation, or recovery according to the conditions of each faculty.

The main risks of portfolio management include faculty limitations, pressure on facilities, dependence on cross-subsidies, low student numbers, overlap in science fields, weak differentiation, and only ceremonial cross-disciplinary collaboration. Other risks are the use of the number of study programmes as a single representation of success.

The success of the cross-disciplinary study programme portfolio was ultimately not marked by the growth in the number of study programmes during 2021–2025, as during that period FTI UNISSULA remained with 4 study programmes. More substantial success was demonstrated when the consolidation period was able to produce quality improvements, clear academic differentiation, quality equalisation, resource efficiency use, and increasingly strong cross-field collaboration. Thus, the portfolio of 4 study programmes became capital to strengthen the FTI UNISSULA position as a faculty and business that develops science scientifically, ethically, collaboratively, and oriented towards enrichment.

Analysis and evaluation of the quality and accreditation

Quality evaluation and accreditation should be placed as an assessment of the effectiveness of a continuously functioning quality assurance system, rather than as a newly intensified administrative activity ahead of external assessment. Accreditation status is outside of policy consistency, leadership quality, human resource adequacy, quality of academic processes, reliability of the information system, funding support, as well as the experience of students and stakeholders. Therefore, the improvement of accreditation rankings should be traceable to the relevance of the Establishment, Implementation, Evaluation, Control, and Enhancement (PPEPP) cycle, completion of audit findings, use of evaluation results, and improvements taking place at the faculty and programme levels.

The Islamic Academic Culture (BudAI) provides an ethical orientation to the entire process. The trust demands the presentation of data and evidence correctly without manipulation or selection of information unilaterally. Justice directs the distribution of accompaniment and resources based on the needs and level of risk of each study programme. The Ihsan encourages the study programme beyond the minimum administrative fulfilment and builds superior quality practices. The museum ensures the involvement of faculty, students, educational staff, alumni, graduate users, and partners in the evaluation.

At the level of FTI UNISSULA, the development of external quality during 2021–2025 showed an improvement in the quality of accreditation of the studies programmes managed. During that period, FTI UNISSULA maintained management of 4 study programmes. In 2021, as many as 4 study programmes have obtained a B rating based on BAN-PT accreditation.

These developments show that the improvement in the quality of FTI UNISSULA is not merely characterised by an increase in the number of study programmes, as during 2021–2025 the number of study programmes remained stable. The increase is more noticeable in the change in the composition of the accreditation ranking, namely from the dominance of the BAN-PT rating to the increase in the number of study programmes that obtain the Unggul rating in the LAM-TECHNIK system.

The differences in achievement between study programmes suggest that quality reinforcement needs to be done more targetedly. Study programmes that have achieved the Unggul rating need to maintain their sustainability, whereas study programmes that are still rated Very Good need to obtain support based on their gaps and conditions. Monitoring also needs to take into account accreditation timing, data readiness, indicator fulfilment, as well as follow-up of previous evaluations and assessments. Thus, accreditation figures need to be read along with the conditions and characteristics of each study programme.

Graduate degree programmes cannot be considered to have completed their ultimate agenda. These rankings must be maintained through achievement of graduate learning outcomes, curriculum upgrading, faculty adequacy and competence, quality of assessment, research productivity and dedication to the community, graduate outcomes, stakeholder satisfaction, and follow-up of evaluation results. Graduate degree programmes must also be mapped based on the validity of accreditation.

Meanwhile, undergraduate study programmes need to be grouped based on the root of the problem. Studies with good substantive performance but poor documentation require strengthening of evidence governance. Studies with limited faculty require intervention in recruitment, further studies, academic positions, certification, and workload balancing. Studies with insufficient graduate outcomes require curriculum improvement, learning processes, tracer studies, graduate user engagement, and career services.

Implementation of the quality and accreditation agenda needs to begin with the development of an accreditation readiness portfolio at the FTI level UNISSULA. The portfolio contains at least the status and validity of the accreditation, the accreditation institution, the instruments used, the assessment schedule, the minimum requirements, the position of each indicator, the level of completeness of evidence, the data owner, the critical gap, as well as the follow-up plan. Based on this information, the study programmes can be grouped into the categories of ranking maintenance, acceleration to culmination, recovery of critical indicators, strengthening of new programmes, and preparation for international recognition.

The first stage is the consolidation of standards and data, i.e. ensuring the consistency of definitions, denominators, periods, and primary sources. The second stage is the diagnosis of gaps, which compares the actual conditions with the descriptors on the accreditation instrument. The third stage is the capacity-building, covering team competence development, improvement of the academic process, resource provision, and evidence provision. The fourth stage is simulation and validation, which tests the consistency between self-evaluation reports, performance data, source evidence, and field conditions. The fifth stage is post-accreditation maintenance, i.e. incorporating assessor recommendations into the operational plan and cycle of PPEPP.

Minimum evidence is not sufficient in the form of accreditation certificates and submission documents. Evidence must include self-evaluation reports, study programme performance data, results of internal quality audits, management review meetings, graduate learning outcomes assessment, curriculum evaluation, satisfaction surveys, tracer studies, research and community engagement reports, student engagement evidence, follow-up records, as well as discovery closure reports. Each evidence report must have the identity of the object, academic year, data deadline date, primary source, data owner, validation status, document version, and trace of change. Such mechanisms are needed to prevent the difference in numbers between PDDIKTI, academic system, annual report, accreditation report, and unit documents.

The quality assurance function of the FTI UNISSULA together with the study programme and data owners needs to conduct periodic risk-based reviews. These reviews not only check the availability of documents, but also assess the consistency of implementation and effectiveness of follow-up. The results of the reviews are used to determine the priorities of accommodation, resource allocation, timing of simulation, and the need for corrective action.

The quality indicator architecture needs to distinguish between indicators of results, processes, and risks. The result indicator includes the percentage of study programmes that are rated as successful, the percentage of study programmes that gain international recognition, and the absence of study programmes that experience a decrease in rankings. The process indicator includes the completeness of audits, the percentage of findings that are closed in time, the completeness of evidence, the completeness of management review meetings, and the use of evaluation results for improvement. The indicator includes the number of study programmes whose accreditation period will end in 1224 months, the risk of study programmes with a lack of faculty, inconsistency of data, not meeting the necessary requirements, or low engagement of stakeholders.

The main risks of this agenda are the formalism of accreditation, i.e. when institutions succeed in compiling documents but fail to improve the actual process. Other risks include the accumulation of work ahead of the assessment, dependence on a small number of personnel, inconsistent inter-programme capacity utilisation, inconsistent data usage, the tendency to stop following up after certificates are obtained, and the tendency to make the status of a graduate as the only measure of quality. Controls need to ensure that each grade improvement is supported by real changes in learning quality, graduate competence, tridarma productivity, user satisfaction, governance, and student experience.

Success in quality evaluation and accreditation is ultimately characterised not only by 3 of the 4 FTI UNISSULA study programmes having been ranked as highly qualified by 2025. More substantial success is shown when such achievements can be sustained, non-Great study programmes are able to improve their ranking, and the entire process is supported by accurate data and sustained quality improvement. Furthermore, the establishment of a new study programme in 2026 that will increase the number of FTI UNISSULA study programmes from 4 to 5 needs to be followed by strengthening the quality assurance system from the initial stages of organisation.

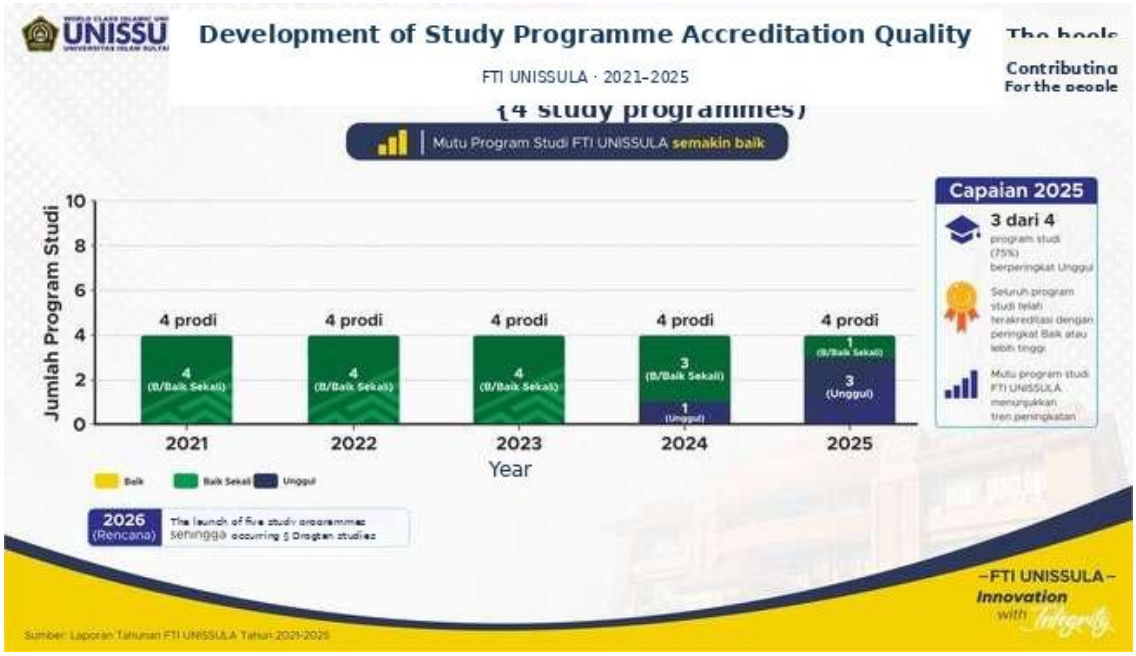

Figure 1.6 Total number of study programmes ranked by the FTI UNISSULA 2021–2025

Figure 1.6 shows that the quality of the FTI UNISSULA study programmes has improved during 2021–2025.

These developments indicate a trend towards improving academic quality. Therefore, the period 2025–2029 is directed towards a strategy to maintain the Graduate degree programmes, raise the ranking of non-Graduate degree programmes, as well as ensure that the new degree programmes formed in 2026 can develop with good quality standards.The Commission shall adopt delegated acts in accordance with Article 21 of Regulation (EU) No 182/2011 and in accordance with Article 21 thereof.

The consolidation of data reaching 2020–2024 is an important basis for ensuring consistency in the translation of strategies into practice at FTI UNISSULA. The focus of analysis is on resolving differences in definitions, sources, periods, and data owners before numbers are used as a basis for decision-making. Analysis also needs to link policy, human resource capacity, academic processes, technology, financing, and user experience in a clear-cause relationship. Musyawarah became the foundation in resolving the differences between units and system owners, while socialization ensured that data was used to improve services, allocate resources, and improve academic quality, rather than merely meeting reporting needs.

Consolidation is carried out through four stages. The first stage is an inventory of all indicators, systems, source tables, data owners, updating frequencies, and their calculation rules. The second stage is reconciliation to identify duplication, missing data, differences in definitions, and period inconsistencies. The third stage is validation by data owners and quality assurance functions using primary sources as well as supporting documents. The fourth stage is institutional through data dictionaries, unique object codes, reference source hierarchies, approval procedures, version controls, and faculty dashboards.

Minimum evidence to be available includes dictionaries and operational definitions of indicators, a list of primary sources, as well as data on reconciliation results from PDDIKTI, SISTER, academic systems, finance, research, PkM, tracer studies, and cooperation. Each data must include the identity of the object, year or semester, date of data limit, unit owner, validation status, history of change, and approval documents.

The quality assurance function of FTI UNISSULA together with the data owner needs to perform risk-based analysis. Periodic reviews are used to identify deviations, delays in updating, and barriers to integration, while annual evaluations assess completeness, accuracy, consistency, timeliness, and data utilisation. Control priorities are given to data used in target setting, accreditation, external reporting, budgeting, and strategic decision-making.

The main risks include double reporting, selection of the most profitable numbers, use of data before validation, changes in definitions without recording, and dependence on certain personnel. Controls should prevent pseudo-compliance, i.e. a condition when the report appears complete but data is inconsistent or untraceable. Consolidation success is characterised by the availability of a verified initial condition of FTI UNISSULA, reduced inter-platform differences, increased reporting timeliness, and the availability of audit traces from aggregate numbers to their source. Thus, the 2020–2024 primary achievement data can be a valid basis for setting priorities, targets, resources, and control requirements for FTI UNISSULA 2025–2029.

Analysis of the results of the study

The 2025 quality evaluation of targets in the UNISSULA FTI needs to ensure that there is a firm separation between initial conditions, targets, realization, and projections. The initial condition describes the position of UNISSULA FTI at a given data limit date, indicating the level of performance to be achieved, whereas realization is a verified actual achievement. The separation is important so that the Strategic Plan document does not mix between factual conditions and performance ambitions and allows any changes in achievement to be traced objectively. Each target needs to be equipped with an operational definition, unit, formula, measurement, data source, liability, measurement period, resource need, and evidence of achievement.

The early 2025 conditions need to describe the position of FTI UNISSULA on the basis of verified data. A total of 4 study programmes, 1,566 active students, 41 teaching lecturers with 2 of them having the title of professors, serve as the basis for reading the faculty's capacity and initial position. In addition, 39 collaboration data are maintained according to the definition and coverage of its data sources and not directly equated with the number of collaboration documents, collaboration activities, or number of unique partners. The scale and characteristics of FTI UNISSULA demand adequate human resources, quality of learning, means and infrastructure, digital services, financing, as well as a coordinated quality assurance system. Therefore, the increase in student capacity cannot be seen sufficiently from the growth of numbers, but needs to be converted into an increase in the quality of academic services, productivity, scientific collaboration, and the benefits that can be traced.

The FTI profile indicator UNISSULA has different units, definitions, and coverage. The figures on the Figure 1.7 label are used to read faculty profiles according to each indicator and bar height are not used as a basis for direct comparison between indicators having different units. The assessment of changes is done through a series of time periods of each indicator separately or using an index with a clearly stated base year. Thus, targets, realizations, number of unique people, number of activities, and accumulated data remain treated as separate categories so that there is no confusion in reading the achievement of the FTI UNISSULA.

The quality of the target is determined by its relevance to the strategic issues of FTI UNISSULA as well as the faculty's ability to control the factors affecting its achievement. The target number of study programmes, for example, needs to be read along with the quality of accreditation, the adequacy and qualifications of lecturers, the relevance of the curriculum, student orientation, as well as the sustainability of funding. The target number of students needs to be associated with retention, study success, student to faculty ratio, student satisfaction, and graduate outcomes.

Islamic Academic Culture provides an ethical foundation in the definition and evaluation of FTI targets UNISSULA. Trust values demand the use of authentic data as well as accountability for each achievement. Justice values ensure that targets and resources are distributed taking into account the needs and gaps between units. Hisan values encourage performance achievement that does not stop at compliance but leads to continuous improvement in quality.

Target setting needs to be done through joint formulation between FTI leaders UNISSULA, process owner units, data owners, study programmes, and related support units. Each faculty target needs to be translated into each unit's contribution, implementation schedule, funding needs, intermediate indicators, as well as annual checkpoints. Capacity-enhancing targets should be accompanied by clear interventions, such as recruitment and faculty development, strengthening of information systems, improvement of academic processes, improvement of learning facilities, strengthening research and publication, as well as the need for partnerships. Thus, the target does not stop as a normative number, but becomes part of a blueprint for changes that can be implemented, monitored, and evaluated.

Minimum evidence in target management includes target setting documents, verified initial conditions, indicator dictionaries, primary data sources, calculation formulas, data deadlines, data owner approval, periodic realization, deviation analysis, and follow-up. UPM together with data owner units and quality assurance functions need to conduct risk-based analysis to ensure data reliability and effectiveness in achieving targets. Periodic surveys are used to monitor developments and obstacles, while annual evaluations assess the level of achievability, effectiveness of interventions, efficiency of resource use, as well as the need for corrective action. Management also needs to ensure that data used in annual reports, academic systems, PDDICTI, SISTERs, research systems, collaborative systems, and financial reports use period definitions and consistent measurements.

The main risks in setting and evaluating the FTI's UNISSULA targets include setting targets without the basis of adequate initial conditions, changing the source, double counting, using activity indicators as a measure of results, as well as reducing targets due to implementation delays. If the achievement is lower than the target, the FTI does not immediately lower or change the target, but first needs to investigate data validity, root of the problem, quality of programme design, leadership support, executive capacity, and funding adequacy.

The quality of FTI UNISSULA targeting is ultimately characterised by a clear separation between initial conditions, targets, and realization as well as the reliance of each number on an authentic data source. A total of 4 study programmes, 1,566 active students, 41 faculty members with 2 of them holding the title of professors, form the basis in determining priorities and allocation of faculty resources. Meanwhile, collaborative data is used according to the coverage and definition of each source until the reconciliation process regarding documents, active status, activities, and unique partners can be completed.

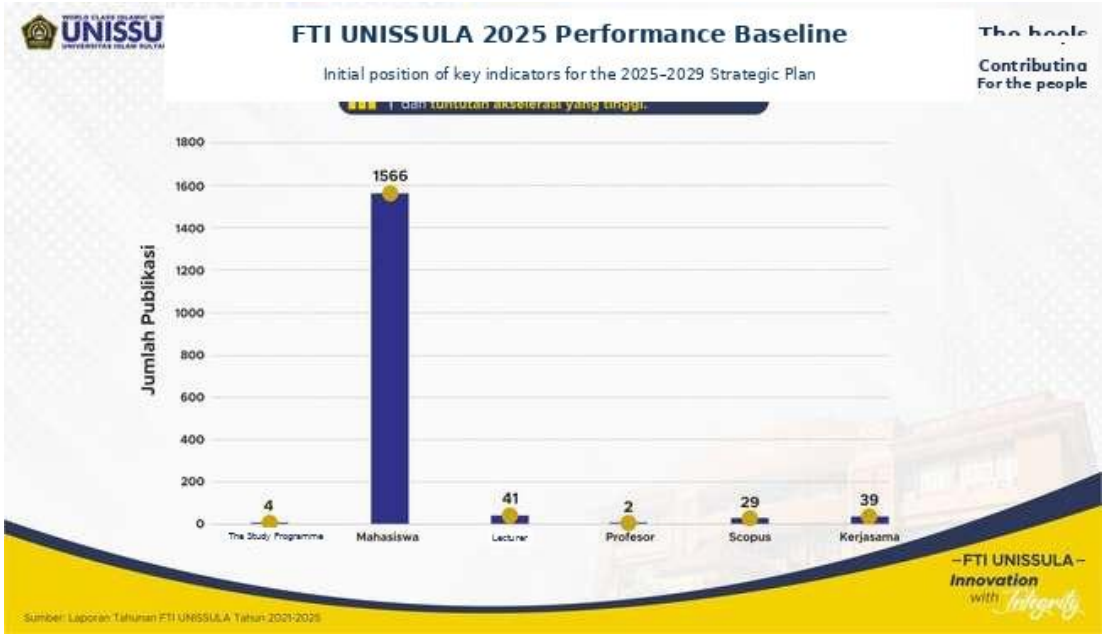

Figure 1.7 Early performance conditions of the UNISSULA in 2025

Analysis of the OBE curriculum and the achievements of the CPL

The Outcome-Based Education (OBE) curriculum needs to be positioned as a learning quality management system that ensures that students truly master the established competencies. The OBE is not sufficiently proven through the availability of curriculum documents, the CPL matrix, or the Semester Learning Plan (RPS), but must demonstrate a consistent link between graduate profile, Graduate Learning Achievement (CPL), College Learning Achievement (CPMK), study materials, learning methods, assessment, learning outcomes achievement, and sustainable improvement. The direction is in line with Strategic Plan UNISSULA which places the implementation of OBE, the STEAM approach, inclusive and flexible learning, as well as digital transformation as part of the development of higher education period 2025–2029.

The initial condition evaluation showed that the six Rector's Reports 2021–2025 did not provide a consistent set of data on the percentage of study programmes that had closed the OBECPL cycle fully. Historical data also did not uniformly show the number of study programmes that had measured the CPL, used measurement results to improve learning, and proved improvements in achievement over time.

Substantively, the application of OBE should begin from alignment of the CPL with the vision and mission of the college, the National Qualifications Framework of Indonesia, the needs of the world of work, the scientific vision of the study programme, the graduate profile, as well as the development of science and technology. The CPL should also be periodically updated and compiled with the involvement of internal and external stakeholders. The accreditation instrument places such alignment as an important element to prove that the CPL not only meets the formal requirements, but also is relevant to the needs of the profession, graduate users, scientific associations, and development of the field of science.

The CPL's relationship to the curriculum should be traced through a contribution matrix that shows the course, study material, CPMK, learning methods, assessing form, and level of each course's contribution to the CPL. The matrix should be used in the preparation of the RPS and not merely as an attachment to the curriculum. Each CPMK should be traceable to the supported CPL, while each CPL should have adequate course coverage and assessing evidence.

The measurement of CPL achievement should use direct and indirect evidence. Direct evidence can be examinations, projects, internships, portfolios, final assignments, job samples, or student products evaluated using rubrics. Indirect evidence can come from student surveys, alumni, graduate users, and evaluations of learning experiences. The study programme needs to set achievement thresholds, the method of aggregating CPMK results into CPLs, the measurement period, student population, as well as treatment of incomplete data.

The accreditation instrument also emphasizes that the monitoring and evaluation of CPLs must be supported by valid instruments, relevant methods, the use of assessment results for improvement, as well as evidence of improvement of CPLs over time. Therefore, the success of the OBE is not sufficiently demonstrated by the overlapping of measurements. The study programme must prove the existence of a closed cycle: the CPL results are analysed, the causes of gaps identified, remedial action is established, the implementation and completion time are determined, then the effectiveness of the improvement is measured in the following period.

The implementation of the OBE agenda needs to be done in a phased manner. The consolidation stage is directed at policy-making, operational definitions, document standards, measurement formulas, and data owners. The acceleration stage extends the implementation across the curriculum through lecturer training, curriculum mapping accompaniment, rubric development, and information system support. The recognition stage tests the quality of implementation through internal audits, accreditation, benchmarking, and input from graduate users. The sustainability stage ensures that the results of CPL measurements become a regular part of curriculum evaluation, programme planning, budgeting, lecturer development, and quality assurance systems.

The Islamic Academic Culture provides ethical direction in the implementation of OBE. Trust is realized through authentic, transparent, and accountable assessment. Justice demands equal learning opportunities, support, and assessment for all students, including students with special needs. It encourages a quality of learning that goes beyond minimum administrative fulfilment. The award ensures the involvement of lecturers, students, alumni, graduate users, professional associations, and partners in curriculum evaluation.

Minimum evidence to be available includes curriculum documents, graduate profiles, CPL and CPMK formulas, CPL matrix, CPL matrix, RPS, assessment rubrics, student work samples, CPL measurement recaps, gap analysis, evaluation event news, and improvement plans. Accreditation instruments also require the availability of RPS containing learning objectives, achievement strategies, assessment methods, periodic review, and access for students.

Each proof needs to have the identity of the study programme, coursework, student, academic period, data deadline dates, document versions, primary sources, data owners, and trace changes. The digital system needs to allow tracing from student scores to CPMK, CPL, and improvement decisions. UPM together with faculty, study programmes, and data owners conduct risk-based audits to assess mapping completeness, assessment validity, formula consistency, CPL achievability, and follow-up effectiveness.

The key indicators to be built include the percentage of study programmes that have a complete OBE curriculum; the percentage of courses that have a CPLCPMK mapping and valid rubrics; the percentage of CPLs that reach the threshold; the percentage of study programmes that perform an achievement analysis each year; and the percentage of improvement actions that are completed and proven effective.

The success of this agenda is characterised when the quality of learning is no longer judged primarily by the completion of the document or the implementation of the curriculum, but by the students' truly mastered abilities and the improvement that can be demonstrated over time. The target can only be adjusted after the university examines the validity of the data, the root of the problem, the quality of the curriculum design, the capacity of lecturers, the effectiveness of the assessment, technology support, and the adequate funding.

This is the main reason why the Commission has decided to adopt a proposal for a directive on the approximation of the laws of the Member States.

The integration of the approach to Science, Technology, Engineering, Arts, and Mathematics (STEAM) needs to be placed as a strategy for the development of learning, research, and innovation across disciplines that is oriented towards solving real problems. STEAM is not sufficiently realized through the inclusion of terms in the curriculum or the organisation of joint interfaculty activities. Its implementation should show a link between the problems faced by society, cross-field competence, the process of solution design, testing, ethical reflection, and the utilisation of results. The direction is in line with Strategic Plan UNISSULA 2025–2029 which places OBE, STEAM, inclusive and flexible learning, digital transformation, as well as tridarma as an influential part of the university's change agenda.

Early 2025 conditions suggest that UNISSULA manages 50 study programmes across 13 faculties. The portfolio can be mapped into at least five major areas, namely health; engineering and science; economics and business; social and humanities; and seismology. This diversity is the institutional capital for forming a cross-disciplinary team. However, the number of study programmes and faculties has not in itself proven the integration of STEAM.

The Islamic Academic Culture provides an ethical orientation towards the application of STEAM. Trust is realized through the use of authentic data, clear sharing of responsibility, and accountability for the impact of solutions. Justice demands that technology and innovation be accessible to diverse groups of users, including vulnerable groups and people with disabilities. Equality encourages design quality that goes beyond minimum administrative fulfilment. Competition is realized through the involvement of lecturers, students, academic staff, partners, governments, industry, and the public in the formulation and testing of solutions.

Implementation of STEAM integration needs to begin with the setting of standards and an initial condition audit. The audit includes mapping of courses that have used cross-disciplinary projects, lecturer competencies, research groups, laboratories, digital facilities, partner networks, as well as issues that are relevant to community needs.

The consolidation stage is directed at the development of guidelines, operational definitions, learning models, coordination mechanisms, and assessment rubrics. The sample stage tests projects on a programme of study or faculty with high readiness. The acceleration stage expands upon practices that have proven effective through training, funding, the use of shared facilities, and integration into the curriculum. The recognition stage tests quality through partners, users, competition, accreditation, or scientific dissemination. The sustainability stage incorporates STEAM practices into routine financing, lecturer development, curriculum evaluation, and the quality assurance cycle.

Each STEAM project must begin with a clear problem formulation and supported by evidence of user needs. Teams need to establish the contributions of each discipline, the CPL and CPMK developed, the responsibilities of the members, the schedule, the resources, as well as the success criteria. The learning process at least includes problem identification, context analysis, alternative design, prototyping or model making, user co-testing, improvement, and reflection.

Minimum evidence includes RPS, problem formulation, user needs data, cross-disciplinary team composition, CPLCPMK contribution matrix, process logs, appraisal rubrics, prototypes or products, user test results, student reflections, partner feedback, and improvement plans. Each evidence must have project identity, the study programme involved, the period of implementation, primary data sources, the responsible, document versions, and trace of changes. UPM along with faculty, study programmes, P4M, and related units need to conduct risk-based analysis to ensure the project's compliance with the curriculum, quality of assessment, user protection, technological feasibility, and sustainability of results.

The main risks include collaboration that is only ceremonial in nature, dominance of one discipline, ambiguity of member contributions, the use of a project as a substitute for learning without valid assessment, as well as measurement of success based on the number of activities. Other risks are untested prototypes, problems that do not stem from user needs, and results that stop after the activity is completed.

The success of STEAM integration is characterised when students are able to combine cross-disciplinary knowledge to analyse problems, design solutions, communicate, collaborate, and account for the consequences of decisions. The indicators that need to be developed include the percentage of study programmes that have STEAM-based learning, the number of cross-faculty projects, CPL achievements related to problem solving and creativity, the percentage of prototypes tested by users, partner satisfaction, as well as the number of outcomes that are continued into research, SMEs, intellectual property, or innovation. With this framework, the portfolio of 50 programmes at 13 faculties not only becomes institutional in scale, but becomes the capital to produce scientific, inclusive, responsible, and inclusion-oriented cross-disciplinary solutions.

Actively and authentically learning

Active and authentic learning needs to be placed as a key strategy to ensure that the growth of the scale of educational services is continually accompanied by the quality of student learning experience. This approach is not sufficiently realized through the use of case methods, team-based learning, or project-based learning administratively in the Semester Learning Plan. Its implementation should encourage students to analyse real issues, integrate knowledge, make evidence-based decisions, produce work or solutions, receive feedback, as well as reflect on the learning process and outcomes. This direction is consistent with Strategic Plan's commitment to OBE, STEAM, inclusive and flexible learning, digital transformation, and graduate quality improvement.

Active students UNISSULA numbered 17,617 in 2021, 16,633 in 2022, 17,354 in 2023, 20,997 in 2024, and 22,682 in 2025. Annual changes included a decrease of 984 students (5.6%) in 2022, an increase of 721 (4.3%) in 2023, an increase of 3,643 (21.0%) in 2024, and an increase of 1,685 (8.0%) in 2025.

The year-on-year change shows three phases of development. In 2022 there was a decrease of 984 students or 5.6% compared to 2021. In 2023 the number of students returned increased by 721 students or 4.3%. The strongest acceleration occurred in 2024 with an additional 3,643 students or 21.0%, then continued in 2025 with an additional 2,943 students or 14.0%.

Active student growth expands the scope of education UNISSULA, but also increases the risk of declining interaction intensity, feedback quality, student engagement, and assessing validity. This challenge is becoming increasingly important as student growth is also followed by changes in student-to-faculty ratio, from about 1:30 in 2022–2023 to 1:33 in 2024 and 1:35.4 in 2025.

Therefore, the expansion of active learning is not measured sufficiently based on the number of courses using case or project methods. Evaluation must assess the quality of its application. The case used must be relevant to the CPL and CPMK, have a complexity appropriate to the educational context, and be supported by adequate data and context. The project must produce an external evaluation, such as a draft, analysis, prototype, recommendation, professional report, communication product, or solution for partners. Team-based learning must also have a division of responsibilities, coordination mechanisms, log contributions, individual assessment, and equivalent assessment so that student achievement is not only determined by group outcomes.

Authentic learning needs to connect the classroom with the professional, industry, government, community, school, healthcare facilities, and community environments. Partners are not only placed as topic speakers, but can be involved in problem formulation, needs validation, feedback, and evaluation of outcome applicability. However, partner engagement must remain under academic control. Lecturers are responsible for ensuring that problems, methods, workloads, outcomes, and assessment instruments comply with CPL, academic standards, ethics, security, and student ability.

The Islamic Academic Culture provides an ethical orientation in the implementation of active learning. Trust is realized through academic honesty, accountable task sharing, and the correct use of data. Justice demands proportional group burden sharing, equal access to learning resources, as well as accommodation for students in need of support. It encourages the quality of work that goes beyond the completion of minimum tasks. Musyawarah is realized through discussion, joint decision-making, peer feedback, and user engagement.

Implementation needs to be implemented gradually and risk-based. The first stage is the consolidation of policies, learning standards, operational definitions, and quality rubrics. The second stage is the mapping of courses that are appropriate for case methods, team-based learning, or project-based learning. The third stage is the strengthening of faculty competence in facilitation, task design, authentic assessment, feedback, and use of technology. The fourth stage is the implementation of samples on ready-made units, accompanied by evaluation of student experience and quality of results.

Technological support needs to be used to maintain quality in classrooms with large numbers of students. Digital learning systems can facilitate case distribution, group formation, contribution recording, portfolio collection, feedback, peer review, and engagement analytics. However, technology should not replace lecturer academic considerations. The use of automation and artificial intelligence must always pay attention to the originality of the work, data privacy, transparency of use, potential bias, and student responsibility for the results delivered.

Minimum evidence to be available includes RPS, case formulations or problems, affiliation with CPL and CPMK, team composition, rubrics, student contribution logs, presentation results, products or portfolios, faculty and partner feedback, individual assessments, student evaluations, as well as CPMK achievement analysis. The accreditation instrument also requires evidence that the learning method is in line with planned achievement, the process is monitored, and the monitoring results are followed.

Result indicators need to be distinguished from activity indicators. Activity indicators can include the percentage of lecturers applying case or project methods. Process indicators include the percentage of RPS who have authentic rubrics, timeliness of feedback, student engagement, and completeness of individual assessments. Outcome indicators include CPMK achievement, improved critical thinking ability, problem solving, creativity, collaboration, communication, and product quality. Risk indicators can include oversized class sizes, group contribution inequality, feedback delays, violations of academic integrity, faculty or facility limitations.

Active and authentic learning success was ultimately characterised when student growth from 17,617 in 2021 to 22,682 in 2025 continued to be accompanied by meaningful learning interactions, accurate assessments, timely feedback, and demonstrable competency achievement. Thus, the improvement of service scale does not lower learning quality, but becomes the basis for expanding relevant, inclusive, responsible learning experiences, and preparing students for professional and social issues.

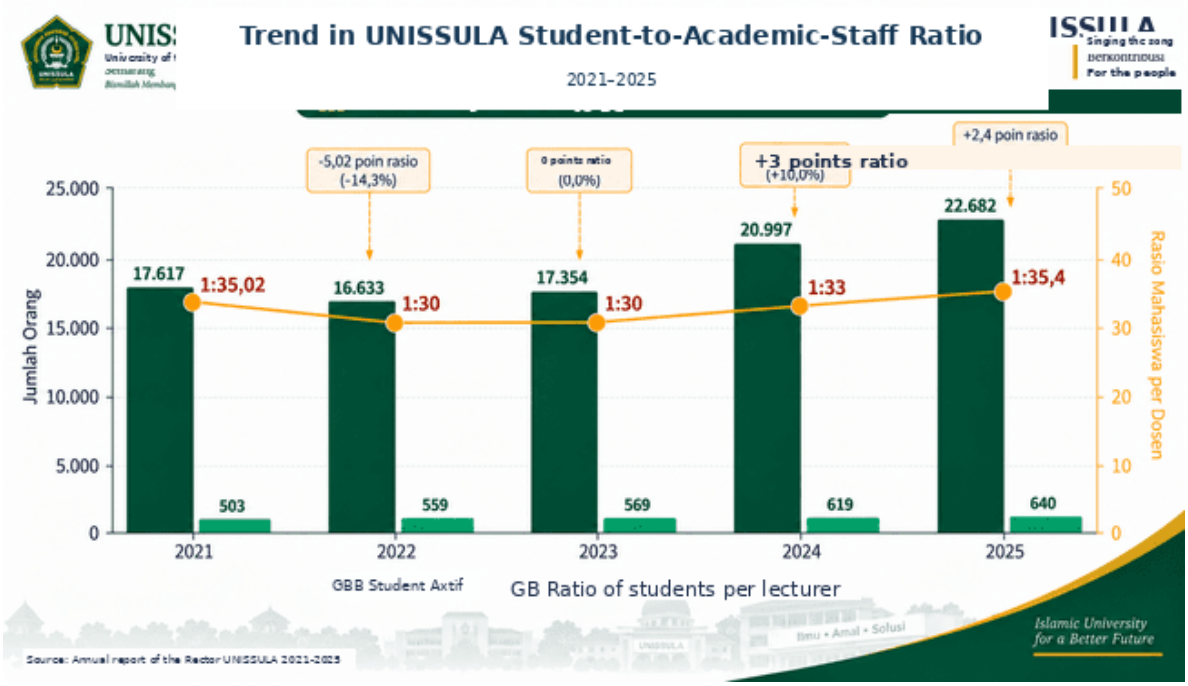

Figure 1.8 Active student development UNISSULA 2021–2025

The European Commission has also adopted a number of proposals for a new framework for research and innovation.

The digital learning ecosystem at FTI UNISSULA needs to be placed as an integrated system linking academic policy, technology, human resource competence, learning design, assessment, user support, data security, and quality assurance. The Learning Management System (LMS) should not function sufficiently as a place to upload textbooks, but should be a learning space that facilitates faculty interaction, discussion, formative and summative assessment, feedback, learning progress monitoring, as well as documentation of CPMK and CPL achievement in each FTI study programme. In line with Strategic Plan UNISSULA 2025–2029, digital transformation and artificial intelligence are placed as a hub for learning, research, administration, data management, and decision-making at the faculty level, which must be implemented safely, transparently, responsibly, and ethically.

At the university level, digital visibility measured through Webometrics rankings showed a fairly significant improvement throughout 2021–2025, although it did not occur linearly and experienced a decline in a given year before improving again. Digital visibility UNISSULA in general has strengthened to rank 31 in 2025 has far better than the ranking 94 in 2021.

Webometrics ratings can be used as an external indicator of the visibility and accessibility of an institution's web ecosystem, but cannot be used as direct evidence of LMS quality or digital learning quality. Improved ratings do not automatically indicate that the entire course has a complete module, lecturers provide timely feedback, students interact actively, digital assessments are correct, or CPL achievement is increasing. Therefore, Webometrics data needs to be paired with internal indicators that directly measure learning quality and continuity.

FTI itself needs to develop indicators of digital visibility and maturity at its own level, such as completeness of the study programme pages, openness of lecturer and student scientific work on repositories, as well as updating academic information, as a complement to the university-level Webometrics indicator.

The 2023 inventory containing at least 24 systems or information modules indicates that UNISSULA has a broad digital landscape. However, the number of systems does not immediately indicate consistency. Many applications without an integration architecture are at risk of causing data repetition, different user identities, reporting asynchronousness, administrative burdens, as well as inconsistent user experiences. Therefore, inventory should be continued with function mapping, system owners, users, data relevance, security status, maintenance costs, usage rates, and each system's contribution to academic goals.

The inventory of digital information systems and modules managed by UNISSULA indicates that universities have a broad digital landscape, and FTI is one of the main users of most of these systems. However, the large number of applications without a clearly integrated architecture risks resulting in data repetition, different user identities, reporting asynchronousness, administrative burdens, as well as inconsistent user experiences at the faculty and programme levels.

The Islamic Academic Culture provides an ethical orientation in the development of the digital ecosystem. Trust is realized through material validity, academic honesty, data protection, and accountability clarity. Justice demands equal access to devices, connections, teaching materials, assistive technologies, and learning support. It encourages the quality of digital content and services that goes beyond administrative fulfilment.

Implementation needs to begin with an initial condition audit that covers all courses and study programmes in the FTI environment, as well as the digital platform used. The audit assesses the level of LMS use, RPS and module completeness, material availability, interaction activity, assessing use, feedback times, accessibility, and user satisfaction. The audit results are used to group the courses into inactive, administratively active, functionally active, and quality categories, so that interventions can be tailored to the needs of each study programme, rather than simply set through a 100% LMS use target.

The consolidation phase includes policy development, quality standards, data dictionaries, user identity integration, as well as system and data ownership designation. The capacity-building phase is directed to faculty competence in digital learning design, content production, authentic assessing, and the use of learning analytics. The acceleration phase expands proven effective practices through technical support, material repositories, and financing. The sustainability phase ensures digital learning becomes a routine part of curriculum evaluation, lecturer development, budgeting, and PPEPP cycles at FTI.

Minimum evidence to be available includes user logs, active course lists, module completion, discussion activities, assessment execution, feedback times, student engagement analytics, and user survey results. Each data must have an operational definition, object identity, measurement period, data limit date, primary source, data owner, validation status, and trace of change, so that it can be traced from activity on the LMS to course, CPMK, CPL, and learning improvement decisions.

Process indicators may include the percentage of courses active on LMS, the percentage of courses with complete modules, the intensity of interaction, and the timeliness of feedback. The resulting indicators include CPMK and CPL achievement, increased student engagement, user satisfaction, and learning continuity. The technology indicators include system availability, disruption recovery time, data integration, accessibility, and security.

The main risks of this agenda are the use of LMS that ceases to function as material storage, fragmentation of the system, inequality of digital competences of lecturers, limitations of student access, and measurement of success based on the number of activities. Other risks are the use of analytical or artificial intelligence without protection of privacy, transparency, and human supervision.

The success of the digital learning ecosystem at FTI is ultimately characterised not only by improved digital visibility at the university level, but by the availability of complete, inclusive, secure, and integrated digital learning in each FTI study programme. These achievements must be seen in the quality of interaction, speed of feedback, competence achievement, user satisfaction, continuity of service, and faculty ability to maintain learning quality in face-to-face, online, mixed, and hybrid modes.

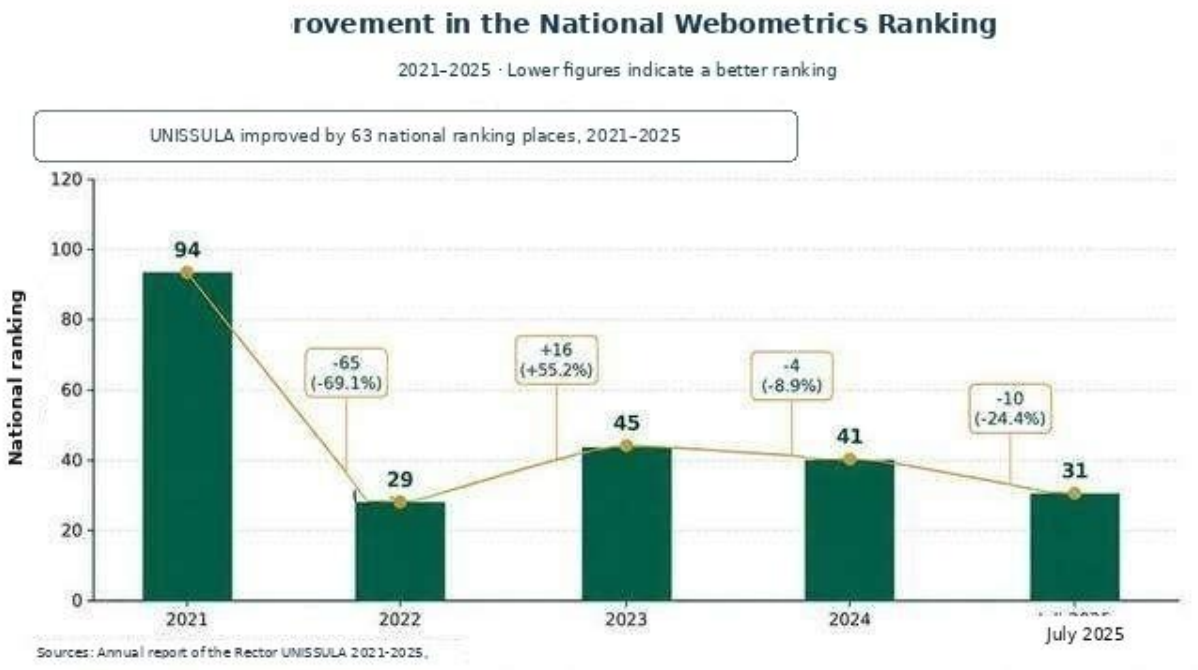

Figure 1.9 Improvement of the national Webometrics ranking

The use of AI in education

The use of artificial intelligence or artificial intelligence (AI) in education needs to be placed as part of an academic transformation linking Islamic identity, improved learning quality, advancement of science and technology, as well as the needs of students and stakeholders. AI is not positioned as a substitute for lecturing or academic processes, but as a supporting tool for learning personalization, simulation, academic assistance, learning analytics, teaching material development, and formative assessment. Each use must remain under human supervision, have clear learning objectives, and be accountable academically and ethically. The Faculty of Industrial Technology has placed digital transformation and AI at the forefront of learning, research, administration, data management, and decision-making that must be developed responsibly, securely, transparently, and in line with Islamic ethics, data protection, and academic integrity.

The initial condition audit should be the first step. The audit should at least map out the number of lecturers, academics, students, study programmes, and lectures using AI; the purpose of its use; the applications or models used; the types of data being processed; the mechanisms of human supervision; as well as the benefits and risks. Each use case should be grouped according to the level of risk. The use for the search for ideas or preparation of exercises has different characteristics from the use of AI for assessment, academic recommendation, detection of violations, or processing of personal data.

The Islamic Academic Culture provides an ethical foundation for the use of AI. Trust is realized through openness to AI use, external validation, data protection, and human decision-making accountability. Justice demands that technology does not create discrimination, bias, or access gaps for students with different economic, social, cultural, language, or special needs. It encourages the use of AI to improve learning quality, rather than just accelerate job completion. Trust is realized through the involvement of lecturers, students, academic staff, technologists, data owners, and stakeholders in policy making.

AI governance needs to regulate permissible, restricted, and prohibited uses. The policy at least includes an obligation to disclose the use of AI, personal data protection, information security, intellectual property rights, external validation, resource use, human supervision, record storage, application procurement, service provider management, as well as incident handling. Academic decisions that directly impact student status, grades, approvals, sanctions, or rights to access services should not be entirely handed over to automated systems. Lecturers and academic officials remain responsible for final decisions, including when initial recommendations are generated by AI.

The integration of AI in learning should be explicitly brought down into the curriculum and the Semester Learning Plan. The study programme should define the relationship of its use with graduate profiles, CPLs, CPMKs, learning methods, and assessments. The RPS should explain activities that allow AI use, the forms of mandatory use to be reported, the externals to be verified by students, as well as the assessment criteria. The assessment design should also be updated to remain capable of measuring individual competence. Assessments can combine written products, presentations, demonstrations, reflections on processes, oral questions, explanations of decisions so that students not only submit the externals that the system produces, but can prove their understanding and academic responsibility.

The implementation of the agenda is done in a phased manner. The consolidation phase includes initial condition audit, policy preparation, risk classification, data standards, and process owner designation. The pilot phase tests use cases on high-readiness courses or units, accompanied by measurement of learning outcomes and risks. The acceleration phase expands on proven useful practices through training, accompaniment, infrastructure provision, and funding support. The validation phase tests quality through audits, ethics review, user input, and comparison with external practices. The sustainability phase integrates the use of AI into curriculum evaluation, lecturer development, budgeting, risk management, and the PPEPP cycle.

Developing human capacity is a key requirement. Lecturers need to have competence in compiling instruction, checking external accuracy, recognizing bias and misinformation, designing assays that are resistant to abuse, and guiding students to use AI critically. Students need to master AI literacy, use ethics, information verification, citation or disclosure of use, data protection, and responsibility for the work submitted. Educational staff require competence according to the function of the service, while data managers and owners must understand the risks of automated decision-making, information security, and the governance of technology providers.

Minimum evidence to be available includes policies and areas of use of AI, use case registers, risk assessment, data owner approval, user notification, human monitoring record, bias assessment, external validation records, incident reports, learning outcomes, user satisfaction, and follow-up documentation. Each evidence must have the identity of the unit, application or model used, the version of the system, purpose of use, data category, period, date of data limitation, responsibility, validation status, and trace of change.

The indicators of AI utilisation need to include the dimensions of coverage, quality, outcomes, and risks. The indicators of coverage can be the percentage of study programmes that have AI guidelines, the percentage of lecturers and students who have taken training, as well as the number of courses with documented AI integration. The process indicators include the percentage of use cases that have gone through risk assessment, the level of compliance with disclosures of use, and the percentage of outcomes that go through human verification. The result indicators include increased CPMK accessibility, quality of feedback, service efficiency, and user satisfaction. The risk indicators include the number of privacy incidents, violations of academic integrity, bias, inaccurate outcomes, user objections, and cases of automated decision-making without adequate oversight.

The main risks include excessive dependence, impaired independent thinking, plagiarism, misinformation, algorithmic bias, data leakage, copyright infringement, inequality of access, and dependence on a particular provider. The use of generative AI can also result in answers that seem convincing but are not supported by the right sources. Therefore, every important outcome must be verified, every use of personal data must have a clear basis and purpose, and every high-risk decision must obtain a human review. The system must also provide mechanisms for complaints, corrections, and discontinuation of use when risk cannot be controlled.

LP3M together with academic fields, information technology units, study programmes, data owners, and quality assurance functions need to conduct periodic risk-based reviews. The reviews are used to assess the effectiveness of use cases, learning outcomes achievability, adequacy of supervision, compliance with policies, impact on user groups, and need for corrective action. When progress is slow, universities do not immediately lower targets, but rather investigate the root causes of problems, policy readiness, user competence, design quality, infrastructure, security, and funding support.

The success of the use of AI in education is ultimately not measured solely by the number of applications, users, or courses that use it. Success is characterised when AI improves the quality of learning, accelerates feedback, expands access, supports personalization, and strengthens decision-making without reducing human role, academic integrity, privacy, fairness, and originality of work. Thus, an early 2025 condition audit forms the basis for building a measurable, safe, inclusive, and AI-compliant use during the Strategic Plan 2025-2029 period.

The Commission has also adopted a proposal for a directive on the protection of workers' rights and the protection of the environment.

The flexibility of the learning pathway needs to be placed as an academic architecture that gives students the option to achieve Graduate Learning Achievement (CPL) through diverse pathways, modes, times, and learning experiences without reducing quality standards. These flexibilities include Ramped Learning Recognition (RPL), micro credentials, cross-programme learning, mixed or hybrid learning, academic mobility, professional experience recognition, as well as accelerated pathways for students who meet the requirements. This direction is consistent with the Faculty of Industrial Technology 2025–2029's Strategic Plan which places inclusive and flexible learning, services for students with disabilities, and accelerated learning for students achieving education as part of the transformation.

Flexibility should not be understood as a relaxation of academic standards. Each pathway must guarantee equality of achievement, clarity of learning load, validity of assays, credit reliability, and consistency of transcripts. Face-to-face, distance learning, and a combination of the two must still bring about interaction between lecturers, students, and documented learning resources. Accreditation instruments also require proof of compatibility of learning methods with CPLs as well as facilitation of learning outside the study programme with verifiable learning load. Thus, students can take different pathways, but proven final competence must remain equal.

The development of each pathway should begin with a policy governing the requirements of participants, the assessment mechanism, the credits that can be recognised, the conversion process, the duration of studies, financing, accompaniment, the appeal mechanism, as well as the recording on transcripts and academic systems. In the RPL, the recognition decision should not be based solely on long experience, but on evidence that the applicant has mastered competence equivalent to the CPL or CPMK. Evidence may be a portfolio, certificate, work product, competence test results, interviews, demonstrations, or other valid assessment. The evaluator must have relevant competence and no conflict of interest.

Micro credentials need to be designed as a learning unit that has achievements, learning burdens, assessments, publishers, validity times, and clear quality assurance mechanisms. Micro credentials should not stop as a certificate of attendance. Admission into the curriculum should be based on mapping to CPL, equality of learning burdens, and assessment results. Cross-curriculum learning should also be regulated through agreement on the subject matter to be taken, prerequisites, classroom capacity, value recognition, academic guidance, as well as treatment of differences in calendar and assessment systems.

Mixed and hybrid learning should be designed based on achievement needs, not merely the sharing of encounters between online and luring. The study programme needs to define more effective face-to-face activities, activities that can be performed through LMS, as well as forms of synchronous and asynchronous interaction. The quality of learning is assessed through module completeness, student participation, quality of interaction, timeliness of feedback, material accessibility, CPMK accessibility, and service continuity. Technological support should also consider the availability of devices, connectivity, data security, assistive technology, and technical assistance capacity.

Acceleration pathways need to be given based on a student's academic readiness, not merely a desire to shorten the duration of study. The requirements may include academic achievement, achievement of prerequisite competency, ability to withstand learning burdens, study programme recommendations, and approval of academic mentoring. The implementation should be monitored so that acceleration does not reduce the depth of learning, student health, participation in self-development activities, or quality of the final task.

Islamic Academic Culture provides an ethical basis for the maintenance of learning path flexibility. Trust is realized through authentic assessment, transparency of credit conversion, and accountability of academic decisions. Justice demands equal access, reasonable costs, as well as support for students with different needs, economic conditions, locations, and life stages. It encourages a quality of service that goes beyond the minimum administrative fulfilment.

The implementation of the agenda is carried out in a gradual and risk-based manner. The consolidation stage includes the initial condition audit, policy preparation, the definition of operational definitions, the standardisation of assessments, and the integration of data systems. The sample stage tests RPLs, micro credentials, cross-programme learning, or acceleration paths on ready-made units. The acceleration stage extends proven effective practices through advisory training, system development, funding support, and accompaniment. The recognition stage tests equity and quality through internal audits, accreditation, user input, and external continuity ratios. The phase integrates flexibility into the curriculum, budget planning, academic systems, lecturer development, and PPEPP path cycles.

Minimum evidence includes policies and guidelines, participant lists, assessment results, portfolios, recognition decisions, credit conversion, transcripts, RPS, guidance records, LMS logs, quality evaluation results, CPL achievement, and follow-up. Each data must include student identity, study programme, path type, period, date of data limit, primary source, advisor or decision owner, validation status, and trace of change. Consistent use of student identity is required to trace the relationship between trajectory traveled, credits earned, duration of study, study outcomes, and graduate outcomes.

Coverage indicators can include the number and percentage of study programmes that have flexible pathways, the number of RPL participants, the number of recognized micro credentials, as well as students who take cross-programme learning. Process indicators include assessing timeliness, portfolio completion, credit conversion consistency, guidance completion, and application completion. Outcome indicators include CPL achievement, completion level, duration of study, student satisfaction, and competency relevance. Risk indicators include differences in standards between units, credit recognition without adequate evidence, access inequality, study failure, double enrollment, as well as pathways that are not integrated with the curriculum.

Other risks include policy fragmentation, credit inflation, unequal assessments, dependence on external providers, digital gaps, additional costs, and weak accommodation. LP3M together with academic fields, faculty, study programmes, information technology units, and data owners need to conduct risk-based scrutiny to ensure that each path meets academic standards, provides fair access, and yields demonstrable benefits.

The success of a learning pathway's flexibility is ultimately measured not only by the number of programmes or participants, but by the ability of the university to provide a relevant, affordable, guaranteed choice, and according to the needs and stages of student life.

A.14 Acceleration of student achievements

The acceleration of learning for students achieving at FTI UNISSULA should be placed as a selective academic pathway that allows students to achieve CPL more efficiently without reducing the depth of competence, academic integrity, and student well-being. This pathway should not be treated merely as an award for achievement, but should be based on academic readiness, mastery of prerequisite competence, learning load management ability, academic guidance recommendations, as well as the availability of learning supportin line with Strategic Plan UNISSULA 2025–2029's guidance on inclusive, flexible, adaptive, OBE and STEAM-based education.

At the university level, the achievements of national and international students during 2021–2025 show a dynamic that fluctuates considerably from year to year, with an inconsistent growth pattern. The data, as noted in Strategic Plan UNISSULA, is recorded at the institutional level so that it is not broken down by faculty. FTI therefore needs to start building its own database of student achievements.

Analytically, the fluctuations in achievement from year to year need to be carefully studied before being concluded as a strengthening or decreasing student capacity. Changes in numbers may reflect differences in the number of competitions followed, coaching patterns, funding support, recording systems, or differences in the dates of annual data limits. Therefore, a decline in a given year should not be directly interpreted as a decrease in FTI student capacity before the definition, coverage, and completeness of its reporting is verified.

Performance data can also not be directly used as the number of students eligible to follow the acceleration path. One student can produce more than one achievement, whereas group achievement may involve several students. National or international achievement also does not automatically indicate readiness to take on a higher academic burden. The FTI therefore needs to distinguish between the number of achievement achievements, the number of unique students achieving, the number of students who meet the acceleration criteria, the students who follow the acceleration path, and the students who successfully complete it, so that talent development can be effectively controlled.

Eligibility criteria need to be drafted transparently and consistently across study programmes in an FTI environment, including academic achievement, achievability of prerequisite competence, achievement index, consistency of learning outcomes, ability to accept additional burdens, psychological readiness, and academic guidance recommendations. National and international achievement can be additional indicators for identifying talent, but does not replace academic requirements.

Islamic Academic Culture provides the ethical foundation for the acceleration path in FTI. Trust is realized through objective assessment and accountable decisions. Justice demands the opportunity to follow an open acceleration path based on clear criteria. Ihsan encourages students to maintain academic quality despite following a faster path. Musyawarah is realized through student engagement, mentoring lecturers, and study programmes.

Implementation is carried out in stages: policy setting, eligibility criteria, limits of learning burden, and assessment mechanisms at the FTI level, followed by sampling on study programmes that already have an OBE curriculum, a CPL assessment system, and adequate guidance lecturers. Evaluation is carried out on the basis of CPL achievement, quality of learning outcomes, duration of study, student satisfaction, and risk of failure, before effective practice is extended to other study programmes.

Minimum evidence includes FTI student achievement data, student identity, eligibility criteria, assessment results, study programme approval, study plan, study burden, guidance record, CPMK and CPL achievement, as well as completion or return decisions to the regular track each with an operational definition, period, data deadline, and clear validation status.

Scope indicators include the number of unique students achieving FTI and the number of acceleration pathway participants. Process indicators include assessment and guidance performance. Outcome indicators include reduction in study time, CPL achievement, and student satisfaction. Risk indicators include decreased learning outcomes, withdrawal from acceleration pathways, and overload.

The main risk of this agenda is the evidence-based acceleration decision and the inequality of access between study programmes; UPM together with FTI leaders and study programmes need to review it periodically on a risk-based basis. The success of this agenda is ultimately characterised not only by the number of student achievements, but by FTI's ability to transform those achievements into a system of sustainable, data-reliable talent development, and maintaining the entire CPL for students on the accelerated path.

Chapter I • I.15 Inclusive education

Inclusive education needs to be placed as a system of educational administration that ensures that every student gets equal opportunities to receive, participate, study, follow assessments, use facilities, and complete studies. Inclusion is not sufficiently realized through student admission policies or the provision of specific physical facilities, but must be integrated into curriculum, learning, assessment, information services, campus activities, digital technology, as well as the application mechanism. Strategic Plan Faculty of Industrial Technology has placed inclusive and flexible learning and services for students with disabilities as part of the transformation of the education agenda 2025–2029.

Initial condition audits should at least map out student characteristics, the forms of barriers faced, accommodation needs, availability of facilities, faculty and staff competence, accessibility of digital systems, and the effectiveness of complaint mechanisms. Data should be processed according to relevant groups without causing labeling or discrimination. The collection and use of sensitive data should also follow the principles of consent, confidentiality, access restrictions, and clear usage purposes. The audit results are used to distinguish barriers arising from individual conditions from actual barriers that can be prevented through policy changes, service design, technology, or learning environments.

Islamic Academic Culture provides the ethical foundation for inclusive education. Trust is realized through accountable services and protection of student data. Justice does not always mean providing equal treatment, but providing appropriate support to ensure that every student has an equal opportunity to achieve the CPL. Ihsan encourages quality of service that goes beyond minimum administrative compliance. Musyawarah ensures that students and user groups are involved in the design and evaluation of services.

The application of inclusion needs to begin with the student admissions process. The information of the study programme, requirements, costs, selection pathways, scholarships, facilities, and forms of support should be provided in an easily accessible format. The selection mechanism should assess academic readiness without using disability conditions, economic background, language, culture, or region as a discriminatory reason. Once students are accepted, the university needs to provide a need identification process that maintains confidentiality and allows students to apply for accommodation without stigma and without excessive procedures.

In the learning process, the principles of universal design need to be applied so that materials, activities, and assessments can be used by students with diverse characteristics. Learning materials need to be available in accessible formats, equipped with clear structures, and can be used through assistive devices. Lecturers need to have a choice of methods of delivery, participation, and proof of learning outcomes, while maintaining the equality of CPL and academic standards. Accreditation instruments also emphasize that the learning process must guarantee equal opportunities without distinction between educational, social, economic, cultural, language, admissions pathways, and students' specific needs and be monitored periodically.

Adequate accommodation does not mean lowering standards of competence. Adjustments may be made to material formats, time, communication methods, assessing media, space access, assistive technology, or companion support, as long as the measured core competence remains the same. Each accommodation decision should be based on individual needs, the recommendations of the competent party if necessary, the character of the course, as well as the safety and profession demands.

The consolidation phase includes policy setting, target group definitions, service standards, accommodation submission mechanisms, and process owners. The mapping phase assesses the accessibility of curriculum, space, laboratory, library, scholarship activities, pages, LMS, and administrative services. The capacity-building phase includes faculty and educational staff training, provision of assistive technology, improvement of facilities, as well as development of counselling and academic support.

Minimum evidence must include inclusive education policies, the results of accessibility audits, anonymized student group data, application registers and accommodation fulfilment, evidence of accessibility of digital means and systems, learning materials, lecturer training, retention data, passages, complaints, complaint settlement, as well as student satisfaction.

Inclusion indicators need to include four dimensions: access indicators include student composition by gender, region, economic condition, disability, and admission pathway; process indicators include completion time of accommodation applications, percentage of materials and accessible systems, as well as number of lecturers with inclusive learning competencies; result indicators include retention, CPL achievement, timely passing, satisfaction, and participation in student activity by group; and risk indicators include intergroup achievement gaps, discrimination complaints, inaccessible facilities, support delays, and students who quit their studies due to actual preventable obstacles.

The main risk of inclusive education is formalism, i.e. when universities have policies but students still face obstacles in practice. Other risks include the use of a single form of service for all needs, interunit capacity inequalities, funding constraints, data confidentiality violations, low faculty understanding, and assessment of success based only on the number of activities. LP3M together with academic fields, campuses, study programmes, information technology units, resource management, and quality assurance functions need to conduct risk-based assessments and ensure follow-up is implemented.

Inclusive education success is ultimately characterised when background, economic conditions, region of origin, language, gender, or disability are not a preventable barrier to student success. The target should not be lowered simply because data shows gaps. Universities must first examine the validity of data, the causes of the barrier, the quality of service design, executive capacity, technology accessibility, and funding support. Thus, the early 2025 condition audit becomes the basis for building a fair, high-quality, accessible education, and enabling all students to reach competence and develop their potential optimally.

Analysis of the situation of disabled persons

Services for students with disabilities in FTI UNISSULA should be placed as an integral part of the inclusive education system, rather than incidental additional services. These services guarantee students with disabilities equal opportunities in student admission, learning, assessment, scholarship activities, and administrative services throughout the FTI curriculum, in line with Strategic Plan UNISSULA 2025–2029.

The service approach combines universal design and decent accommodation. Universal design ensures that the physical environment, digital systems, learning materials, and FTI campus services can be used by as many students as possible from the outset. Decent accommodation is provided based on individual needs when general design has not completely eliminated barriers.

The initial condition audit at FTI needed to map the number of students based on the type of needs, study programme, and study stage; demand and form of accommodation; response time; accessibility of spaces, laboratories, libraries, pages, LMS, and administrative systems; faculty and staff competence; as well as student satisfaction levels.

The Islamic Academic Culture provides the ethical foundation for this service. Trust is realized through data protection and proper service fulfilment. Justice demands support as needed. Mercy encourages service quality beyond minimum administrative fulfilment. Musyawarah is realized by involving students in service assessment and evaluation.

Implementation of the agenda is carried out in a gradual and risk-based manner: consolidation of policy and operational definitions, mapping of accessibility, strengthening of faculty and educational capacity, provision of assistive technology, to integration of evaluation results into FTI planning and financing. The study programme needs to ensure that RPS, teaching materials, learning methods, and assessments are accessible to students with different needs, mapped to CPLs and CPMKs so that method adjustments do not reduce core competencies.

Each student in need of support has an individual service plan drawn up with the student, service unit, and study programme, containing a form of barrier, accommodation provided, liability, and evaluation schedule. If an accommodation cannot be provided for safety or essential competence reasons, FTI provides a viable alternative and review mechanism.

Minimum evidence includes FTI disability service policies, accessibility audit results, needs assessments, individual support plans, service demand registers, and service effectiveness evaluations, with student personal information separated from aggregate data for planning. Indicators include coverage (number of students requiring support), process (response time and completion of requests), results (retention, CPL achievement, satisfaction), and risk (delayed requests, complaints of discrimination).

The main risk is the formalism where policies or facilities are available but students still face barriers to their use. UPM together with FTI leaders and study programmes need to conduct periodic risk-based assessments, not only checking the availability of facilities but also the usability and satisfaction of their users.

BACKGROUND CHAPTER I • I.17 Student welfare and retention

Student well-being and retention need to be placed as an academic and non-academic support system that ensures students can participate meaningfully, maintain the sustainability of their studies, and complete education according to their respective potential and conditions. This agenda is not sufficiently realized through the provision of counselling, scholarship, or guidance services separately. Universities need to integrate academic policy, scholarship services, health support, financial assistance, academic guidance, digital systems, and case management mechanisms into one control framework. These directions are in line with Strategic Plan FTI's commitment to student-centered, inclusive, flexible, adaptive, and digital technology-enabled education.

Active student development has been presented in the section on student analysis and active learning. In this subchapter, the data are not re-described, but are used to assess the consequences of service scale growth on guidance, counselling, scholarship, student health, complaint handling, and early warning systems.

The number of active students cannot be used directly as a measure of retention. Changes in the number of students can be influenced by new student admission, graduation, transfer, leave, interruption of studies, and changes in reporting status. Therefore, retention needs to be calculated based on the same group of batch. The indicator includes at least the percentage of students who re-register, continue studying from one academic year to the next, complete the initial stages of study, graduate on time, take leave, or have a break in study.

Welfare analysis needs to use a more complete causal relationship. The risk of study delay or interruption may be influenced by economic difficulties, physical and psychological health, low academic engagement, disproportionate learning burden, family problems, social relationships, uncertainty about career direction, as well as low sense of belonging to study programmes and universities. Academic data therefore need to be combined with information about attendance, LMS activity, assessment results, payment, guidance, leave submission, scholarship acceptance, use of counselling services, complaints, and student participation.

Early warning systems should be designed to produce intervention, rather than merely marking at-risk students. Risk criteria may include decreased learning outcomes, recurring absences, inactivity at LMS, registration delays, recurring coursework, insufficient minimum credit amounts, or a history of assistance submissions. Any sign of risk needs to be verified by a tutor or authorized unit before action is given.

The Islamic Academic Culture provides an ethical foundation for the maintenance of services. Trust is realized through data protection, service accuracy, and accountability for follow-up. Justice directs the provision of support based on the level of need, not by treating all students in a uniform manner.

Implementation of the agenda needs to be done in stages. The first stage is to establish policies, operational definitions of retention, at-risk student groups, service standards, as well as authority sharing. The second stage is to map gaps at the university level, faculty, study programmes, and service units, including faculty, counselor, scholarship managers, health personnel, and information systems. The third stage is to test early warning systems and intervention models on units that have data readiness and resources.

Minimum evidence should include welfare and retention policies, definitions of active and at-risk students, re-registration data, leave and interruption of studies, records of academic guidance, use of counselling, scholarship channeling, early warning logs, intervention plans, timing of case settlement, student satisfaction, and evaluation of service effectiveness. Each data should have the identity of the object, batch group, measurement period, date of limitation of data, primary source, owner, validation status, as well as trace of change. Access to health, economic, counselling, and personal condition information should be limited and separated from the aggregate data used for institutional evaluation.

Performance measurements need to distinguish between indicators of outcomes, processes, and risks. Outcome indicators include retention rates per batch, study success, timely graduation, decreased student breakdowns, and student satisfaction. Process indicators include percentage of students receiving guidance, response time to warnings, completion of assistance applications, reach of counselling services, and follow-up. Risk indicators include number of students with delays, declining performance, high attendance, recurrence of lectures, recurring leave, unresolved complaints, and gaps in retention between student groups.

The main risks of this agenda are fragmentation of services, delayed interventions, inequality of capacity between units, breaches of confidentiality, and the use of the number of activities as a measure of success. Many counselling sessions, scholarships, or mentoring have not shown effectiveness unless accompanied by changes in student conditions. Another risk is the use of automated systems without human verification that can result in unfair labeling or decisions.

LP3M along with academic, academic, faculty, study programmes, counselling units, scholarship managers, health units, and information system managers need to conduct periodic risk-based reviews. The quarterly reviews are used to examine case developments, response times, service constraints, and students who have not yet obtained follow-up. The annual evaluation assesses changes in retention rates, intervention effectiveness, service costs, equality of access, student satisfaction, and programme sustainability. Target changes can only be made after data validity, problem design, design quality, executive capacity, and funding support are thoroughly studied and documented.

Student well-being success and retention is ultimately characterised when the university is able to recognize risk early, provide proportional support, and reduce preventable barriers. Students are not only retained as numbers in the system, but acquire academic, economic, social, and psychological conditions that allow them to learn meaningfully, achieve CPL, and complete their studies well. Thus, increasing student scale can be managed without reducing the quality of the learning experience, fairness of service, and attention to the well-being of each student.

Chapter I • I.18 Development of the character of Khaira Ummah

The development of the Khaira Ummah character needs to be placed as a strategic outcome of the education of the Faculty of Industrial Technology that is formed in a planned, integrated, and sustainable manner. The character is not sufficiently measured through student participation in religious or scholarship activities, but must be seen in ethics, trust, kindness, expertise, leadership, social care, as well as preaching readiness through their respective competencies and professions.

Character development needs to be directly linked to the profile of graduates, Graduate Learning Achievements, curriculum, learning process, academic guidance, co-curricular and extracurricular activities, professional practice, student organisation, research, as well as community service. Thus, character formation does not become the responsibility of one unit or one programme, but is the cumulative result of the entire student experience during education.

The data on student retention coverage has been presented in Appendix I.02 and Figure 1.4 so that it is not necessary to re-describe it in this section. These data are used as indicators of the initial coaching process, rather than as direct evidence of character changes. The level of participation indicates the university's capacity to reach students, but the effectiveness of AI internalisation must be proven through changes in understanding, attitudes, habits, academic integrity, social care, and quality of decision-making. Therefore, participation data should be supplemented with initial and final assessments, longitudinal monitoring, student portfolios, guidance records, as well as feedback from lecturers, peers, partners, and graduate users.

The character dimension needs to be formulated operationally. Ethics is reflected in consistency, respect for science, faculty, academic staff, fellow students, and society. Trust is manifested through academic honesty, discipline, responsibility, ethical compliance, and a willingness to take responsibility for decisions. Integrity is demonstrated through the ability to think critically, reflect, be open to evidence, and be able to connect science with human affairs. Expertise is seen in the mastery of continually developing professional competencies. Leadership is demonstrated through the ability to take initiative, cooperate, resolve conflicts, and even direct change.

Culture provides an ethical framework for all of these dimensions. Trust demands consistency between knowledge, speech, and action. Justice directs students to respect diversity and avoid discrimination. Kindness encourages quality of work that goes beyond the minimum fulfilment. Musyawarah shapes the ability to listen, dialogue, and participate in decision-making. Misconduct ensures that competence and achievement are used to deliver real benefits. These values must be reflected in the learning rubric, project assessment, organisational activities, field practices, end-tasks, ethics codes, awards, and mechanisms for dealing with violations.

Implementation needs to be done through a portfolio of interconnected programmes. Student centres serve as an initial orientation and internalisation stage, while faculty and study programmes strengthen them through learning, tutor mentoring, social projects, organisational activities, professional practice, and academic reflection. Academic policy, lecturer development, student services, resources, digital technology, partnerships, and funding should be directed towards the same character outcomes. Each unit needs to establish contributions, responsibilities, schedules, resource needs, minimum evidence, and follow-up mechanisms if outcomes are not achieved.

Minimum evidence must include the policies and standards of the Khaira Ummah character, mapping of values to graduate profiles and CPLs, intracurricular, co-curricular, and extracurricular rubrics, student portfolios, observational results, reflection journals, initial and final assessments, academic climate surveys, records of violations and their corrections, as well as graduate user feedback.

Measurements need to distinguish between indicators of coverage, processes, outcomes, and impact. The coverage indicator can measure the percentage of students who follow a coaching programme. The process indicator assesses the effectiveness of guidance, the quality of facilitators, the use of rubrics, and the accuracy of follow-up. The resulting indicator measures changes in understanding, attitudes, academic integrity, discipline, leadership, and social care. The impact indicator assesses graduate behaviour in the workplace and environment, user satisfaction with ethical aspects of society, social contributions, and the ability of graduates to use their expertise responsibly. With such architecture, the university does not make the number of proxy activities a single success.

The LP3M together with the BudAI management unit, academic and scholarly fields, faculties, study programmes, and quality assurance functions need to conduct risk-based analysis. Periodic reviews are used to assess the consistency of the implementation of the rubric, the gaps between units, the quality of the evidence, changes in behaviour, and the effectiveness of the intervention.

The main risk of character development is formalism, i.e. when the programme is implemented and evidence of presence is available, but behaviour changes cannot be proven. Other risks include differences in the interpretation of interunit values, over-subjective assessments, double reporting, inconsistent patterns, as well as disruption of coaching after initial activity is completed. Control must ensure that standards of behaviour are applied fairly, assessment uses more than one source of evidence, students obtain feedback, and evaluation results are used for coaching, not just for sanctioning.

The success of Khaira Ummah's character development is ultimately characterised when the values of BudAI are consistently reflected in the decisions, academic behaviour, professional qualities, leadership, and social contributions of students and graduates. The coverage of the student prospect becomes the foundation, while substantive success is determined by the continuity of the internalization of values throughout the educational process and after graduation.

Analysis of student achievements and portfolio

The focus of the analysis is on academic achievement, innovation, the arts, sports, organisation, dedication, and entrepreneurship that need to be recorded as a student's development journey. The analysis should relate policies, HR capacity, academic processes, technology, financing, and user experience in a causal relationship.

The execution of student achievements and portfolios are designed through co-creation with lecturers, academic staff, students, alumni, graduate users, professional organisations, industry, government, and society. These involvements ensure that the programme not only meets standards, but is also relevant, applicable, inclusive, and sustainable.

The minimum evidence to be available includes official recognition, digital portfolios, work, student roles, mentoring, and sustainability of achievement. Evidence must be maintained since the data was created through operational definitions, object identity, data deadlines, primary sources, data owner consent, and trace changes; not just collected at the end of the year. Faculty and assurance functions examine risk-based evidence; leaders use it to assess the achievement, effectiveness of interventions, and corrective action.

If progress is slow, the university does not immediately lower the target, but instead explores the root of the problem, the quality of the design, the leadership support, and the capacity of the implementers. Any adjustment must be transparent and documented.

In the context of student achievement and portfolio, the evidence is used to establish priorities, accountability, data quality, as well as indicators of outcomes, processes, and risks. The targets can only be changed after the root of the problem, design effectiveness, implementing capacity, and financing support are elaborated and documented.

Chapter I • I.20 Tracer study as a repair cycle

The tracer study needs to be placed as an institutional feedback system linking graduate experience with curriculum improvement, learning, scholarship services, career development, partnerships, and quality assurance. Its implementation is not used enough to know whether a graduate has worked, but needs to describe the graduate transition process in a more holistic way, covering the first job wait time, workplace relevance, level and size, income, further study, entrepreneurship, mastery of competencies, as well as graduate user satisfaction. The tracer study report UNISSULA itself places alumni feedback as the basis for the development of the education system, curriculum improvement, improvement of the learning process, and career service enhancement.

The graph tracer study presents graduates based on service rank and satisfaction in 2021–2025. The number of reported graduates was 3,098, 3,052, 4,373, 5,817, and 10,565. In 2025 it consisted of 4,452 professional graduates, 3,412 undergraduates, 2,413 masters, 206 doctorates, and 82 triple diplomas.

Service satisfaction increased from 79.5% in 2021 to 80.6% in 2022, 86.3% in 2023, 88.7% in 2024, and 90.8% in 2025, or an increase of 11.3 percentage points. Changes in the number of graduates were −46 people in 2022, +1.321 in 2023, +1.444 in 2024, and +4.748 in 2025.

The execution of the tracer study UNISSULA used the entire population of the previous year's graduate cohort, not a specific sample. The 2023 report tracked the graduate cohort of the academic year 2021/2022, the 2024 report tracked the 2022/2023 cohort, and the 2025 report tracked the 2023/2024 cohort.

The tracer study should be managed as a closed repair cycle. The cycle begins with the validation of graduate population and contact data, continues with the collection and verification of responses, analysis at university level and study programmes, gap identification, establishment of repair actions, as well as evaluation of follow-up effectiveness in subsequent periods.

Data tracer studies need to be linked to other sources, such as graduation data, PDDIKTI, graduate user surveys, career centre data, certification of competences, entrepreneurship data, and collaborative recordings. Triangulation is necessary because graduate responses are self-reported data and can be influenced by response rates, respondent memory, as well as interpretation of questions. Tracer study results also need to be sorted by study programme, gender, work area, work sector, job status, organisational level, and type of postgraduate activity.

Islamic Academic Culture provides an ethical foundation for tracer study management. Trust is realized through data accuracy, protection of personal information, and presentation of results without manipulation. Justice demands that all study programmes and graduate groups obtain equal opportunities to be represented. Merit encourages implementation that goes beyond administrative fulfilment or accreditation. Musyawarah is realized through graduate engagement, users, study programmes, career centres, and leaders in interpreting results.

Minimum evidence to be available includes a database of graduate population, sources and dates of data limits, contact validity status, survey instruments, full respondent numbers, gross and net response rates, respondent distributions per study programme, user survey results, outcome indicator analysis, validation event news, recommendations, as well as curriculum and career service follow-up plans. The report suggests that the tracer study results are intended as input for study programmes to improve curriculum, build alumni networks, develop collaboration with the workplace, and support self-evaluation.

Control indicators need to be distinguished into process, outcome, and risk indicators. Process indicators include contact validity, execution timeliness, response rate, response completeness, and study programme coverage. Outcome indicators include wait times, workplace suitability, workplace level, income, advanced study, entrepreneurship, and user satisfaction. Follow-up indicators include the percentage of study programmes that use tracer study results to review curricula as well as the percentage of recommendations that have been implemented. Risk indicators include low representation of study programmes, denominator differences, respondent duplication, inactive contact data, and unfollowed reports.

The success of this agenda is not only characterised by the increasing number of respondents, but by the university's ability to transform graduate data into demonstrable decisions. Tracer studies are evaluated as effective when their results are used to improve graduate and CPL profiles, update study materials, strengthen authentic learning, develop career services, expand partnerships, and increase graduate relevance. Thus, tracer studies become part of the PPEPP cycle and serve as a link between the quality of the education process, graduate experience, workplace needs, and the transformation of Strategic Plan 2025–2029.

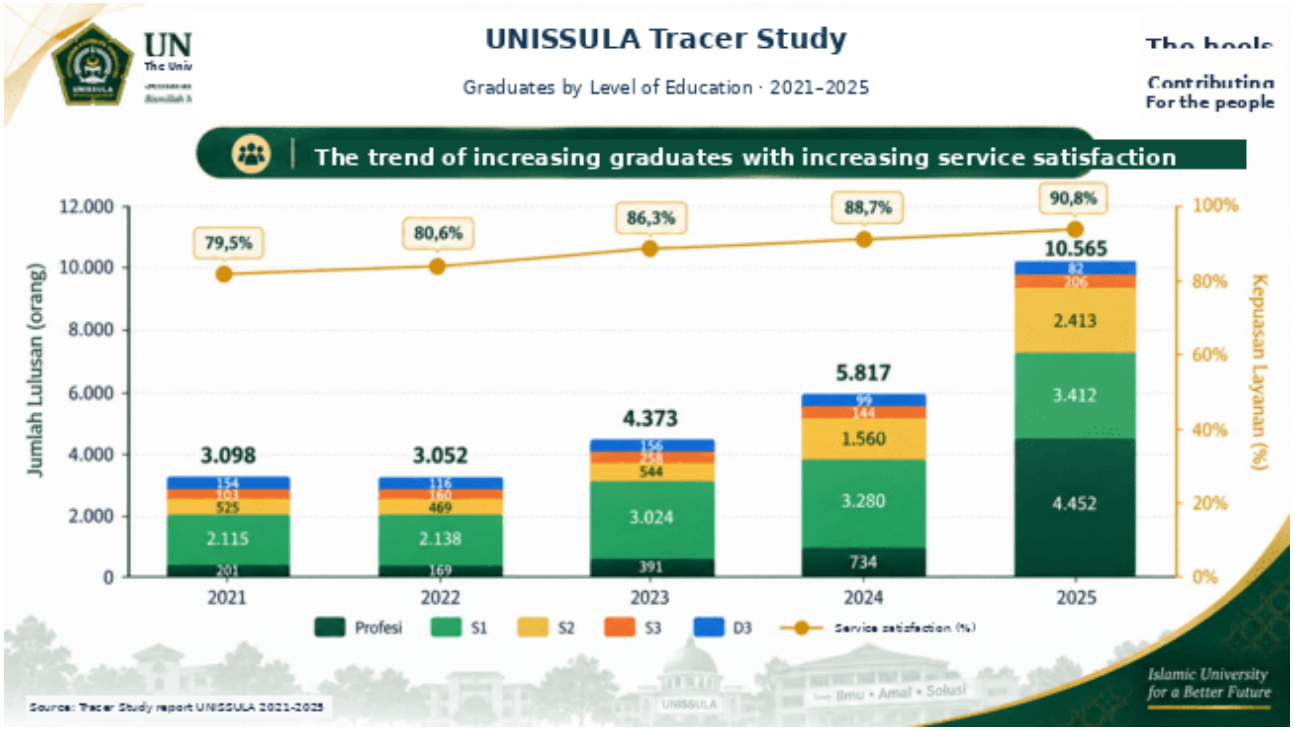

Figure 1.11 Graduation by rank and service satisfaction 2021–2025

DRAWING ANALYTICAL CHAPTER I • I.21 Preparedness for work and entrepreneurship

Work and entrepreneurship readiness needs to be placed as a result of an educational ecosystem that links curricula, learning, professional experience, career development, partnerships, and entrepreneurship support in an integrated manner. This agenda is not sufficiently implemented through career seminars, short training, or stand-alone entrepreneurship activities. Universities must ensure that graduates have field competence, communication and foreign language skills, digital literacy and artificial intelligence, teamwork skills, problem solving, adaptability, professional ethics, leadership, and the ability to recognize and develop business opportunities.

The Tracer study is one of the primary sources of evidence to assess the effectiveness of the agenda. The Tracer Study Report of the Faculty of Industrial Technology places wait times, graduate distribution in the world of work and the business world, graduate positioning, competence suitability, as well as feedback on curriculum and career services as important outcomes of graduate tracking. The mandate of the Career Centre of the Faculty of Industrial Technology also includes the provision of career information, counselling, non-technical skills training, internship coordination, and implementation of tracer studies.

The condition of the number of graduates by grade and service satisfaction is referred to in Appendix I.20 and Figure 1.11. These data provide a context of graduate scale, but are not sufficient to assess wait times, job suitability, income, entrepreneurship, or further study.

Graduate readiness is not adequately assessed on the basis of working or unemployment status. Evaluations should include time of first employment, workplace suitability with education, job level and size, job status and sustainability, income, self-development opportunities, job satisfaction, further study, and graduate contribution to society.

In the entrepreneurial dimension, universities need to distinguish between entrepreneurial interests, temporary entrepreneurial activities, and businesses that have developed sustainably. The indicators include not only the number of graduates who declare themselves entrepreneurs, but also the age of the business, legality, continuity, revenue growth, innovation generated, use of technology, access to funding, the amount of labour absorbed, and its social benefits. These data are needed to assess the effectiveness of entrepreneurship courses, incubation programmes, business attendance, alumni networks, and partnerships with the business world.

The results of tracer studies and graduate user surveys should be reduced to a map of the competence gaps in each programme of study. The gaps in technical skills, communication, foreign languages, information technology, collaboration, ethics, and self-development should be linked to the graduate profile, CPL, study materials, learning methods, and assessment. The tracer study report affirms that graduate data can be used to improve the curriculum, conduct user satisfaction surveys, build alumni networks, develop collaborations with companies, and strengthen career services.

Entrepreneurial readiness interventions need to form a interconnected portfolio, including authentic learning, internships, joint projects with industry, teaching practitioners, competency assessments, certification, foreign language reinforcement, digital and AI literacy, career counselling, as well as professional networking. Entrepreneurial interventions can include business potential identification, business model development, incubation, mentoring, market validation, market access, intellectual property protection, and business development based on technology and community needs.

The Islamic Academic Culture provides ethical direction to the implementation of this agenda. Trust is realized through responsible competence, professional honesty, and the correct use of career data. Justice demands that access to internships, certifications, coaching, networking, and venture capital be available to students from a variety of study programmes and backgrounds.

The minimum evidence must include the results of competency assessments, certification, internship data, industrial projects, student portfolios, career guidance, incubation programmes, user surveys, data tracer studies, as well as evidence of curriculum and service follow-up. The data must be completed with graduate identity, study programme, cohort, data limit date, primary source, validation status, data owner, and trace of change. Connections between the academic system, graduation data, career centre, alumni, certification, and partners need to be built so that student journeys can be traced from learning to transition to employment or business.

Performance control needs to distinguish between process indicators, outcomes, impacts, and risks. Process indicators include student engagement in internships, certification, counselling, industrial projects, and incubation. Outcome indicators include wait times, job suitability, employment levels, income, user satisfaction, advanced studies, and entrepreneurial graduation percentages. Impact indicators can include career development, business sustainability, job creation, innovation, and social contributions. Risk indicators include low levels of tracer study response, inequality of access to programmes, unqualified internship activities, curriculum that lags behind user needs, as well as the use of number of outcomes as a replacement for size.

LP3M along with academic fields, career centres, faculties, study programmes, entrepreneurship management, and quality assurance functions need to conduct periodic risk-based analysis. If results have not yet reached the target, the university does not immediately lower the target, but rather explores data representation, the roots of competence gaps, curriculum design quality, guidance capacity, partner quality, career service effectiveness, and funding adequacy.

The success of the work and entrepreneurship readiness agenda is ultimately characterised when graduates are able to enter, create, and develop dignified jobs, relevant to their competencies, as well as provide benefits to society. Data tracer studies should result in real changes in curriculum, learning, professional experience, career services, and entrepreneurship support. Thus, graduate achievement does not stop as a reporting statistic, but proves that the Faculty of Technology's educational process produces a generation of professional, adaptive, integrity-driven, and competitive Khaira Ummah.

The following are the results of the study:

The academic qualification of lecturers should be placed as the foundation for the development of educational quality, scientific leadership, research productivity, and the sustainability of the study programme. The increase in the number of qualified lecturers of doctoral (S3) degrees is not sufficiently seen as meeting the administrative requirements or the addition of academic degrees. The further study policy should be based on the scientific field needs of each study programme, the regeneration of expertise, the adequacy of guidance, the development of research groups, the opening and strengthening of graduate programmes, as well as the strategic direction of the university.

The number of S3 qualified lecturers increased from 9 lecturers in 2021, 13 lecturers in 2022, 17 lecturers in 2023 - 2025. Cumulatively, there was an addition of 8 S3 qualified lecturers or an increase of 19.51% compared to 2021.

The year-on-year growth was relatively consistent, but at a different rate of acceleration. In 2022, the number of S3 lecturers remained 13 people, or 44.4%, then increased by 4 people, or 30.7% in 2023, 2024 and 2025.

However, the growth in aggregate is not enough to show the equalization of academic capacity. Data on the number of S3 lecturers need to be supplemented by their proportion to the entire faculty, distribution by faculty and study programme, suitability of the doctoral field to the curriculum and scientific vision, status of academic posts, age, as well as retirement projections. Universities also need to distinguish between lecturers who have completed doctoral education, lecturers who are studying, and lecturers who are planning to pursue further studies. Without such mapping, an increase in numbers can be concentrated on a particular unit while other study programmes remain experiencing a lack of expertise or dependence on lecturers across units.

Further study planning should use a map of the scientific needs of the study programme. Each unit needs to identify areas that do not yet have qualified doctoral lecturers, areas that face the risk of loss of expertise due to retirement, the need for mentoring in undergraduate and graduate programmes, as well as priority areas in the research roadmap. The selection of study areas, target colleges, funding schemes, and prospective participants should be directed to close these gaps.

The implementation needs to be implemented through an integrated stage. The first stage is needs mapping and prioritization based on gaps in the field of science, lecturer ratios, development of study programmes, and research agendas. The second stage includes candidate selection, strengthening of academic and language skills, proposal preparation, as well as scholarship facilitation. The third stage is the monitoring of study progress through credit achievement, seminars, publications, research, study duration, and delays. The fourth stage is post-graduation reassignment through field-specific teaching, guidance, curriculum development, research group strengthening, publication, collaboration, and training of young lecturers.

The Islamic Academic Culture provides an ethical orientation in the development of lecturer qualifications. Trust is realized through a transparent selection process, responsible use of funding, and fulfilment of postgraduate obligations. Justice ensures further study opportunities are provided based on institutional needs, readiness, and clear criteria. Hisan encourages lecturers to make contributions that go beyond earning a degree.

Minimum evidence to be available includes a S3 lecturer's needs map, a list of current and completed lecturers, fields of study, target colleges, funding schemes, progress reports, periods of study, proof of graduation, degree equalization if necessary, re-assignments, as well as a portfolio of postgraduate contributions. These data need to be completed with lecturer's identity, original study programme, priority area, period, date of data limit, primary source, data owner, validation status, and trace of change.

Performance measurements need to distinguish between indicators of coverage, process, outcomes, and impact. The coverage indicators include the percentage of S3 qualified lecturers and their inter-programme administration. The process indicators include the number of lecturers who receive scholarships, the accuracy of study progress, and the percentage of completion on time. The result indicators include graduation, the suitability of the doctoral field to the needs of the study programme, as well as the reassignment according to expertise. The impact indicators include improved learning quality, engagement in curriculum development, research and publication productivity, student guidance, research group formation, grant acquisition, and acceleration of academic positions.

The main risks of the programme include inequality in the distribution of S3 lecturers, non-compliance of the field of study with the needs of the study programme, delays in completion, uncontrolled cost burdens, and unoptimal contribution after the return of lecturers. Other risks are growth in the number of doctorates not followed by an increase in academic post, scientific productivity, or quality of mentoring.

The success of strengthening the academic qualification of lecturers in the end was not only marked by an increase from 9 S3 qualified lecturers in 2021 to 17 lecturers in 2025. More substantial success was achieved when such growth spread according to the needs of the study programme, strengthened the regeneration of expertise, increased the adequacy of mentoring, accelerated the academic department, and resulted in an improvement in tridarma quality.

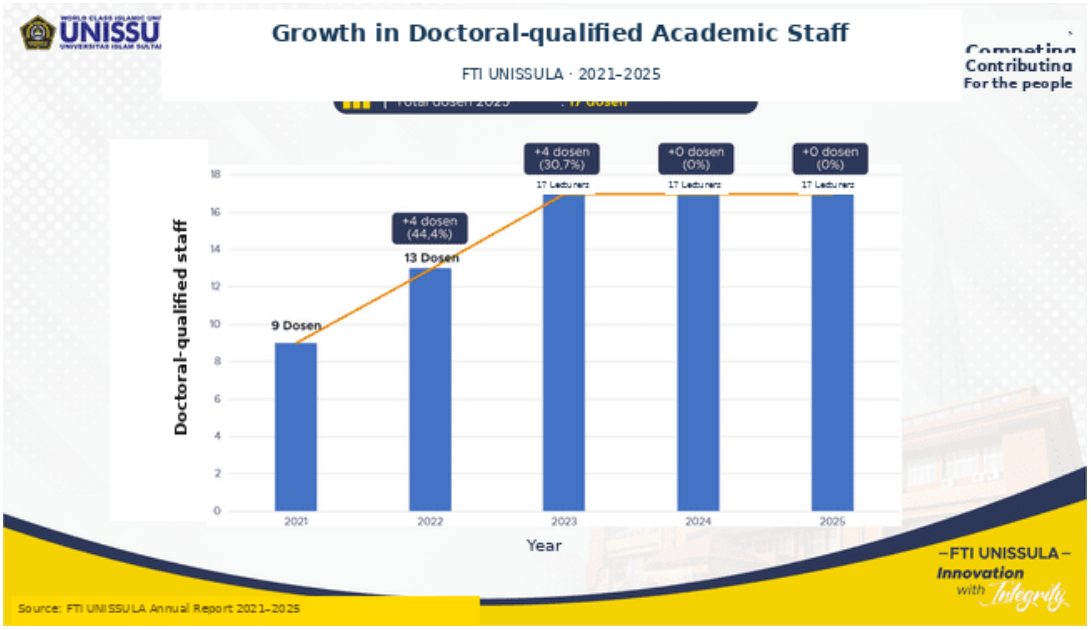

Figure 1.12 Development of qualified lecturers of the Faculty of Industrial Technology 2021–2025

DENALITY CHAPTER I • I.23 Acceleration of academic posts

Acceleration of academic positions should be positioned as a strategy for strengthening scientific leadership, scientific regeneration, and the quality of the teaching profession, rather than merely increasing the number of lecturers who acquire professorship. Career development towards lecturers and professors should be planned based on the scientific needs of the study programme, university expertise maps, research productivity, quality of publications, guidance capacity, as well as the sustainability of academic regeneration.

Acceleration of the number of professors of the Faculty of Industrial Technology Year 2021–2025, the number of professors remains 1 person in 2023 and 2 people in 2024. Cumulatively, there was an addition of 2 professors or an increase of 5% compared to 2021.

The increase indicates progress in lecturer career planning, portfolio preparation accompaniment, scientific work productivity, and administrative support. However, the increase in the number of professors has not by itself shown the equalization of academic capacity. Aggregate data need to be supplemented by the distribution of professors by faculty, study programme, grassroots science, area of expertise, age, employee status, and retirement projection. Universities need to ensure that the growth of professors is not concentrated on a certain number of units, while other study programmes still experience limitations of scientific leadership, academic guidance, or regeneration of expertise.

Acceleration planning for academic positions needs to be built through a structured candidate pathway. Each faculty and study programme needs to have a lecturer's map that has met or approaches the requirements of the head lecturer and professor. The map contains at least current academic positions, recent education, areas of expertise, credit gaps, publication portfolios, scientific work needs, research experience and guidance, as well as estimated submission times. Based on such mapping, the university can group candidates to be ready to apply, require work reinforcement, require publication accompaniment, or still need to increase its academic capacity.

Support may be mentored by senior professors, writing clinics, article quality assurance, methodology reinforcement, collaboration facilitation, data management support, and administrative compliance checks. Digital systems also need to be used to monitor requirements gaps, work completion schedules, submission phases, improvement needs, and decision status so that obstacles can be addressed early.

The Islamic Academic Culture provides the ethical foundation for the entire process. Trust is realized through honesty in author attribution, authenticity of work, validity of data, and responsible fulfilment of requirements. Justice demands open access opportunities for lecturers from all study programmes based on readiness and need. Mercy encourages lecturers to produce quality work that goes beyond the fulfilment of minimum credit numbers. Musyawarah is realized through mentoring, peer review, and transparent decision-making. As for inclusion, it ensures that the increase of professors benefits students, the development of science, professions, society, and institutions.

Minimum evidence to be available includes candidate maps, requirements gap analysis, work development plans, mentoring records, publication portfolios, integrity score results, submission schedules, evidence of completion of credit numbers, process status, decision letters, as well as post-graduation contribution reports. Each data needs to include a lecturer's identity, study programme, field of study, measurement period, data deadline date, primary source, data owner, validation status, and trace of change.

Accelerated academic success needs to be measured through process, outcome, and impact indicators. Process indicators include the number of active candidates, the percentage of candidates who obtain mentoring, portfolio completion, as well as the average completion time of submissions. Outcome indicators include the number of new lecturers and professors, the success rate of submissions, interunit equation, as well as the appropriateness of the field of expertise with the needs of the study programme. Impact indicators assess the improvement in research quality, reputed publications, grant acquisition, graduate student guidance, curriculum development, lecturer training, the formation of research groups, and the need for national and international youth networking.

The main risks of this agenda are over-orientation on increasing the number of professors without regard to integrity, quality of work, equality of expertise, and post-appointment contributions. Other risks include publication on uncredible channels, plagiarism, unauthorized influence, dependence on a small number of mentors, administrative barriers, inequality of opportunity between units, as well as loss of expertise due to retirement without regeneration.

LP3M along with human resources, LPPM, faculties, study programmes, and quality assurance functions need to conduct periodic risk-based assessments. The quarterly review is used to monitor candidate progress and overcome obstacles, while the annual evaluation is used to assess the success of submissions, advocacy efficiency, expertise equation, and professor contributions to tridarma. If the goal is not met, the university does not immediately reduce it, but first explores issues, candidate readiness, advocacy roots, mentor capacity, quality of work, administrative support, and funding adequacy.

The success of the academic acceleration agenda was ultimately characterised not only by an increase from 0 professors in 2021 to 2 professors in 2025, but by the university's ability to convert that growth into scientific leadership and the reinforcement of tridarma quality.

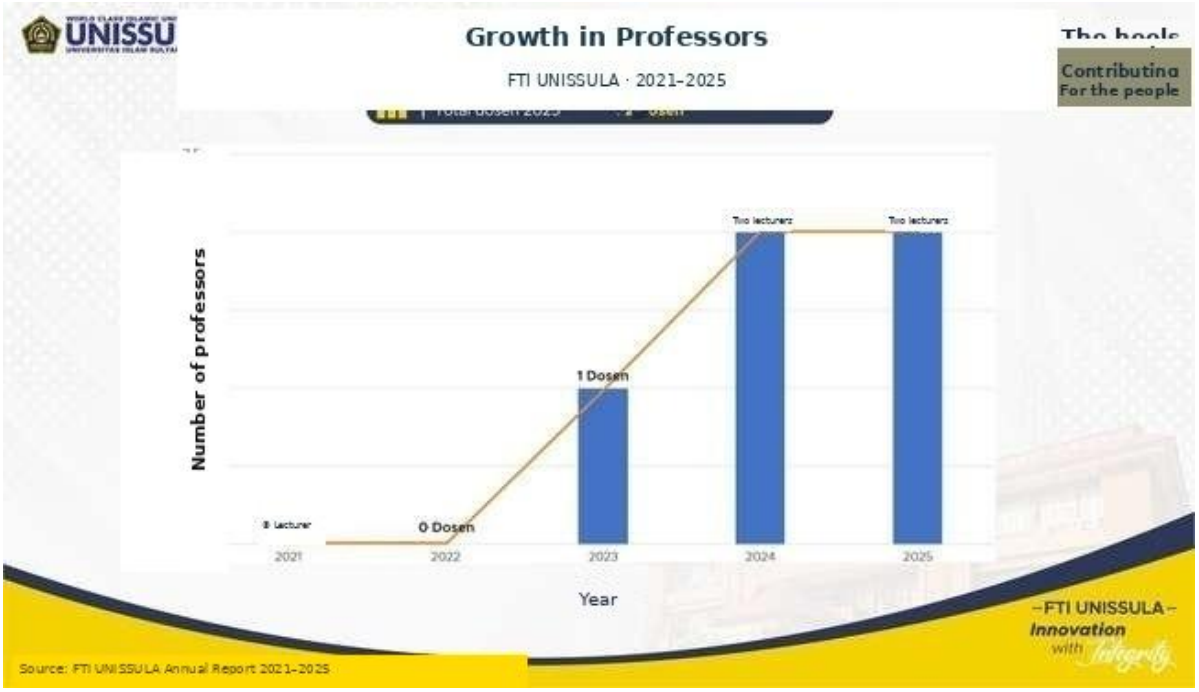

Figure 1.13 Development of the number of professors of the Faculty of Industrial Technology 2021–2025

DENALITY CHAPTER I • I.24 Competence and certification of SMEs

The competence and certification of lecturers' professions should be placed as part of a human resource development strategy linking academic quality, professional needs, technological development, safety, as well as quality of educational services. Certification should not be viewed as an administrative fulfilment or possession of competency documents, but should demonstrate a consistency between the fields of certification, lecturer duties, curriculum knowledge, learning needs, research, community dedication, and professional development. With this approach, certification becomes an instrument to ensure that improving lecturer competence has a direct impact on the quality of the teaching and learning experience of students.

Based on the FTI Professions Certification Figure 2021–2025, the number of lecturers holding professional certifications was recorded at 32 lecturers in 2021–2024, and 36 lecturers in 2025.

The year-on-year change indicates that there is no growth in 2021-2024. In 2025 there was an increase of 4 lecturers. Thus, the achievement of FTI lecturer profession certification has reached 87.8% and there is still a need to be attention in strengthening lecturer professional competence.

The number of certified lecturers is not itself indicative of equalization or relevance of competence. Aggregate data need to be supplemented with a denominator of the number of active lecturers per year so that the percentage of certified lecturers can be calculated. In addition, the certification needs to be mapped by faculty, study programme, area of expertise, type of certification, issuing institution, validity period, and its relationship to tridarma tasks. Certificates that are not relevant to academic tasks or fields should not gain the same weight as certifications that directly support learning, laboratory, professional practice, technology, safety, or academic services.Certification planning should use a map of institutional competence. Each study programme needs to identify compulsory competencies, strategic competencies, and competencies that need to be developed based on curriculum, scientific vision, technology used, professional standards, industry needs, as well as research directions. The map serves as the basis for determining targeted lecturers, types of certification, credible certification institutions, budget needs, assessing schedules, and competence maintenance mechanisms. Thus, certification is not done on the basis of sporadically available opportunities, but as part of talent development planning.

The Islamic Academic Culture provides an ethical foundation for the implementation of this agenda. Trust is realized through authentic certification, responsible use of competence, and honesty in reporting. Justice demands proportional access to the development of competence for lecturers from various study programmes based on needs and competence gaps.

The implementation of the agenda needs to be done in a phased manner. The consolidation stage includes the mapping of competences, the inventorying of certificates, the standardisation of categories, the verification of publishing institutions, and the identification of validity of time. The prioritization stage establishes critical competences based on the needs of the study programme and service risk. The acceleration stage provides training, assessment, financing, and support for faculty who do not meet the competency requirements. The implementation stage ensures that the acquired competences are used in learning, research, practice, service, or system development. The sustainability stage integrates the certification into career development, performance evaluation, budget planning, and quality assurance systems.

Minimum evidence to be available should include a lecturer's competence map, list of certification bodies and issuers, certificates that are still active, assessment results, validity period, training records, competency development plans, as well as evidence of post-certification application. The data should be accompanied by lecturer's identity, study programme, type of competence, field of application, certification date, validity period, source of funding, data owner, validation status, and trace of change. Validity period control is important so that the number of certified lecturers does not include expired certificates.

Success evaluation needs to distinguish between indicators of coverage, process, outcome, and impact. The coverage indicator includes the number and percentage of lecturers with active certification as well as their inter-programme administration. The process indicator includes the percentage of lecturers who follow the assessment, the level of success of certification, the accuracy of extension, and the fulfilment of priority competencies. The result indicator includes the appropriateness of certification with the task area and the improvement of professional ability. The impact indicator can be improved learning quality, strengthening of practices, laboratory safety, research productivity, service to students, professional collaboration, and user satisfaction.

Other risks include certification from non-credible institutions, expiration certificates, inequality of interunit access, duplication of certification without clear need, as well as the inability to demonstrate performance changes after certification.

Joint FTI, study programmes, human resources fields, and quality assurance functions need periodic risk-based reviews. Reviews are used to assess the development of the number of certified lecturers, interunit equalization, relevance of certification types, expiring certificates, funding effectiveness, as well as post-certification contributions. If growth slows down, universities do not immediately lower targets, but first examine field needs, availability of certification schemes, potential capacity of participants, funding, and effectiveness of adjunct programmes.

The success of the lecturer's profession competency and certification agenda was ultimately characterised not only by an increase from 31 certified lecturers in 2021 to 36 lecturers in 2025, but by the ability of the FTI to ensure that those competences are relevant, active, proportionally distributed, and applied in the implementation of the tridarma.

Analysis of the results of the study

The number of active students and lecturers respectively was 1,085 and 39 in 2021; 1,328 and 40 in 2022; 1,458 and 41 in 2023; 1,592 and 41 in 2024; and 1,566 and 41 in 2025.

In 2021–2025, the student population increased by 44.3% and the faculty by 5.1%, making the increase in the number of students greater than the growth of lecturers. Compared to 2023, the calculated ratio increased from 1:35.56 to 1:38.83 students per lecturer, or about 9.19%. This change indicates the need for strengthening and equalization of lecturers after the increase in the number of students especially in 2024–2025.

The ratio at the faculty level does not immediately prove that all lecturers or study programmes are overburdened at the same rate. The real burden is influenced by the distribution of lecturers between study

programmes, the number of students per class, the characteristics of the disciplines, the needs of the practice and laboratory, the burden of academic guidance and final assignments, the execution of assessments, structural responsibility, research, community service, as well as professional service.

Therefore, productivity and healthy workload should be set as an agenda for institutional change, not merely as a goal of external increase or increase in the number of lecturers. The agenda should link student admissions policies and the opening of study programmes with human resource capacity, academic process design, educational workforce support, use of technology, availability of funding, as well as lecturer and student experience.

The implementation of the agenda should be based on the Islamic Academic Culture. Trust values require honest and accountable division of tasks and reporting of burdens. Fairness values require the distribution of burdens based on capacity, competence, and complexity of work, not just the number of activities.

Implementation begins by establishing workload standards and initial conditions at the university, faculty, study programme, and service unit levels. Mapping is not sufficient to use only the student/doctoral ratio as an aggregate, but needs to include the number of students per course, class size, teaching time equivalence, student guidance number, assessment load, feedback completion time, structural tasks, research, dedication, professional services, as well as administrative activities.

Interventions are implemented gradually. At the initial stage, universities establish policies, operational definitions, data owners, minimum standards, and control mechanisms. Subsequently, healthy workload management models are tested on faculty or study programmes that have data readiness and leadership. Proven effective practices are then extended to other units, whereas units that still face gaps gain support, funding support, competency reinforcement, and system improvement.

The minimum evidence needed to be available includes data Lecturer Performance Load, number and distribution of students, learning and mentoring burden, assessment process time, service burden, tridarma productivity, use of digital systems, work experience surveys, student satisfaction, absence, employee changes, and workplace fatigue risk. Each evidence must include indicator definitions, measured object identity, data period and deadline dates, primary sources, data owners, approvals, as well as trace changes. The evidence must be constructed from the time the transaction or activity takes place, not just collected by the time of the annual report. LP3M and the risk quality assurance function examine evidence based on level, while the leader uses it to assess the achievement, effectiveness of the intervention, resource needs, and corrective action.

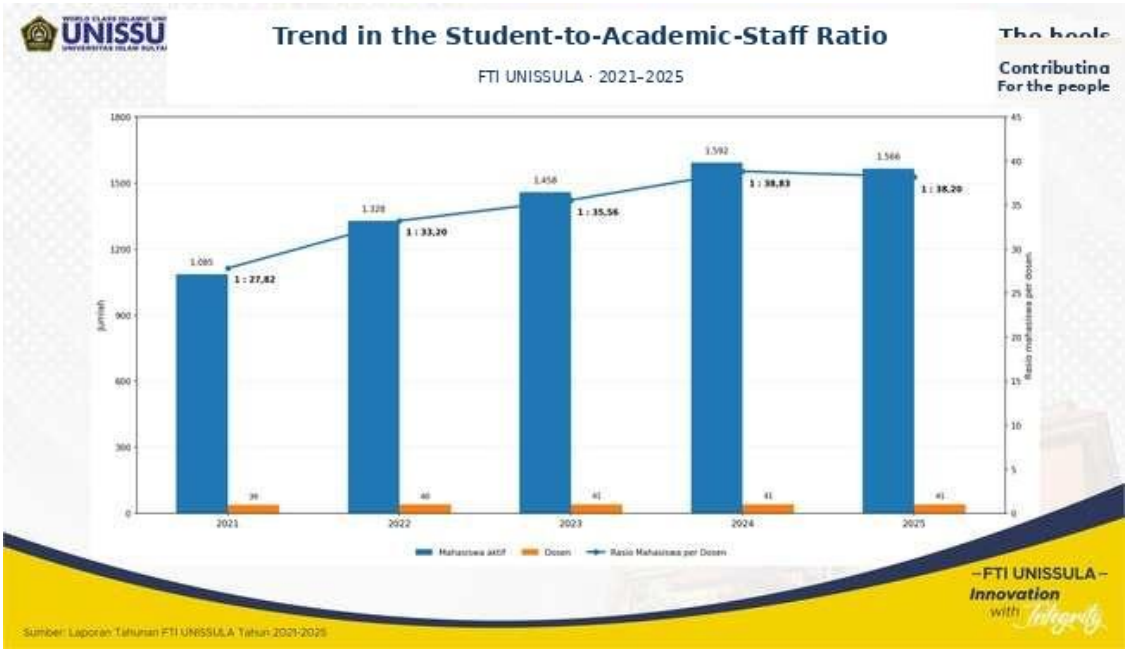

Figure 1.15 Students, lecturers and institutional ratios of the Faculty of Industrial Technology 2021–2025

Analysis of the institutional research capacity

The number of FTI studies in 2021–2025 was recorded as 26, 26, 27, 27, 26 titles, with a total of 132 research titles over five years. Changes in the number of studies showed a stable trend from year to year. Compared to the initial conditions of 2021, the number of studies in 2025 was stable at 26 titles. This formed the basis for assessing the consistency of the research agenda, the capacity of lecturers, the sustainability of expertise groups, as well as the continuity of external research.

Internal research achievements show overall stable activity in the numbers 20-24 titles. This condition indicates that the amount of research is relatively stable and can be maintained consistently. The amount of research requires lecturer involvement, the distribution of research across study programmes, the quality of research results, as well as its links to publications, intellectual property, innovation, learning, and community service.

A decrease in the number of internal research after 2022 should be of concern in the evaluation of FTI research development. The number of internal research that has changed from 23 titles in 2022, 22 titles in 2023, 21 titles in 2024, and 20 titles in 2025 indicates a decrease in internal research activity in the last four years. This is due to active lecturers conducting external research. This is demonstrated by an increase in the number of internal research in 2022 3 titles in 2023, 5 titles in 2024, 6 titles, and 6 titles in 2025.

The research capacity of the institution should therefore be managed as a portfolio of interrelated programmes, not merely a collection of annual activities. Research policy should define a priority agenda that is consistent with the university's vision, community needs, scientific development, funding opportunities, and scientific strength of each faculty. The agenda should then be reduced to expertise groups, study centres or flagship centres, research roadmaps, initial funding schemes, proposal reinforcement programmes, facility development, research collaboration, and publication and refinancing strategies.

Academic policies should also provide adequate space for lecturers to conduct research. Increasing the number of proposals will not be sustainable if it is not accompanied by workload regulation, protected research time, access to laboratories and data, support staff, methodological accompaniment, ethical services, contract administration, and publication support. Digital technology needs to be used to integrate dismissal, review, contract, fundraising, progress recording, team change, ethical evaluation, external, and financial reporting. Thus, the user experience of lecturers, reviewers, laboratory managers, partners, students, and administrative units is not just part of the number of documents successfully uploaded.

Implementation can begin by establishing operational definitions and comparable initial conditions. The Faculty of Industrial Technology acts as the owner of research processes and data, while faculties, study programmes, expertise groups, as well as study centres are the primary implementers. The financial unit ensures the adequacy and accuracy of funding support; the information technology unit provides systems and data integration; while the LP3M and quality assurance function performs based analysis. The university leadership uses the results of the analysis to prioritize, improve policy, allocate resources, and take corrective action.

Implementation is done in a phased manner. The first stage is the mapping of initial conditions based on the body of science, the study programme, the expertise group, the funding sources, the type of research, the level of readiness, and the outcomes promised. The second stage is the analysis of gaps to identify study programmes with low participation, repeatedly unqualified proposals, limited facilities, high workload, or late completion of research. The third stage includes intervention through clinical proposals, initial funding, the formation of cross-disciplinary teams, strengthening the capabilities of the research chair, statistical and methodological support, as well as project management.

Minimum evidence maintained throughout the research cycle includes roadmaps, proposals, survey results, contracts, ethical approvals, identity of researchers and research objects, logs of activity, use of budgets, progress reports, changes in scope, outcomes, partner evaluations, and final reports. Each data must have a definition, deadline date, primary source, owner, approval status, as well as a trace of changes. Evidence is

insufficiently collected prior to the preparation of the annual report because this way increases the risk of double reporting, document loss, numerical inconsistencies, and untraceable external claims.



Figure 1.16 Number of internal and external research FTI 2021–2025

Analysis of the content of the publication and its citation

The quality of publications and citations should be positioned as an indicator of the quality, relevance, and academic influence of FTI research activities, rather than merely as an increase in the number of articles. The growth of publications should be accompanied by the quality of research questions, methodological accuracy, academic integrity, quality of publication channels, data openness, scientific collaboration, as well as the use of research results by the academic community and stakeholders. Thus, the evaluation of publications needs to shift from a volume-based orientation of assessment towards a more comprehensive focus on quality, visibility, citation, relevance, and impact on science.

The distribution of Scopus articles in Figure 1.5 forms the basis for the assessment of the volume and quality of FTI's publication channels. In 2025, total publications based on the quarterly distribution reached 29 articles, whereas in 2024 there were 18 articles.

Quality evaluation needs to distinguish at least four dimensions: first, the quality of publication channels, which can be reviewed through indexation, journal quartic, publisher reputation, peer review processes, and the relevance of journals to research areas; second, the quality and integrity of work, including research design accuracy, data quality, method transparency, similarity checks, research ethics, as well as compliance with the principles of influence; third, visibility and scientific influence, which are measured through citation, collaboration, use in further study, and recognition by the scientific community; fourth, impact, i.e. the use of research results in learning, policy, professional practice, innovation, intellectual property, industry, or solving societal problems.

Citations also need to be analysed contextually. The number of citations is strongly influenced by the age of publication, the field of science, the type of documents, the pattern of collaboration, and the size of the scientific community. Therefore, newly published articles in 2025 cannot be directly compared to articles that have been available for several years. Evaluations need to use publication year groups, fields of knowledge, as well as a consistent citation period. In addition to the absolute citation number, universities can develop indicators such as the proportion of cited articles, citations per article, high-citation articles, international collaborations, as well as publication links to research roadmaps of study programmes.

Islamic academic culture provides an important ethical foundation. Trust is reflected in the honesty of data collection and reporting, legitimate influence, as well as the prohibition of publication manipulation and citation. Justice demands the recognition of each author's contribution proportionally and the opportunities for unconcentrated research development on a particular unit.

Implementation of the publication quality agenda needs to be built through an integrated intervention portfolio. Study programmes and research groups need to have a clear research agenda, while universities provide support for methodology, statistics, data management, academic languages, writing, internal peer review, journal selection, and collaboration. Professors and senior lecturers need to be mentored to improve manuscript quality and build expertise continuity. Funding support should be prioritized on research that has design quality, strategic relevance, high-quality publication potential, student engagement, and impact opportunities.

Minimum evidence to be available includes manuscripts and versions of publications, research data, ethical approval if necessary, similarity check reports, DOI, indexation, quartic or journal categories, identity and author affiliation, influence contributions, citation amounts, sources of funding, collaborations, and forms of utilisation of results. Each data needs to be completed with the year of publication, date of publication, primary data sources, data owners, as well as traces of changes. Such management is necessary to ensure that one publication is not counted repeatedly and that Scopus, SINTA, repositories, and institutional reports can be reconciled.

The control indicators need to be distinguished into indicators of productivity, quality, visibility, impact, and risk. Productivity can be measured through the number of articles, unique author lecturers, and productivity per active lecturer researching. Quality can be reviewed through journal distribution based on quality and field relevance. Visibility includes citation, national and international collaboration, as well as work readability. Impact can be assessed through the integration of research into learning, policy, innovation, or utilisation by partners. Meanwhile, risk indicators include publication on uncredible channels, unreliable influences, plagiarism, recruitment, reliance on less productive authors, and the concentration of study achievement on specific programmes.

LP3M along with LPPM, faculty, study programmes, libraries, and quality assurance functions need to be reviewed periodically. Evaluation not only checks whether the targeted number of articles is achieved, but also whether the improvements are accompanied by an increase in channel quality, author equalization, citation, integrity, and utilisation of results. When performance slows down, universities do not immediately lower the target, but examine the readiness of the research group, the quality of research design, facility support, lecturer workload, quality of mentoring, funding, as well as obstacles in the publication process.

The success of the publication and citation agendas is judged by the quality, integrity, readability, readability, and utilisation of the work. Scopus's overall increase from 19 in 2021 to 29 articles by 2025 is the basis for capacity development, while impact assessment requires separate citation and usage data. Controls need to maintain continuity of publication, author equity, collaboration, and channel quality in order for volume to contribute to reputation and scientific leadership.

Chapter I.28 Intellectual property and patents

FTI's intellectual wealth in 2021–2025 was recorded at 4, 8, 5, 14 and 9 outlets, with a total of 40 outlets for five years.

FTI's intellectual property portfolio during the period was dominated by Copyright, with a total of 40 outlets.

Such developments need to be fundamental in strengthening FTI's intellectual property management, particularly in external inventorying, accompanying the registration process, and external development that corresponds to the characteristics of research outcomes, learning, and academic civic work.

In that context, the intellectual property and patent agenda needs to be managed gradually and risk-based. The consolidation stage is aimed at closing gaps in data definition, clarifying regulation, unifying external classification, and ensuring that each unit understands the differences between copyright, patents, simple patents, and other forms of AI. The acceleration stage focuses on expanding good practice through intensive advocacy, AI clinics, identifying external potential from the outset of research, strengthening innovation

search, and supporting submission administration. The recognition stage is directed to quality testing by external parties, both through official registration, patent eligibility assessment, valuation, commercial testing.

In order to be effective on the agenda, AI development analysis should link policy, HR capacity, academic processes, technology, financing, and user experience in a causal relationship. University policy should encourage that every outcome of research, dedication, learning innovation, and creative work be assessed for its AI potential from the outset. HR capacity should be strengthened through training in AI document writing, innovation search, patent drafting, and licensing understanding. Academic processes should also support by placing external AI as part of the research ecosystem, rather than additional activities at the end.

The Islamic Academic Culture is the direction of value throughout the process. The principle of trust demands data honesty, accuracy of ownership recognition, and responsibility for the benefits of innovation. The equitable principle requires that access to AI accommodation, financing, and facilities is not only centralized in a particular unit, but is proportionately available across all faculties and fields of science.

The minimum evidence to be maintained in AI management includes invention disclosure documents, innovation search results, application files, certificates, valuations, licensing documents, as well as evidence of use. All such evidence must be maintained since the data was created, through clear operational definitions, precise object identities, data limit dates, primary sources, data owner approval, and trace numbers of changes. Thus, universities not only have year-end achievements, but also have a strong foundation for assessing data quality, level of risk, and effectiveness of interventions.

Strategic decisions in the fields of AI and patents need to balance speed, quality, ethics, access, and financing capabilities. Not all works should be compelled to be patented, but every potential work should be mapped to an appropriate protection scheme. Successful practices need to be standardized into standard procedures, while controlled failures should be used as learning materials to improve programme design. With this approach, the success of the Faculty of Industrial Technology is not only measured by the number of registered patents, patents, or simple patents, but also by the extent to which the innovation portfolio moves from patent to exploitation, from legal protection to economic and social value, and from the external capacity of individuals to capacity.

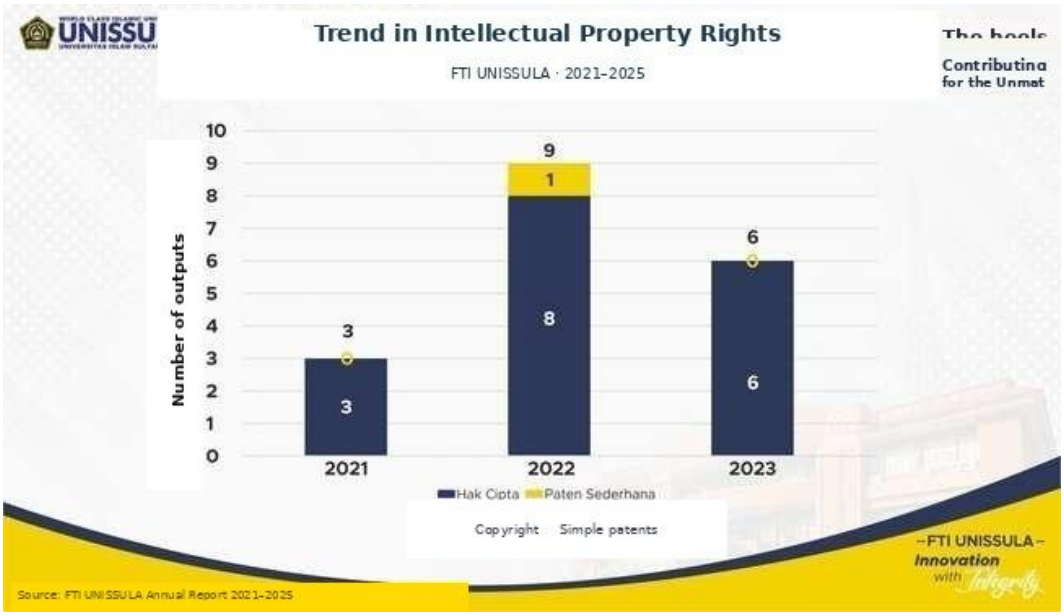

Figure 1.17 Intellectual property of FTI by type 2021–2025

Analysis of the results of the study.

The development of the value of FTI external research grants during 2021–2025 demonstrates the strengthening of the institution's capacity to obtain competitive financing support from external parties. These

grants are a strategic resource for expanding the scale of research, improving the quality of implementation, developing prototypes, conducting technology testing, as well as integrating research results with user needs.

The value of the external research funding of FTI as the source of the chart was recorded at Rp305.235 million in 2021, Rp383.488 million in 2022, Rp696.82 million in 2023, Rp910.496 million in 2024, and Rp500.617 million in 2025.

The value of the FTI internal research funding as a source of graphs was recorded at Rp296.48 million in 2021, Rp261.7 million in 2022, Rp206.9 million in 2023, Rp210 million in 2024, and Rp262.047 million in 2025.

The development of research funding in Figure 1.18 is used to assess the continuity of internal funding and prioritization needs. The decrease in grant value should be accompanied by the amount of research, cost per project, external quality, readiness for application, and utilisation. National and international external resources are assessed separately according to contracts and evidence of funding, so that funding sources categories are not mixed.

From a hierarchical perspective, external grants need to be managed through a clear innovation development pathway. Each research should begin with validating the problems and needs of potential users. After that, researchers need to establish the initial position of the technology or innovation, set application readiness targets, develop prototypes, conduct laboratory and field testing, collect user feedback, as well as assess ethical, regulatory, cost, and production capability aspects. Subsequently validated research results are directed to intellectual property protection, standardisation, certification, use agreements, licensing, startup formation, or direct application by partners.

Thus, the value of external grants should not be limited to the number of proposals, contracts, final reports, and publications. Measurements need to be extended to the research ability to produce functional prototypes, improved technology readiness, intellectual property used, licensing, user adoption, product revenue, cost savings, changes in service processes, as well as economic and social benefits.

Implementation of the refinancing should begin through the consolidation stage, namely the equalization of grant definitions, research, prototyping, readiness, adoption, and commercialisation. At this stage, FTI should establish a portfolio of innovation registers that record the identity of the research, funding sources, researchers, partners, problems solved, outcomes, initial and final readiness levels, as well as their utilisation status. The next stage is acceleration, through clinical proposals, initial funding, methodology accompaniment, expert group strengthening, laboratory support, intellectual property facilitation, and partner engagement since the drafting of the proposal.

Furthermore, the sustainability stage ensures that proven innovations do not cease to be effective once the grant contract is completed, but have a production plan, continued financing, maintenance, licensing, benefit sharing, market development, and integration with learning and community service.

The LPPM is responsible for the management of the research portfolio, the strengthening of proposals, contracts, stage monitoring, and external accessibility. Faculties and expert groups are responsible for substance quality, researcher regeneration, provision of facilities, and integration of research with learning. The LPPM (KI Centre) and incubators support protection, valuation, licensing, business models, and relationships with potential users. The finance unit ensures cost accountability and accuracy of liquidation,

while the LP3M and quality assurance function assess consistency between planning, processes, evidence, results, and risks.

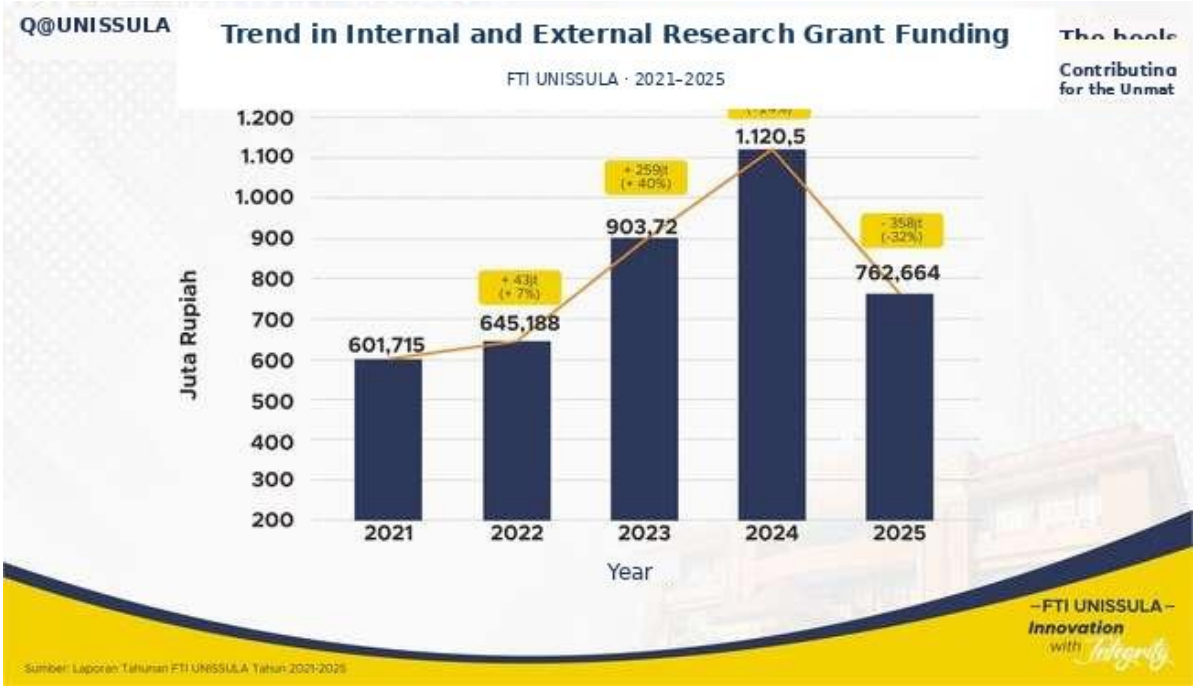

Figure 1.18 Value of external and internal FTI research grants 2021–2025

I.30 Dedication based on research

FTI's PMK activities during 2021–2025 were recorded as 15, 20, 17, 10 and 12 activities, or a total of 74 activities during that period.

Compared to 2021, the number of KM activities in 2025 decreased by 3 activities. The development indicates a continuity in the implementation of KM activities despite the number of activities fluctuating.

The pattern of FTI's internal KM activities during 2021–2025 showed fluctuations in the number of activities, namely 15 activities in 2021, 19 in 2022, 16 in 2023, 9 in 2024, and 9 in 2025. The highest achievements were recorded in 2022 with 19 activities, while the lowest number occurred in 2024 and 2025 with 9 activities. The pattern shows that FTI is able to sustain the implementation of KM, but has not shown consistent growth. However, the fluctuations need to be further examined in terms of continuity of funding, team readiness of implementers, distribution of lecturer burden, selection mechanisms, partner engagement, as well as administrative support.

Based on the available data, the distribution of FTI KM activities between units/study programme has not yet been available, so it is not yet possible to conduct a comparative analysis of the number of inter-programme study activities or units. Therefore, the KM evaluation at this stage focuses on the development of the number of activities annually, while still taking into account the characteristics of the field of science, number of lecturers, activity models, partnerships, funding support, as well as the consistency of recording on each unit.

Further research-based KM management needs to be carried out in the form of interconnected programme portfolios. Research roadmaps, faculty expertise, partner needs, curriculum, student learning, and development priorities need to be united. Research results that have already proven effectiveness can be applied through KM, whereas problems discovered during community outreach can be the source of new research questions.

Each programme needs to begin with a clear initial condition. The initial condition can be the level of knowledge, skills, productivity, income, health status, environmental quality, institutional ability, use of technology, or other indicators that are relevant to the partner's problems. Based on these conditions, the team compiles intervention designs, identifies beneficiary groups, identifies external indicators and outcomes, and formulates sustainability strategies. Partner involvement should be applied from problem identification to

programme evaluation. Partners should not be positioned merely as service recipients, but as participants in determining needs, solution design, implementation methods, success indicators, and sustainability mechanisms.

Technological support is needed to ensure the consistency of implementation and evidence. The PkM information system is ideally used not only to upload final proposals and reports, but also to record programme identities, partners, locations, initial conditions, implementation logs, budget usage, number of beneficiaries, outcomes, measurement results, feedback, as well as post-programme follow-up. The integration of such data enables LPPM, LP3M, faculty, and leaders to evaluate progress periodically, detect delays, prevent duplicate reporting, and identify viable models to be developed further.

Minimum evidence of research-based dedication includes at least the results of needs analysis, initial condition data, the scientific basis of intervention, partner engagement documents, outcomes of activities, measurement of change in outcomes, beneficiary feedback, and sustainability plans. Each evidence must have an operational definition, object identity, data period and deadline, primary source, data owner, consent to use, as well as a trace of change. The evidence must be maintained since the programme began, not collected merely to complete the final report.

Overall, developments in the number of internal SMEs suggest that the FTI has a relatively strong portfolio of activities, but the next major challenge is to improve continuity, equity, quality, and impact. Success of research-based dedication is not sufficiently characterised by the number of activities, the size of funds, or the number of funded proposals. Success must be demonstrated through measurable changes in partners, sustainability benefits, student engagement, integration with research and learning, as well as the ability to replicate models effectively. With this approach, SMEs can develop into relevant and accountable applications of science, learning reinforcement, community support, and advocacy.

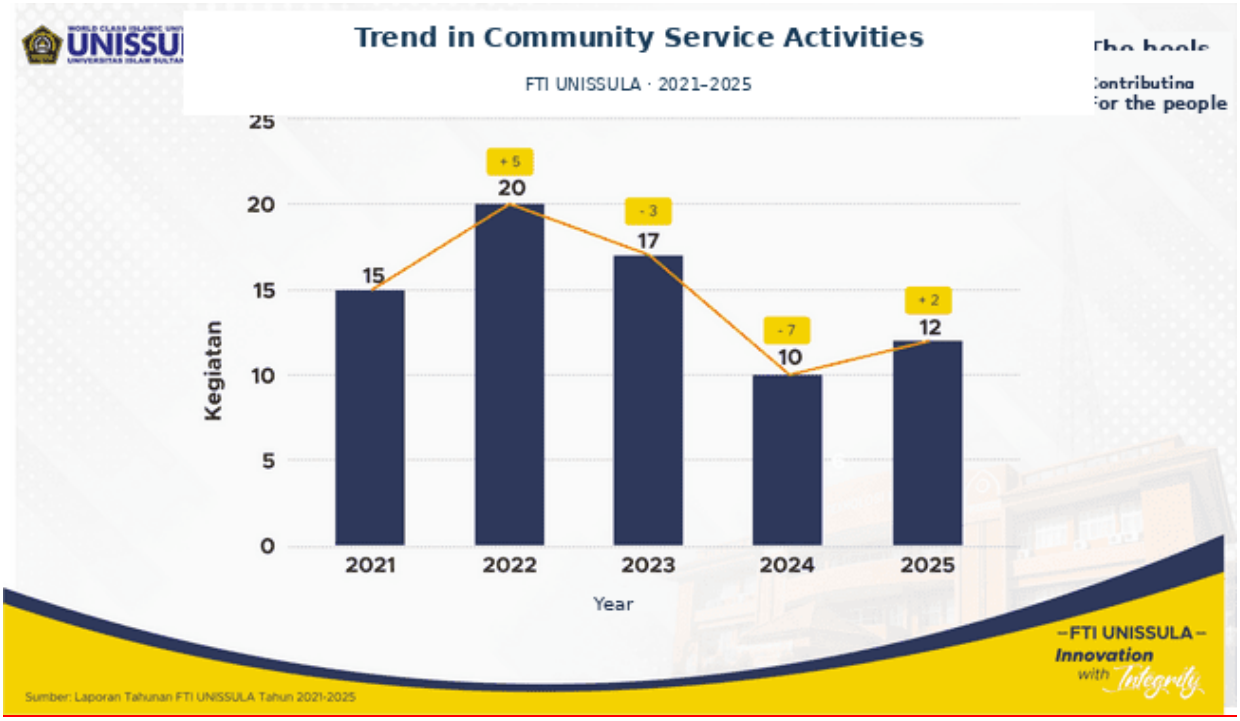

Figure 1.19 Dedication activities to the community according to sources of funding 2021–2025

Internal FTI financing in 2021–2025 amounted to Rp85 million, Rp95 million, Rp90 million, Rp75 million, and Rp55 million respectively, with a total of Rp400 million during the period.

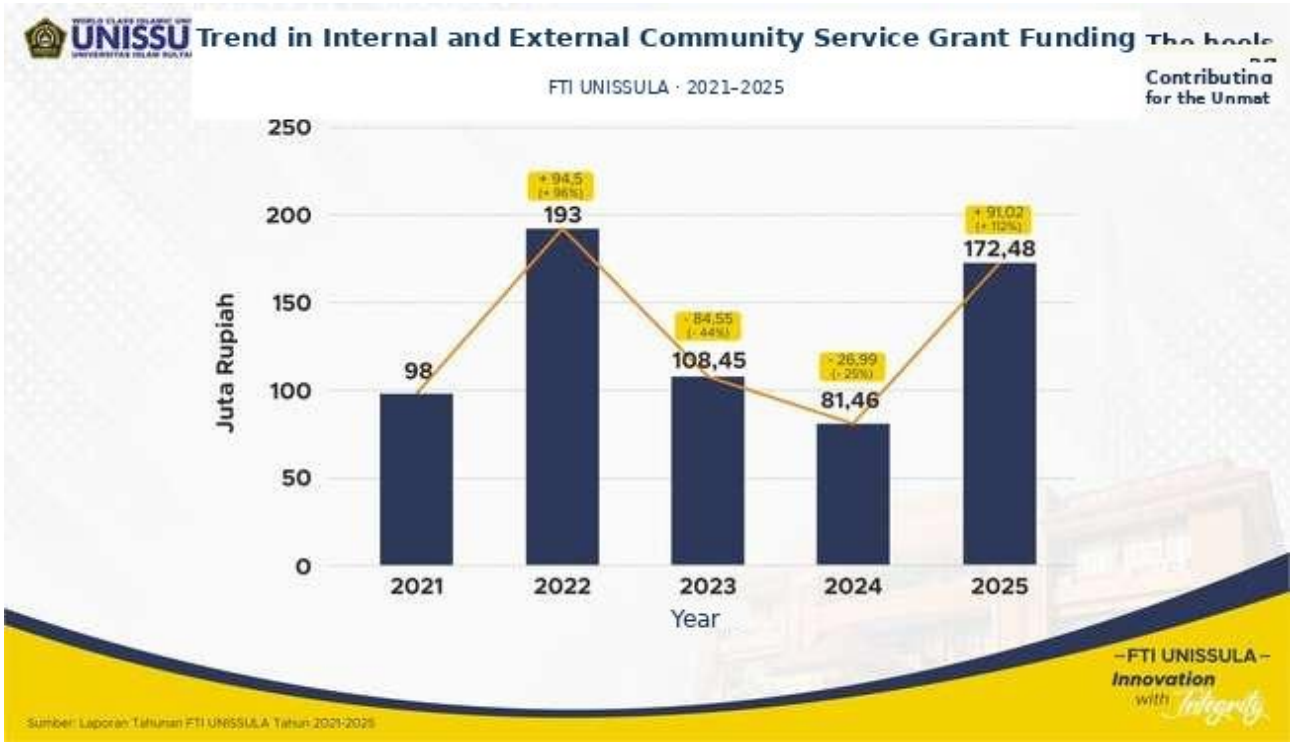

Figure 1.20 Development of the grant value of PkM Faculty of Industrial Technology 2021–2025

Analysis of the results of the study

The development of PkM activities during the period 2021–2025 shows a fluctuating pattern and has not yet formed a consistent growth trend. Based on the graph, the number of PkM activities recorded as 15 activities in 2021, then increased to 20 activities in 2022 and 17 activities in 2023.

Annually, the number of activities increased by 5 activities or about 33.33% in 2022, decreased by 3 activities or about 15% in 2023, then decreased by 7 activities or about 41.2% in 2024. In 2025, the number of re-activities increased by 2 activities or about 20% compared to 2024. Compared to the initial conditions of 2021, the number of SMEs in 2025 decreased by 3 activities or about 20%.

Available data indicate that the number of FTI KM activities is still changing from year to year. This condition shows that the challenges of FTI are not only to maintain the number of activities, but also to maintain the continuity of implementation, expand the involvement of academic civics, as well as ensure that each activity has a clear relevance to the needs of the community and provides tangible benefits.

From an impact perspective, the success of SMEs is not sufficiently judged by the number of activities undertaken. The impact must be proven through changes experienced by partners or beneficiaries, whether in social, economic, health, education, environment, technology, or governance aspects. A SMEs programme can be said to have an impact if there is a verifiable difference between pre- and post-intervention conditions, such as increased knowledge and skills, changes in behaviour, increased income or productivity, improvement of health conditions, use of technology, improvement of service quality, institutional strengthening, or reduction of problems facing the public.

Impact measurements need to be designed from the proposal drafting stage, not done only after the programme is completed. Each activity needs to establish initial conditions, priority issues, beneficiary groups, change theories, external indicators, outcome indicators, data collection methods, measurement schedules, and sustainability strategies. For example, SMEs empowerment programmes do not sufficiently report the number of trainers or participants, but need to measure changes in business management ability, application of technology, turnover, market reach, legality of business, or sustainability of production. Similarly, health

programmes need not be assessed sufficiently based on the number of examinations or extensions, but need to measure changes in knowledge, health behaviour, access to services, risk factors, or indicators of public health.

Minimum evidence for such measurements must include at least pre- and post-intervention data, identity and number of beneficiaries, measurement instruments, documentation of results implementation, feedback and verification of partners, verifiable change stories, as well as sustainability evaluation. Evidence must be accompanied by an operational definition, measurement period, primary source, data owner, consent to data use, and trace of change.

Implementation of impact measurements also needs to be done through co-creation with partners. Public, local governments, professional organisations, the business world, industry, alumni, and users of PkM results need to be involved from problem identification, programme design, implementation, evaluation, to the definition of sustainability strategies. This approach prevents PkM from becoming a one-way activity based solely on college assumptions.

The development data of PKM are referred to in Appendix I.30 and Figure 1.19; this section focuses on the analysis on the measurement of impact and sustainability of results.

Analysis of the situation in the Member States

The development of the realisation of FTI receipts during 2021–2025 showed an overall increase, despite fluctuations in several years. In 2021, the realisation of receipts was recorded at Rp12,542,250,000. In 2022, the realisation of receipts increased to Rp13,469,250,000, or an increase of about Rp927,000,000 (7.4%) compared to the previous year.

In 2025, the realisation of re-admissions increased to Rp 21,900,000,000, or increased by about Rp 3,907,500,000 (21,7%) compared to 2024. Compared to 2021, the increase in admissions in 2025 increased by Rp 9,357,750,000 or 74.6%. The increase in such admissions should be seen in conjunction with the development of expenditure and FTI financing needs, so that the nominal increase in non-immediate admissions can be understood as an increase in financial independence.

Therefore, the revenue structure and diversification need to be managed as an FTI financial reinforcement agenda linking academic policy, HR capacity, partnerships, asset management, and financing. Diversification does not mean pursuing all unlimited revenue opportunities, but building revenue sources that are consistent with the vision, competence, and needs of FTI development. Based on the existing revenue structure, FTI revenue sources come from the S1 Regular, S1 Sore, S2, and S3 programmes, with S1 Regular as the largest revenue source, while the contributions of S2 and S1 Sore show considerable progress. These conditions can be the basis for strengthening diversification through continuing education development, professional and industrial cooperation, research and SMEs grants, the utilisation of laboratories and facilities, as well as other revenue development that supports the continued implementation of the tridarma.

The Islamic Academic Culture is the foundation for determining sources and ways of earning income in FTI. The Trust Principle requires that all transactions, contracts, and reporting are conducted honestly and accountably. The Fair Principle demands that diversification does not disproportionately shift the burden on a particular student or study programme. The Charity and Quality Principle wants services, programmes, and

revenue development activities to provide worthy and valuable services. The Musyawarah Principle ensures that academic civility and stakeholders are involved in broad-based decision-making.



Figure 1.21 Actual Revenue of the Faculty of Industrial Technology 2021–2025

In 2021, expenditure used about 83.69% of receipts. Based on the target set, the proportion was 77.79% in 2022, 75% in 2023, then decreased to 71% in 2024 and increased to 76.24% in 2025.

The best achievement of the goal of maintaining a balance of acceptance and expenditure is seen in 2024, when the proportion of expenditure is at 71% of acceptance. The condition provides greater space for the Faculty of Industrial Technology to support the academic development, human resources, research, technology, infrastructure, laboratories, and strategic programmes of the faculty on a sustainable basis.

The changes reaffirm the need for increasingly performance-based revenue and expenditure management. Increases in spending should be attributed to external outcomes, results, quality of service, and demonstrable benefits, not just the number of activities or historical spending patterns. On the adoption side, FTI needs to strengthen revenue diversification through grants, professional services, continuing education, asset utilisation, business units, philanthropy, cooperation, and the commercialisation of intellectual property. On the spending side, priority should be given to programmes that make the strongest contribution to the quality of education, research, community service, student experience, and institutional sustainability.

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Figure 1.22 Receipts and expenditure of FTI 2021–2025

Analysis of the results of the study

Adequacy of academic facilities should be placed as part of a system of quality assurance of learning and tridarma, not merely the provision of physical assets. They should be assessed on the basis of function, capacity, safety, accessibility, reliability, level of utilisation, and relevance to the curriculum. Collegiate spaces, laboratories, libraries, studios, practice facilities, discussion rooms, digital systems, and student support facilities should be able to serve the growth of student numbers without lowering the quality of learning experience.

The development of active students at the Faculty of Industrial Technology was the basis for assessing the pressure on capacity of facilities and infrastructure. The number of active students increased from 1,085 in 2021 to 1,566 in 2025, or increased by 44.33%.

The increase in student enrollment from 1,085 in 2021 to 1,566 in 2025, equivalent to 481 students or 44.33%. If physical and digital capacity does not follow demand, the risks arising include class density, limitations on laboratory schedules, service queues, decreased practice opportunities, and decreased quality of learning interactions.

Therefore, the evaluation of academic facilities needs to use a capacity versus need approach. Each facility needs to have installed capacity, effective capacity, number of users, level of utilisation, peak usage times, and service standards. The laboratory, for example, is not sufficiently rated by the number of spaces or tools, but also by the ratio of students to tools, hours of practice available, equipment condition, calibration schedule, safety, technician competence, and relevance to the CPL. Similarly, the library needs to be rated by collection adequacy, digital access, learning space capacity, hours of service, database utilisation, and user satisfaction.

The Islamic Academic Culture provides an ethical orientation in resource management. Trust is realized through transparent procurement, disciplined maintenance, and responsible use of assets. Justice demands equal access to interfaculty facilities, study programmes, student groups, and students with special needs. It encourages quality of resource beyond minimum fulfilment. The museum ensures that users are involved in identifying needs and evaluating services. As for inclusion, it ensures that every investment in resource provides real benefits to the quality of learning, research, community service, and the well-being of academic civic life.

Implementation of the need for adequate facilities agenda begins with an initial condition audit that includes inventory, capacity, physical condition, age of assets, utilisation, accessibility, safety, maintenance needs, as well as its compliance with the curriculum and development of student numbers. The audit results are used to group facilities into adequate categories, need for optimisation, need for rehabilitation, need for capacity increase, or need for replacement.

The development of facilities should also be managed as an interconnected portfolio. The addition of classrooms should take into account the schedule, distribution of students, and utilisation of hybrid learning. Laboratory development should be linked to curriculum, research, safety, and certification. The library should be integrated with repositories, scientific databases, and information literacy. Digital systems need to support learning, facility reservation, asset inventory, damage reporting, and utilisation analytics. Thus, physical and digital development do not go separate.

Minimum evidence to be available includes inventory of assets, space and equipment capacity, facility condition, utilisation data, maintenance schedule, calibration, safety certification, incidents, accessibility, operating costs, and user satisfaction. Each data needs to be supplemented with asset identity, location, user study programme, measurement period, data limit date, primary source, liability, validation status, and trace changes. These data should allow the university to trace the relationship between user needs, facility conditions, costs, and investment decisions.

Capacity indicators include the ratio of space to student, the ratio of practice tools to participants, the availability of library seats, bandwidth per user, and the level of meeting the needs of the means. Process indicators include utilisation, maintenance accuracy, calibration, time to repair damage, as well as compliance with safety standards. Outcome indicators can be user satisfaction, smooth learning, practical achievability, and tridarma productivity. Risk indicators include facilities that exceed capacity, critical equipment obsolescence, recurring disruption, low accessibility, and dependence on one main facility.

Faculties jointly in the fields of infrastructure, academia, study programmes, information technology units, libraries, and quality assurance functions need to conduct periodic risk-based assessments. The quarterly review is used to monitor critical facilities, utilisation deviations, damage, and service needs, while the annual evaluation assesses capacity adequacy, cost, accessibility, satisfaction, and investment impact.

The success of the academic resource adequacy agenda is ultimately not characterised by an increase in the number of buildings, spaces, or tools alone. More substantial success is achieved when student growth is sustained by adequate access, safe and effective use of facilities, quality learning experiences, and increased tridarma productivity.

The European Union is committed to ensuring that the Union and its Member States are fully aware of the need to strengthen the Union's external relations.

The resilience of digital infrastructure needs to be laid as a foundation for the continuity of academic, administrative, research, scholarship, and data-based decision-making services. Such resilience is not measured sufficiently by the existence of applications or the number of information systems, but by the ability of universities to maintain consistent availability, integration, capacity, security, backup, recovery, and user support. Thus, digital infrastructure should be treated as an institutional critical service that requires management, resources, financing, and risk control equivalent to physical infrastructure.

The application inventory recorded growth from 8 in 2021 to 14 in 2022, 19 in 2023, 25 in 2024, and 27 in 2025. The annual changes were +6 applications (75.0%), +5 (35.7%), +6 (31.6%), and +2 (8.0%). The total increase of 19 applications (237.5%) indicated a portfolio expansion, but not all applications are already integrated or meet sustainability standards.

The development of Webometrics has been presented in Depth I.11 and is used in this subchapter as an external indicator of institutional digital visibility. The national ranking improved from 94 in 2021 to 31 in 2025, although the change was not linear as it briefly reached the ranking of 29 in 2022, dropped to 45 in 2023, and improved back to 41 in 2024. The improvements indicate a strengthening of digital visibility, but cannot be used as a direct measure of infrastructure resilience. Webometrics need to be read alongside internal indicators such as service availability level, interruption frequency, recovery time, backup success rate, network capacity, security, and user satisfaction.

Resilience evaluation needs to use critical service and disruption impact approaches. Each system should be classified based on the level of criticality, number of users, other process dependence, data sensitivity, and consequences if the service stops. Academic systems, LMS, student admission, finance, PDDIKTI, research, library, and digital identity services have different levels and require different availability standards and recovery times. Based on these classifications, universities can set investment priorities, backup schemes, redundancies, and disaster recovery procedures.

Digital architecture also needs to be directed towards interoperability and single institutional data. Standalone systems without integration increase the chances of identity differences, duplicate data, updating time differences, and reporting errors. Integration needs to use consistent user identities, data dictionaries, metadata, APIs or controlled data exchange mechanisms, as well as rules regarding key data sources. Any strategic information should be traceable to the source system, data owner, update times, and validation mechanisms.

The Islamic Academic Culture provides an ethical foundation for the management of digital infrastructure. Trust is realized through data protection, service reliability, and accountability for disruption and incidents. Justice demands equal digital access for all civilizations, including users with device limitations, connectivity, or accessibility needs. It encourages the quality of service beyond minimum standards.

The implementation of the agenda needs to begin with an architectural and initial condition audit. The audit includes a list of systems, functions, owners, users, infrastructure, data locations, integration, capacity, security, licensing, operating costs, age of technology, and dependence on providers. The audit results are used to group systems into categories maintained, integrated, updated, consolidated, or discontinued.

Service resilience needs to be supported by service continuity and disaster recovery mechanisms. Each critical service should have an availability level target, Recovery Time Objective (RTO), and Recovery Point Objective (RPO), although these technical terms need to be reduced to an easily auditable indicator. Backup testing is not done sufficiently by ensuring that files are stored, but must be proven through recovery simulation.

Minimum evidence to be available includes system and infrastructure inventories, service availability data, disruption recordings, recovery time, backup test results, security audits, vulnerability test results, incident reports, SLAs or service standards, as well as user survey results. Each evidence needs to have system identity, measurement period, data deadline date, primary source, service owner, validation status, and trace of change. Evidence also needs to allow tracing of the incident to the root of the problem, corrective action, and evaluation of effectiveness.

Control indicators need to be distinguished into indicators of availability, capacity, security, recovery, user experience, and risk. Availability indicators include service availability levels and interruption frequencies. Capacity indicators include server utilisation, network, storage, and number of active users. Security indicators include number of incidents, critical vulnerabilities, access compliance, and system updates. Recovery indicators include average recovery time, backup success, and recovery simulation results. User experience indicators include satisfaction, assistance response time, and ticket completion. Risk indicators include system without backup, applications without owner, obsolete technology, and reliance on a single provider.

LP3M together with the information technology unit, process owners, faculty, study programmes, and quality assurance functions need to conduct periodic risk-based assessments. The quarterly review is used to examine disruption, capacity, security incidents, and improvement needs, while the annual evaluation assesses investment effectiveness, system integration, service quality, and resilience to disruption scenarios.

The success of the digital infrastructure's resilience is ultimately not characterised by the abundance of applications or the improvement of Webometrics alone, but by [KEEP_UNISSULA's] ability to keep critical services available, data protected, disruptions recoverable quickly, and users gaining a consistent digital experience. With this framework, improvements in digital visibility become part of a broader ecosystem: integrated, secure, resilient, auditable, and supportive of the continuity of the entire university's strategic process.

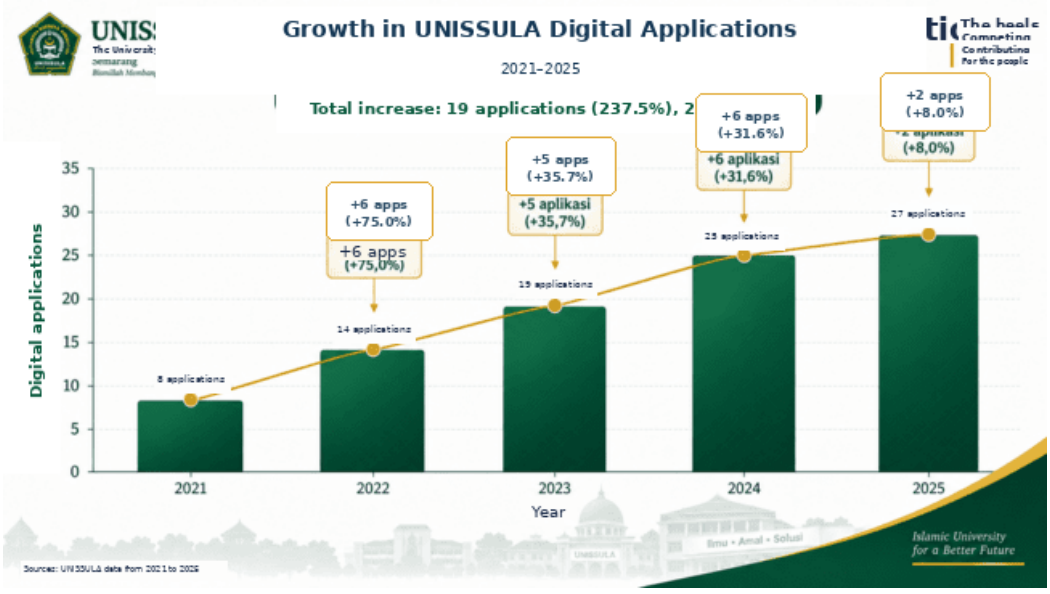

Figure 1.23 Development of digital applications UNISSULA 2021–2025

Chapter I • I.36 Analysis of the strategic environment

Strategic environmental analysis needs to be placed as a process to ensure that the direction of the Strategic Plan Faculty of Industrial Technology remains relevant to changes in regulation, demographics, economics, technology, professions, environment, and global competition. Analysis is not enough to identify external trends, but must translate those changes into policy choices, investment priorities, human resource development, academic process adjustment, technology reinforcement, as well as risk control.

UI GreenMetric Ranking Image UNISSULA 2021–2025 shows the dynamics of institutional sustainability competitiveness. The national ranking was recorded at 72 in 2021, 67 in 2022, remaining 67 in 2023 and 2024, then improved to 54 in 2025.

Analytically, the national position showed a fairly long consolidation phase at 67th position during 2022–2024, then increased 13th rank in 2025. Compared to 2021, the national position 2025 improved 18th rank. Meanwhile, the world ranking briefly deteriorated to 780th in 2023 before improving to 717th in 2024 and 529th in 2025.

The UI GreenMetric needs to be used as an external indicator to assess the consistency of campus policy and operations on sustainability aspects. Improvements in positioning should be traceable to substantial changes such as energy efficiency, emission reduction, water and waste management, sustainable transportation, improvement of open spaces, infrastructure governance, as well as integration of sustainability issues in education and research.

Strategic environmental analysis needs to broaden this reading by linking environmental issues to changes in technology, policies, societal needs, financing, and global reputations. Changes in environmental regulation can affect building standards and waste management; technological developments open up opportunities for energy efficiency and digital monitoring; climate change increases the need for infrastructure resilience; while global competition encourages universities to show evidence of contributing to sustainable development. These causal relationships need to be incorporated into the planning process in order for investment decisions to be non-reactive.

Implementation of the agenda needs to be done through systematic external monitoring, benchmarking, risk mapping, and strategic response identification. Each major issue needs to have a trigger indicator, process owner, impact scenario, intervention options, funding needs, and evaluation time. Issues with a high impact on quality, reputation, operational sustainability, or student experience should be given greater priority.

Minimum evidence includes annual GreenMetric UI data, internal environmental indicators, regulatory monitoring, comparative studies, energy and water use data, waste management, emissions, transportation, open space, education and research programmes, as well as the results of stakeholder forums. Each data needs to have an operational definition, period, primary source, data owner, validation status, and trace of change in order for ranking shifts to be associated with tangible performance changes.

The main risk is the use of ranking as a single proxy for success. Position improvement can occur without substantial change if influenced by changes in the methodology or performance of other institutions. Therefore, ranking indicators should be paired with indicators of environmental outcomes, resource efficiency, quality of sustainability education, climate risk, and investment effectiveness.

With the framework, the improvement of UI GreenMetric from national ranking 72 to 54 and world ranking 608 to 529 in the period 2021–2025 is evidence supporting the strengthening of the sustainability position UNISSULA.

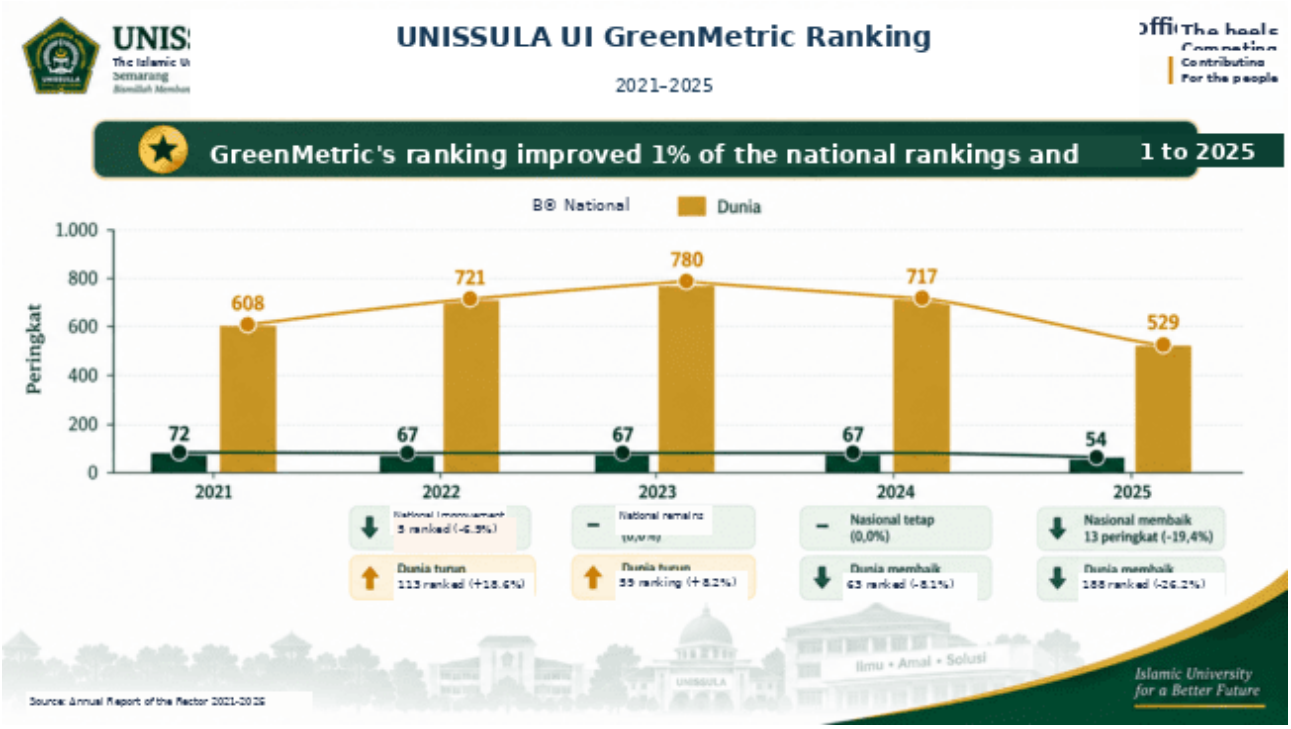

Figure 1.24 GreenMetric UI rating UNISSULA 2021–2025

Chapter I • I.37 Analysis of stakeholders

Stakeholder analysis needs to be positioned as a strategic instrument to ensure that the direction of FTI policies, programmes, and partnerships builds on the needs, influences, contributions, and expectations of stakeholders. Students, parents, alumni, graduate users, governments, professional organisations, industries, communities, foundations, and national and international partners have different interests so that their mechanisms of involvement cannot be unified.

An analysis of FTI cooperation based on the available data shows that the cooperation recorded during the period 2021–2025 consists of 2 International MOA, 34 National MOUs, and 3 International MOUs, with a total of 39 cooperation documents. 11 in 2021, 10 in 2022, 6 in 2023, 4 in 2024, and 8 in 2025.

The development of FTI collaboration needs to be analysed based on the quality and productivity of the partnership, not merely on the number of documents produced. The number of collaborations that are still limited in a few years does not automatically indicate the weakening of the network of partnerships if the already-woven collaboration remains active, productive, and impacts on the implementation of the college's three-phrase. Similarly, the increase in international collaboration in 2024–2025 needs to be translated into verifiable activities and outcomes.

Stakeholder analysis needs to use mapping based on the level of interest, influence, strategic relevance, contribution, and risk of the relationship. The mapping results are used to determine the form of engagement, frequency of consultation, accountability, priorities of partnerships, as well as outcome indicators. High-interest and influential partners need to be intensively involved in curriculum development, research, SMEs, career development, mobility, innovation, and internationalization. Meanwhile, other stakeholder groups still need to obtain a proportionate mechanism of communication and feedback.

The evaluation of partnerships needs to be directed from administrative measures towards outcomes and impacts. Each collaboration needs to be tracked externally such as student and lecturer mobility, joint lectures, research and publication, internships, certification, curriculum development, innovation, funding, SMEs, as well as benefits to partners. The existence of MoUs, MoAs, or IA without measured implementation is not enough to indicate the effectiveness of the partnership.

Minimum evidence includes a map of stakeholders, cooperation documents, implementation plans, activity reports, joint outputs, surveys and consultation forums, partner satisfaction, funding, and follow-up. Each data needs to have a partner identity, type of cooperation, period, unit of responsibility, active status, primary source, validation status, and trace of change. These controls are important for a university to distinguish a partnership that is still administrative in nature from a partnership that has generated real benefits.

The main risks are the dominance of orientation on the number of documents, inequality of productivity between units, non-continuous partnerships, and low correlation between stakeholder input and institutional decisions. Therefore, the success of stakeholder analysis is characterised when structured dialogue results in more precise priorities, partnerships produce measurable externalities, and the results of external relationships are used to improve policy, tridarma quality, and competitiveness UNISSULA.

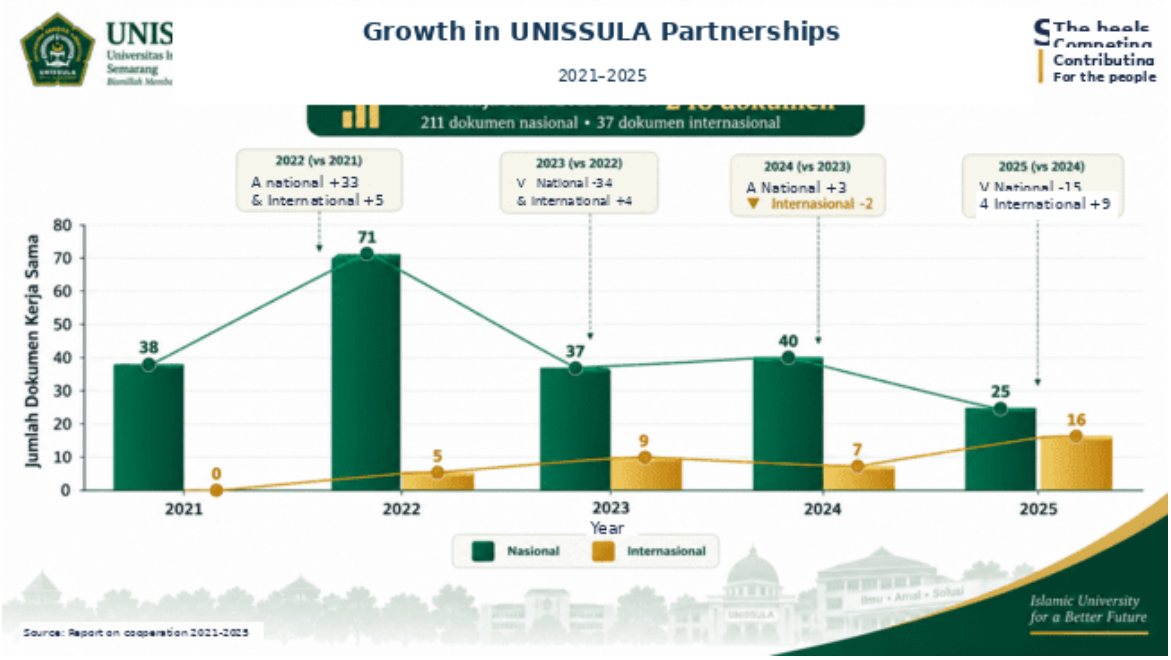

Figure 1.25 Recapitulation of national and international cooperation documents 2021–2025

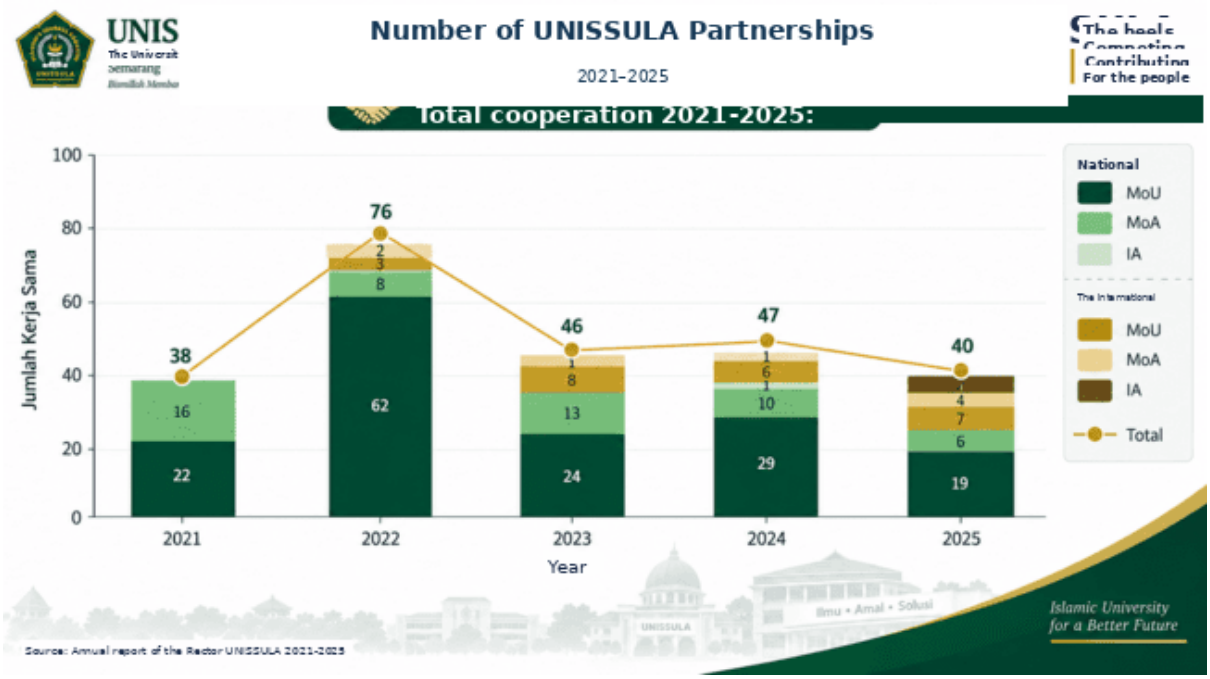

Figure 1.26 Details of cooperation documents by type and scope 2021–2025

This appropriation is intended to cover expenditure relating to:

Strategic risks for the period 2025–2029 need to be managed as an integral part of Strategic Plan's implementation, not as a separate compliance function. Risk management focuses on risk of academic quality, capacity and talent, finance, data, cybersecurity, ethics of AI utilisation, reputation, compliance, disaster, and sustainability of partnerships. Each risk should be traced to its causal relationship to policy, HR, academic processes, technology, financing, and user experience.

Risk on the academic side is indicated by the number of 1,566 active students and 41 lecturers, which yield about 38.9 students per lecturer. Data risk is seen from differences in collaborative partnerships, disparities in ratio, as well as the mix of goals and realizations. Student and lecturer data refer to FTI data, whereas the percentage of deviations from plans is only assessed after a pair of plans and realizations with the same coverage are available.

Risk management needs to use strategic risk registers that link targets, causes, risk events, impacts, risk owners, available controls, early warning indicators, residual risk levels, and treatment plans. Risks with cross-target impacts or potential impairment of quality, financial sustainability, safety, reputation, and service continuity gain higher priority. Each unit needs to set limits on tolerance, resource needs, mitigation schedules, and escalation points when early warning indicators exceed established thresholds.

Minimum evidence includes the risk register, the risk owner designation, the assessment results, controls, early warning indicators, incident records, follow-up, and residual risk evaluation. The quality of evidence is maintained through operational definitions, primary sources, data deadlines, data owners, validation processes, and trace changes. The quality assurance function conducts risk-based analysis, while the leader uses the results to determine priorities for intervention, resource allocation, and corrective action.

Controls need to prevent only documented risks without mitigation, duplication of reporting, as well as targets that are not supported by capacity and financing. Quarterly surveys are used to examine changes in exposure, control effectiveness, and early warning indicators, while annual evaluations assess residual risks, control costs, benefits, and strategy adjustment needs. Targets are not lowered only because of deviations, but are delayed after data validity, root problems, design effectiveness, implementer capacity, and financing support are analysed and documented.

Successful strategic risk management is characterised when achieving Strategic Plan targets becomes more resilient to disruption, deviations can be detected earlier, and corrective decisions are made in a planned manner based on evidence, rather than reactively after the risk develops into an institutional problem.

Chapter I • I.39 Synthesis of strategic issues

The synthesis of strategic issues needs to be placed as a priority-setting process that integrates the results of the evaluation of the Faculty of Industrial Technology's initial condition, risk, performance gap, and intervention capacity. A strategically stated issue should have cross-objective impact, high levels of urgency, demonstrable gaps, as well as intervention opportunities that are within institutional control.

The initial 2025 condition showed 4 study programmes, 1,566 active students, 41 lecturers, 2 professors, and 29 Scopus articles. This condition required control of adequate human resources, facilities, and interunit quality.

On the basis of inter-data relevance, strategic issues need to be analysed in a causal relationship. Student growth increases the need for lecturers, mentoring, resources, digital systems, and financing. The increase in the number of Ungul study programmes requires the ability to maintain quality through consistent SPMI. Additionally, professors and publications must be converted into scientific leadership, innovation, citation, and impact. At the same time, the limitations of realization of admission limit fiscal space to support the entire transformation agenda simultaneously.

The synthesis can be directed to six priority groups of issues, namely control of academic growth and capacity; equity and quality sustainability; strengthening of HR quality and productivity; transformation of research, innovation, and SMEs towards impact; integration of data, digital, and AI; and strengthening resilience and diversification of financing.

AI culture becomes the foundation in prioritization. Trust demands the use of accurate data and open recognition of gaps; fairness directs support according to the level of need and risk; compassion encourages quality beyond minimum standards; awareness ensures priorities are tested through stakeholder engagement; while civilization ensures that strategic choices provide the greatest benefit to students, academia, society, and institutional sustainability.

Implementation of strategic issue synthesis needs to use a matrix that links issues, root problems, impact, indicators, risk owners, interventions, resource needs, and outcome targets. Co-creation with lecturers, educators, students, alumni, graduate users, professions, industry, government, and society is needed to test the relevance of priorities and the feasibility of interventions. Minimum evidence includes a priority matrix, root problem analysis, inter-indicator correlation, resource needs, consultation outcomes, leadership decisions, and follow-up plans.

Controls are performed through periodic monitoring of indicators of outcomes, processes, and risks. If achievements are lagging behind, targets are not immediately lowered before an analysis of data validity, root causes, design effectiveness, implementing capacity, and financing support is performed. This approach ensures that corrective action is based on evidence and not just administrative adjustment.

The success of the synthesis of strategic issues is characterised when the Faculty of Industrial Technology is able to focus resources on the changes that most determine the quality leap, control the inter-risk linkage, and maintain consistency between strategic ambitions and institutional capacity.

CHAPTER II
VISION, MISSION, STRATEGIC OBJECTIVES AND TARGETS

2.1. Vision of the Faculty of Industrial Technology

VISION OF THE FACULTY OF INDUSTRIAL TECHNOLOGY 2025–2029 To become an outstanding and internationally reputable Faculty of Industrial Technology by 2036 in education, research, innovation, and community service in green and sustainable industrial technology, grounded in Islamic values.

- Unggul is defined as a recognized, relevant, and impactful quality of tridarma.
- Developing science and technology affirms the mandate of reconstructing science on the basis of Islamic values and boldly entering the frontiers of science, digital technology, and AI.
- Generation of Khaira Ummah places morality, wit, expertise, leadership, and preaching as a graduate profile.
- International competitiveness is realized through standards, recognition, networking, mobility, and global contributions.
- CULTURE is a value system and work culture that unites these five elements.

2.2. Mission of the Faculty of Industrial Technology

1. Reconstruct, develop, and apply science and technology in green industrial technologies on the basis of Islamic values through STEAM's superior, relevant, impactful, and internationally competitive education, research, innovation, and multidisciplinary approach.
2. Educating and developing Islamic human resources in the field of green industrial technology across the education strata through student-centered, inclusive, flexible, adaptive, and accelerated learning for achieving students, with the support of digital technology and artificial intelligence, to build a generation of Khaira Ummah and cadre of eminent, scholarly, professional, and ready to lead and preach.
3. Organizes devotion to society and Islamic preaching in the field of research-based green industrial technology, STEAM, digital technology, and artificial intelligence to solve real problems, enhance well-being, and build Islamic civilization within the framework of lil alamin's grace.
4. Develop the internationalisation of tridarma and Islamic Academic Culture in the field of green industrial technology as well as trusted, professional, inclusive, adaptive, data-driven, digital technology, and artificial intelligence university governance through global networking, quality assurance, risk management, and sustainable institutional improvement.

Table 2.1 Harmonisation of old values and formulation of VMTS 2025–20291

Score/mandate	Source	New formula	Strengthening
Reconstruction of the Islamic faith	Long term mission 1	Mission 1	Expanded by STEAM, innovation, impact, and international competitiveness
Generation of Khaira Ummah and tafaqquh fiddin	Long term mission 2	Mission two.	Added to OBE, inclusion, flexibility, disability, acceleration, digital AI
PkM and the preaching of the grace of lilalamin	Long term mission 3	Mission three	Reinforced based on research, STEAM, technology, results, and sustainability
Institutional Enhancement	Long-term missions 5 and 6	Mission four	Expanded into internationalization, GUG, data, digital AI, quality, risk

2.3. Strategic Objectives of Universitas Islam Sultan Agung

The four objectives in the structure of reference education, graduate, research/KM, and governance are harmonized into six objectives so that the mandate of preaching/KM and internationalization have their own accountability.

2.3.1 Strategic objectives 1

VISION OF THE FACULTY OF INDUSTRIAL TECHNOLOGY 2025–2029 To become an outstanding and internationally reputable Faculty of Industrial Technology by 2036 in education, research, innovation, and community service in green and sustainable industrial technology, grounded in Islamic values.

This goal maintains the continuity of the Faculty of Industrial Technology's historical mission in reconstructing science. Its measures include the integration of Islam into curriculum, research, SMEs, STEAM projects, and changes in academic behaviour.

2.3.2 Strategic objectives 2

It organises Islamic higher education in the field of green industrial technology that is superior, inclusive, flexible, adaptive, student-centered, OBE and STEAM-based, supported by digital technologies and artificial intelligence, and produces a generation of internationally professional and competitive Khaira Ummah and tafaqquh fiddin scholars.

The goal is to bring together the quality of education, access, inclusion, student success, graduate profile, and HR capacity. Education is designed to be flexible without compromising quality standards and can be controlledly accelerated for successful students.

2.3.3. Strategic objectives 3

It produces research, scientific publications, innovation, intellectual property, design, prototyping, and STEAM-based products in the field of green industrial technologies and internationally renowned Islamic values as well as impact on science, industry, and society.

This goal shifts the orientation from quantitative activity towards quality, reputation, citation, AI, readiness, adoption, funding, and impact of research.

2.3.4. Strategic objectives 4

The realization of devotion to society and Islamic preaching in the field of high-quality, research-based, sustainable, measurable industrial technologies, and contributing to the well-being of society and Islamic civilization.

The goal is to affirm MPC and preaching as a process of evidence-based, collaborative, sustainable, and replicable societal transformation.

2.3.5. Strategic objectives 5

The realization of the internationalisation of tridarma in the field of green industrial technologies through global networks, mobility of academic civic life, recognition of quality, collaboration, and increased international reputation.

This goal places internationalization as the quality dimension of the entire tridarma through programme recognition, mobility, co-management, output-based partnerships, and reputation.

2.3.6. Strategic objectives 6

The establishment of a trusted, professional, inclusive, adaptive, transparent, accountable, data-driven, digital technology and artificial intelligence faculty governance, accompanied by quality assurance, risk management, and sustainable financial independence.

The objective is to ensure that trust management, accurate data, digital services, responsible AI, risk management, audits, and sustainable financing strategies are maintained.

Table 2.2 Mapping of missions against strategic objectives2

Mission	Focus	Key strategic goals
M1	Reconstruction of IPTEK, research, innovation, STEAM, and international competitiveness	TS 1; TS 3
M2	Education, BSDI, khaira Ummah, inclusion, disability, flexibility, and acceleration	TS 2
M3	Devotion, preaching, STEAM solutions, welfare, and Islamic civilization	TS 4
M4	Internationalization, AI, governance, digital-AI, quality, risks and institutions	TS 1; TS 5; TS 6

2.4. Strategic objectives of the Faculty of Industrial Technology

Strategic targets are formulated as outcomes between those that the Faculty can control.Numbering shows a direct relationship: Target 2.3 is a derivative of Strategic Goal 2, while indicator 2.3.1 and activity 2.3.1.1 are on the same result chain.

1.1. Strengthen the reconstruction of IPTEK based on the values of Islam and Islamic Academic Culture.

2.1. Improving the quality of OBE and STEAM-based higher education.

2.2. Increased inclusive, flexible, disability-friendly and accelerated learning.

2.3. Improved quality, character of Khaira Ummah, and competitiveness of graduates.

2.4. Improving the quality, competence and recognition of human resources.

3.1. Increased research, publication, innovation, and intellectual property have impacted.

4.1. Increased devotion, preaching, and STEAM solutions that have an impact on society.

5.1. Increased internationalization, global networking, and university reputation.

6.1 Improved governance, digital-AI transformation, sustainability and financial health.

Table 2.3 Grouping of nine strategic objectives into six strategic objectives3

Purpose	Final resulting formula	Strategic goals
TS 1	Reconstruction, development, and application of science and technology based on Islamic values and the consistent and sustained internalization of Islamic Academic Culture.	1.1 Strengthen the reconstruction of IPTEK based on the values of Islam and Islamic Academic Culture.
TS 2	The emergence of superior, Islamic, inclusive, flexible, adaptive, accelerative, student-centered, and STEAM-based higher education with the support of quality human resources to produce a generation of international competing khaira Ummah and tafaqquh fiddin scholars.	2.1 Improving the quality of OBE and STEAM-based higher education. 2.2 Increased inclusive, flexible, disability-friendly and accelerated learning. 2.3 Improved quality, character Khaira Ummah, and competitiveness of graduates. 2.4 Improving the quality, competence, and recognition of human resources.
TS 3	It produces research, scientific publications, intellectual property, design, prototyping, innovation, and technology products based on STEAM that are superior, impactful, based on Islamic values, and internationally renowned.	3.1 Increased research, publication, innovation, and intellectual property are impacted.

Purpose	Final resulting formula	Strategic goals
TS 4	The realization of devotion to society, the preaching of Islam, and the implementation of quality, impactful, and sustainable STEAM-based solutions to enhance the well-being of society and build Islamic civilization within the framework of lil 'alamin's grace.	4.1 Increased public devotion, preaching, and STEAM solutions that have an impact on society.
TS 5	The internationalisation of tridarma, scientific hospitality, strategic partnerships, mobility, recognition, and global reputation UNISSULA are intensively and sustainably realized.	5.1 Increased internationalization, global networking, and university reputation.
TS 6	Establishment of trusted, professional, inclusive, adaptive, data-driven, digital technology, and artificial intelligence university governance through quality assurance, risk management, sustainability of funding, and continuous institutional improvement.	6.1 Increased governance, digital-AI transformation, sustainability, and financial health.

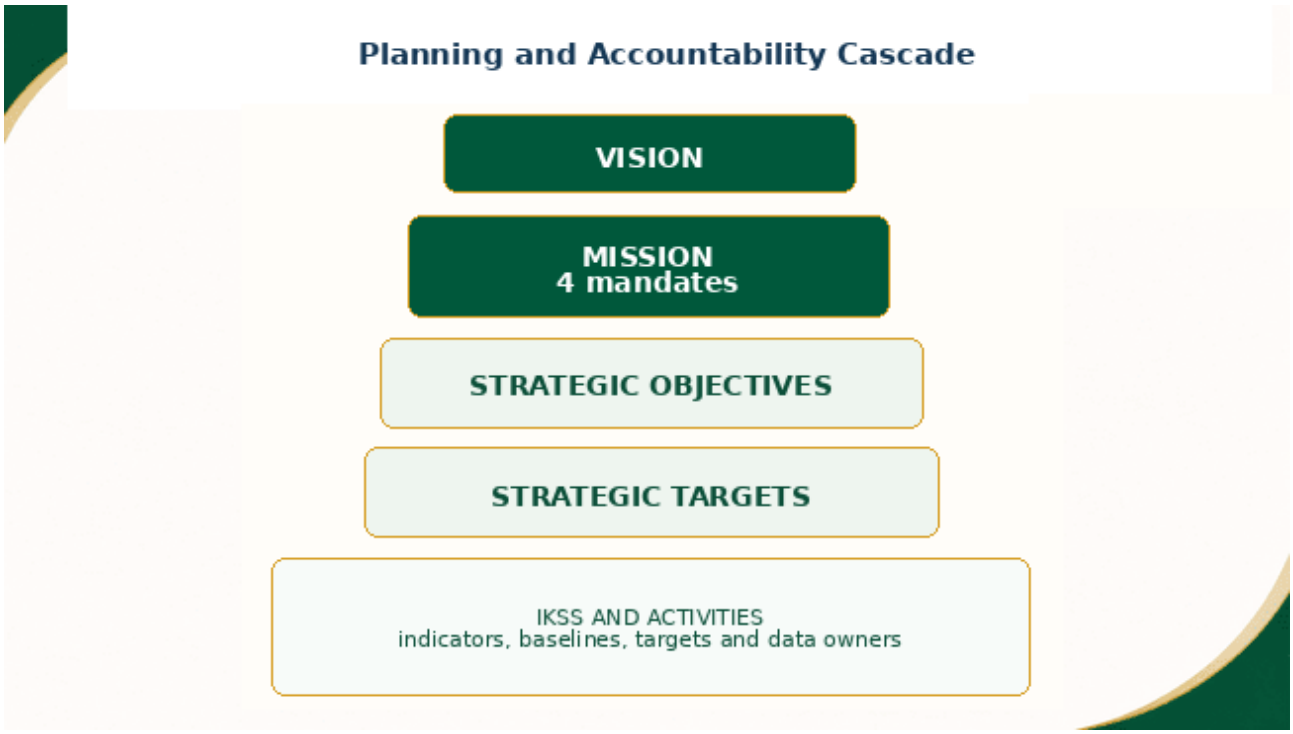

Figure 2.1 Cascade of vision, mission, purpose, goal, indicator

Quantitative data-based analytical depth: the adequacy of nine strategic targets

The nine strategic targets are supported by real capacity changes, but the pace is not uniform. The Unggul study programme increased from 0 in 2021 to 3 in 2025 (+75%); the S3 qualified lecturers increased from 11 to 16 (+45.45%); and the professors increased from 0 to 2.

Scientific productivity on Target 3.1 uses the Scopus 19, 17, 11, 18, and 29 series of articles for 2021–2025. The number of articles available for the entire year, while the 2021 quarantine distribution is not yet available. 52.6% growth from 2021 to 2025 is volume change, not percentage of author lectures, cited articles, or proof of refinement. Target control uses different indicators for lecturer participation, channel quality, citation, intellectual property, readiness, and utilisation of results.

Quality growth also carries capacity risks. By 2025 there are 3 Graduate study programmes out of 4 study programmes, 16 S3 lecturers out of 41 lecturers, and 2 professors. Aggregated, S3 lecturers are equivalent to

40% and professors 5% of all lecturers. These figures do not automatically guarantee adequacy at each study programme, but the portfolio is updated to 5 study programmes by August 2026.

In a managerial sense, the ninth goal should not be read as nine separate lists of activities. Increasing S3 lecturers and professors should improve the quality of OBE-STEAM, publication and alignment; increasing accreditation should be accompanied by inclusive, flexible, and relevant student experience; and international cooperation should result in mobility, shared learning, publication, or quality recognition. The goal dashboard should display aggregate achievement and distribution per faculty/programme of study, so that leaders can distinguish between healthy growth, capacity inequality, and administrative-only progress.

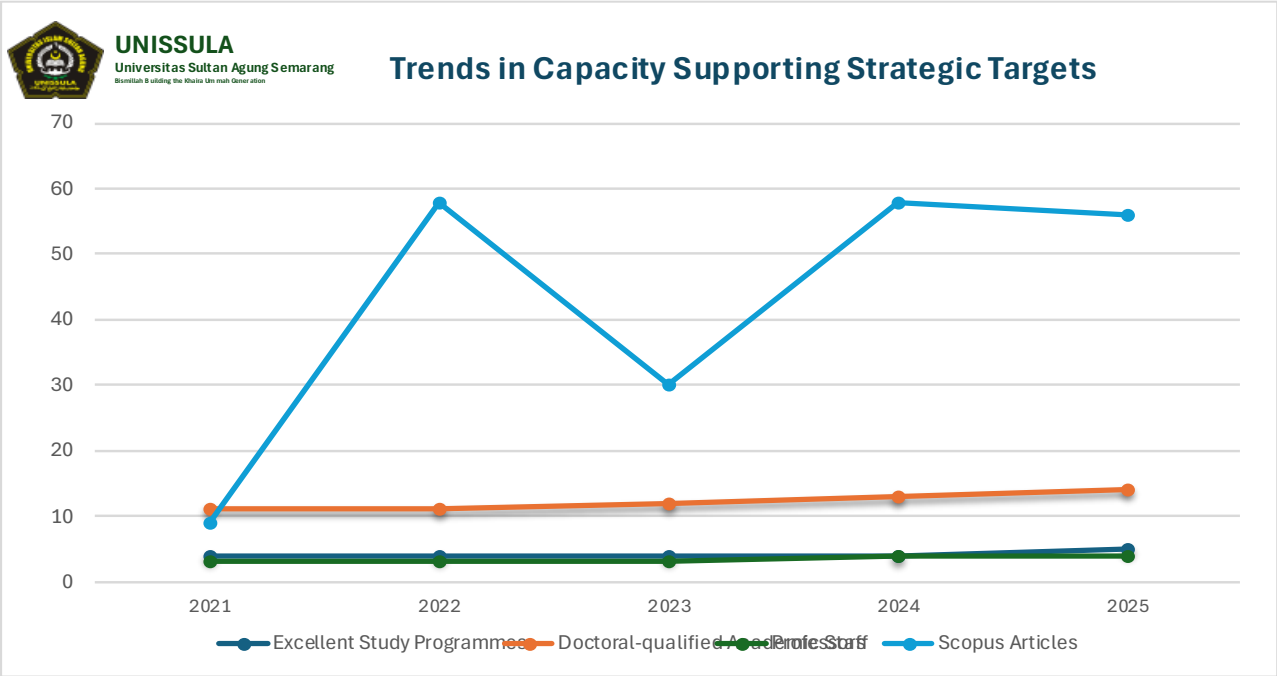

Figure 2.2 Changes in target support capacity

The meaning of the Islamic university

The meaning of FTI should be placed as an academic identity that combines policy, curriculum, research, devotion to society, service, and governance. Such identity should not be sufficiently embodied through symbols, nomenclature, or religious activities, but should be reflected in the orientation of science, the ethics of seeking truth, trust, justice, kindness, musyawarah, civilization, as well as responsibility to Allah SWT. Thus, Islamic Academic Culture became a framework of values that linked academic quality with the formation of the generation of Khaira Ummah.

The student enrollment data in Figure 1.4 shows 436 participants in 2021, 482 participants in 2022, 454 participants in 2023, 635 participants in 2024, and 590 participants in 2025, with a total of 2,597 participants during the 2021-2025 period. The number of participants increased in 2022, decreased in 2023, increased in 2024 and decreased again in 2025.

However, the number of participants has not yet been used as a single measure of FTI success. Student participation is an indicator of the scope and process, whereas more substantial results should be seen in changes in behaviour, academic integrity, discipline, social care, quality of interaction, responsibility, as well as the application of Islamic values in academic and professional activities.

Implementation of the meaning of the Islamic Faculty needs to be done gradually through the establishment of BudAI standards, mapping of the gaps between units, strengthening the competence of lecturers and educational staff, integration of values in curricula and services, as well as impact evaluation. Each faculty, study programme, and service unit should have a clear contribution, indicators, accountability, minimum evidence, and follow-up mechanisms.

Minimum evidence includes VMTS, BudAI policies, curriculum, RPS, student enrollment programmes, behavioural rubrics, student portfolios, assessment results, data on violations and their remediation, as well as stakeholder feedback. The data must have operational definitions, primary sources, period, owner, validation status, and traces of change in order to be used correctly in evaluation and decision making.

The main risk is formalism, i.e. when the growth of activities is not accompanied by changes in behaviour and academic quality. Therefore, the indicators of coverage must be paired with indicators of process, outcome, and impact.

Chapter II • II.02 Meaning of excellence

The significance of excellence in FTI needs to be placed as the institution's ability to consistently exceed minimum standards through academic quality, relevance, innovation, recognition, and demonstrable impact. Excellence is not sufficiently expressed through administrative achievement, but must be seen in learning quality, graduate quality, tridarma productivity, stakeholder satisfaction, effectiveness of governance, as well as external recognition.

Figure 1.6 shows a very significant strengthening of quality. The number of study programmes ranked with the University of Ungul increased the study programmes in 2021 to 2025, i.e. 3 Study Programmes. Cumulatively, there was an increase of 3 study programmes or 75% compared to 2021.

The increase indicates a growing focus on the quality assurance system, but the status of Unggul cannot be treated as the ultimate goal. Excellence needs to be proven through CPL achievement, quality of learning process, faculty competence, research productivity and dedication, graduate outcomes, user satisfaction, as well as the ability of study programmes to maintain and improve performance after earning rankings. Therefore, the Strategic Plan 2025–2029 focus needs to shift from simply increasing the number of Unggul studies to quality maintenance, achievement equalisation, closing gaps, and the need for international recognition.

The implementation of excellence should be managed as a portfolio of changes linking academic policy, human resource development, financing, resources, technology, partnerships, and quality assurance. Each faculty and study programme needs to have a gap map, improvement targets, accountability, timetable, and evidence of achievement.

Minimum evidence includes accreditation status and validity, self-evaluation reports, internal quality audit results, CPL achievement, graduate student and user satisfaction, tridarma productivity, graduate outcomes, as well as follow-up evidence.

The main risk is quality formalism, which is when ranking increases but the quality of the process and impact does not change substantially. Therefore, the status indicator of the Summit should be paired with indicators of the process, outcome, impact, and risk. The success of this agenda is characterised when excellence can be explained by evidence, sustained sustainably, and perceived by students, graduates, users, partners, and the public.

Chapter II • II.03 Meaning of the development of IPTEK

The development of science and technology in the Faculty of Industrial Technology needs to be positioned as an ongoing process that includes the creation, reconstruction, implementation, dissemination, evaluation, and control of IPTEK's impact. Such development is not measured sufficiently from the number of research or publication activities, but must demonstrate a link between the scientific agenda, community needs, methodological quality, academic integrity, innovation, as well as the utilisation of results.

Figure 1.5 shows Scopus' rise from 19 articles in 2021 to 29 in 2025, with the largest growth in 2025. The data is used as an indicator of knowledge production capacity. The significance of IPTEK's development remains assessed through quality, integrity, relevance, integration with education, as well as utilisation of results, so that publication growth is not equated with scientific or social impact.

Therefore, the significance of the development of IPTEK should not stop at the increase in the number of publications. Scientific outcomes need to be assessed on the basis of relevance to the scientific vision, the quality of journals, citations, research integrity, collaboration, student engagement, connectivity to learning, as well as its use by society, professions, governments, and industry. The growth of Scopus articles is an early indicator of scientific capacity, while more substantial success is indicated by the university's ability to transform research results into applied knowledge, innovation, intellectual property, prototypes, policy recommendations, or solutions to real problems.

Implementation of the IPTEK development agenda needs to be built through co-creation between lecturers, students, academics, alumni, graduate users, professional organisations, industry, government, and society. Each study programme and research group needs to have a roadmap linking the vision of science, priority themes, learning, research, community service, as well as opportunities for refinement. With this approach, the research agenda not only follows publication opportunities, but is directed at strengthening expertise, solving problems, and contributing to the development of science.

Minimum evidence includes research roadmaps, research agendas, publications, citations, intellectual property, prototypes, test results, student engagement, collaboration, funding sources, as well as evidence of adoption or utilisation.

The main risks are over-orientation on quantity of publication, inequality of productivity between units, weak integration of research with learning, as well as results that do not proceed towards utilisation. Therefore, external indicators must be paired with indicators of quality, impact, and risk.

Chapter II • II.04 Meaning of the generation of Khaira Ummah

The generation of Khaira Ummah needs to be placed as a human profile and graduates which is the substantive goal of FTI education. It means not confined to the mastery of the values of Islam, but is an integration between faith, science, ethics, expertise, leadership, courage to convey goodness, and responsibility to prevent vice. Thus, Khaira Ummah becomes a framework that links Islamic identity with academic quality, professional competence, social care, and ability to benefit society.

The data of the 2021–2025 Student Personnel Programme in Figure 1.4 presented in the previous section has been used as an indicator of the coverage of internalisation of values since the beginning of academic life. However, the number of participants cannot be used as a direct measure of the formation of the Khaira Ummah character.

The implementation of Khaira Ummah needs to be reduced to a graduate profile, CPL, behavioural rubrics, co-curricular and extracurricular activities, as well as a guidance system. Each study programme needs to translate these values into its scientific context without omitting institutional standards. Trust is reflected in integrity and responsibility; kindness in quality of work and professionalism; fairness in treatment of others; excellence in leadership and collaboration; while civilization is reflected in real contributions to society.

Minimum evidence includes graduate profiles, CPLs, character rubrics, student portfolios, guidance records, assessment results, recognition, tracer studies, graduate user surveys, as well as evidence of social contributions.

The main risk is formalism, which is when the values of the Khaira Ummah are present only in normative statements or ceremonial activities without evidence of changes in behaviour and impact.

Chapter II • II.05 Meaning of international competitiveness

International competitiveness in UNISSULA needs to be positioned as the ability of institutions and academic civilisations to perform equally in a global environment, build cross-country collaborations, gain external recognition, and produce relevant and impactful academic contributions. Competitiveness is not measured sufficiently through the amount of international cooperation or participation, but must be seen in programme quality, mobility, language skills, publications and citations, partner networks, digital reputation, and graduate outcomes.

The National Webometrics Ranking Data UNISSULA 2021–2025 in Figure 1.9 shows a strong increase in digital visibility. The national ranking improved from 94 in 2021 to 29 in 2022, then changed to 45 in 2023, 41 in 2024, and 31 in 2025. Overall, the 2025 position improved 63 rankings compared to 2021.

However, Webometrics cannot be used as a single measure of international competitiveness. The ranking needs to be read alongside other indicators, such as international accreditation and certification, reputable publications, citation, student and lecturer mobility, foreign partner co-programming, foreign language skills, number of active partnerships, as well as quality of graduate outcomes.

Implementation should begin with a readiness mapping at the university, faculty, and curriculum levels. Programmes that already have strong capacities are focused on international accreditation, joint programmes, mobility, and research collaboration, while unprepared units focus on curriculum strengthening, language, HR competence, digital services, and data governance. Each agenda should have targets, accountability, resources, outcome indicators, and clear evidence of achievement.

Minimum evidence includes international recognition of quality, active cooperation, mobility, publication and citation, joint programmes, certification, recognition of lecturers and students, as well as graduate outcomes. The data must have operational definitions, primary sources, periods, owners, validation status, and traces of change in order for the achievements of internationalization to be tracked and compared consistently.

The main risk is symbolic internationalization, i.e. increasing the number of activities without improving quality, sustainability, or impact. Therefore, activity indicators need to be paired with indicators of quality, outcomes, and risks. The success of this agenda is characterised when academic civitas UNISSULA are able to collaborate, work, and gain recognition internationally, while maintaining Islamic identity and Indonesian identity as a source of differentiation and global contribution.

Chapter II • II.06 Culture as a working culture

The Islamic Academic Culture (IAC) needs to be positioned as a working culture that guides the way in which academic civilization learns, researches, serves, leads, resolves conflicts, uses technology, and manages resources.

The development of student centric participants in Figure 1.4 suggests that consistency of coaching coverage still needs attention. The decline of participants after 2022 and 2024 needs to be traced based on the number of targeted students, implementation, and recording systems. In the context of AI as a work culture, coverage data should be linked to examples, behavioral changes, quality of service, and integrity; it should not be sufficiently used as a measure of value organisation success.

Therefore, coverage indicators need to be translated into indicators of behaviour and quality of processes. Trust needs to be seen in data validity, academic integrity, and accountability; fairness in access and proportional treatment; respect for service quality that exceeds minimum compliance; awareness of stakeholder engagement; and inclusion in the benefits of decision making for students, institutions, and the community. Cultural empowerment needs to go on continuously through learning, mentoring, research, SMEs, HR management, student services, and governance.

Implementation should be supported by standards of conduct, leadership and lecturer exemplaryness, evaluation rubrics, complaint mechanisms, violation handling, and award and improvement systems. Each faculty, study programme, and service unit needs to establish indicators, accountability, evidence, and follow-up so that AI can be evaluated consistently and not cease to be an institutional slogan.

Minimum evidence includes BudAI's policies, standards of conduct, assessment results, organisational climate surveys, records of violations and their remedies, service evaluations, as well as follow-up evidence. The data must have an operational definition, primary source, period, owner, validation status, and trace of change so that cultural change can be traced and audited.

The main risk is formalism, i.e. when activity growth is not accompanied by changes in behaviour and quality of service. Therefore, the success of AI should be assessed through the correlation between internalisation coverage, behaviour consistency, service quality, integrity, stakeholder satisfaction, and institutional impact. AI is declared successful as a working culture when trust, kindness, discipline, harmony, justice, and counselling orientation are consistently present in the daily operations of the Faculty of Industrial Technology.

The first mission and the integration of science

The first mission of the Faculty of Industrial Technology needs to be to reconstruct, develop, and apply science and technology on the basis of Islamic values through a superior, relevant, impactful, and internationally competitive STEAM multidisciplinary education, research, innovation, and approach.

The Scopus publication in Figure 1.5 provides a context for the research capacity, with 211 articles recorded during 2021–2025. Quarterly data 2022–2025 helps assess the quality of the channel, but has not yet proven the convergence of Islamic worldview, STEAM, and academic impact. The first mission therefore demands the search for themes, substances, methods, collaboration, integration of results into learning, as well as the benefits of research for society.

Therefore, publication achievements need to be read alongside the relevance of research topics to the scientific vision, quality of publication channels, citation, academic integrity, cross-disciplinary collaboration, student engagement, innovation, and the utilisation of results by society and partners.

Implementation of the first mission needs to be done through a science and research roadmap linking study programmes, research groups, curricula, STEAM projects, partnerships, and collaboration. Co-creation with lecturers, students, alumni, professions, industry, government, and society is needed to ensure that research agendas are relevant, applicable, and sustainable. Units that have already had strong capacity are directed towards scientific leadership and international networks, while the remaining units gain strengthening methodology, HR, facilities, and funding.

Minimum evidence includes science roadmaps, curricula, cross-disciplinary projects, publications, citations, intellectual property, prototyping, collaboration, as well as evidence of validation and utilisation of results. The data must have an operational definition, primary source, period, owner, validation status, and trace of change in order for the achievement of the mission to be evaluated consistently.

The main risk is publication growth that is not accompanied by improved quality, relevance, scientific integration, and impact. Therefore, volume indicators need to be paired with quality, utilisation, and risk indicators. The success of the first mission was marked when the development of IPTEK Faculty of Industrial Technology was rooted in Islamic values, strengthened expertise, produced credible innovation, gained recognition, and provided real benefits to society.

Chapter II • II.08 Second mission and human development

The second mission of the FTI is to educate and develop Islamic human resources across the educational strata through student-centered, inclusive, flexible, adaptive, and accelerated learning for achieving students, with the support of digital technology and artificial intelligence, to build a generation of Khaira Ummah and the cadre of eminent, learned, professional, and leadership-ready scholars. Human development is not measured sufficiently by academic success, but must include character formation, professional competence, adaptability, leadership, digital literacy, social care, and lifelong learning readiness.

The active student development presented in the previous section is used as a basis for assessing the pressure of capacity and quality of service. The growth of student numbers should be balanced by the adequacy of lecturers and mentors, the quality of learning, welfare services, career support, the flexibility of learning pathways, as well as a coaching system that is able to reach students with diverse needs. Thus, the success of the second mission is not measured by the size of the student population, but by the ability of the university to ensure that each student gets the opportunity to develop and achieve the CPL optimally.

Implementation of the second mission needs to be implemented through OBE integration, inclusive and flexible learning, acceleration for achieving students, Khaira Ummah character coaching, talent development, well-being, as well as career services. At the same time, lecturers and educational staff should be developed as a community of educators through enhanced competence, emulation, mentoring, use of technology, and a culture of service.

Minimum evidence includes OBE curriculum documents, CPL achievement data, inclusive services, flexible and accelerated pathways, character coaching, talent portfolios, guidance records, retention data, well-being, as well as career services.

The main risks are the increasing scale of service without increased support capacity, inequality of interunit access, and activity-only success measurements. Therefore, process indicators need to be paired with indicators of results, impacts, and risks. The success of the second mission is characterised when FTI is able to shape intellectual, professional, Islamic-character, adaptive, healthy, productive, and ready to lead, supported by competent and consistent lecturers and educators in the role of educators.

PENDALAMENTS VMTS Chapter II • II.09 Third mission and transformative preaching

FTI's third mission needs to be positioned as a framework of devotion to society and Islamic preaching based on the results of research, STEAM, digital technology, and artificial intelligence to solve real problems, enhance well-being, and build Islamic civilization within the framework of lil'alamin's grace. Transformative preaching should not be realized sufficiently through the delivery of religious messages or the implementation of social activities, but should integrate knowledge, Islamic values, innovation, adherence, and respect for dignity and society context. FTI's mission and preaching affirm a commitment to research based on the results of solving real problems, enhancing well-being, and building Islamic civilization within the framework of lil'alamin's grace.

Internal PKM development data show a relatively strong dedication capacity but have not yet formed a consistent growth trend. The number of activities at UNISSULA level was recorded at 245 in 2021, 238 in 2022, 244 in 2023, 261 in 2024, and 240 in 2025. Compared to 2021, the 2025 achievement decreased by five activities or about 2.0%, with the highest position occurring in 2024.

Therefore, transformative preaching needs to move from activity to measurable change. Each programme should begin with mapping initial needs and conditions, followed by co-creation with partners, application of research or expertise results, measurement of change, as well as sustainability strategies. Success indicators are not just the number of activities, participants, or funds, but need to include changes in knowledge, skills, productivity, health, well-being, institutional capacity, use of technology, and environmental quality according to the context of the programme.

Implementation needs to be directed through the integration of research roadmaps, lecturer expertise, curriculum, student learning, partner needs, and development priorities. Effective research results can be transformed through SMEs, whereas issues found in society can be the source of new research questions. Thus, research, learning, dedication, and preaching form a continuous cycle of knowledge and empowerment.

BudAI provides an orientation for the process to proceed with trust, fairness, kindness, participation, and advice. Partners need to be involved from problem identification, solution design, implementation, evaluation, to the definition of sustainability strategies so that society is not placed as an object, but as a partner of change.

Minimum evidence includes needs analysis, initial condition data, the scientific basis of the intervention, partner engagement, programme outcomes, change measurements, beneficiary feedback, as well as sustainability plans. The data must have operational definitions, primary sources, period, owner, validation status, and trace of change so that the relationship between FTI interventions and changes in society can be traced accurately.

The main risk is that the PRM and the dakwah cease to be ceremonial activities, be one-way, not need-based, or unable to show change. Therefore, the volume indicator should be paired with indicators of results, sustainability, equalization, student engagement, integration with research, and replication ability.

Chapter II • II.10 Fourth mission and adaptive institutions

The FTI's fourth mission needs to be positioned as an institutional framework that integrates the internationalization of tridarma and Islamic Academic Culture as well as trusted, professional, inclusive, adaptive, data-based, digital technology, and artificial intelligence university governance through global networking, quality assurance, risk management, and sustainable institutional improvement. The mission statement affirms the development of trusted, professional, inclusive, adaptive, data-based, digital technology, and artificial intelligence through global networking, quality assurance, risk management, and sustainable institutional improvement.

The receipts and expenditure outcomes for the plan have been presented in Appendix I.33 and are used in this section as an indicator of the institutional capacity to control strategy and resources. The data indicate that there is pressure on the fiscal space, so programme growth, digital transformation, internationalization, development of human resources, and investment means must increasingly be attributed to financing capabilities and demonstrable results. The Strategic Plan document also affirms that expenditure needs to be attributed to external outcomes, outcomes, quality of service, and benefits, while receipts diversification needs to be strengthened to maintain institutional sustainability.

Implementation of the fourth mission needs to use a single management architecture that connects PPEPP, risk management, one institutional data, digital architecture, AI governance, global partnerships, and performance-based budgeting. Each unit needs to have a target, contribution, process and data owner, resource needs, outcome indicators, and control points.

Trust is embodied through data validity and resource accountability; fairness through the allocation of support based on needs and risks; justice through quality of service that exceeds minimum compliance; transparency through participatory decision-making; and inclusiveness through the evaluation of the benefits of each policy to students, academic citizens, institutions, and the public. This direction is consistent with Strategic Plan's position that trust governance is transparent, accountable, data-based and technology-based, along with quality assurance, risk management, and sustainable financial independence as strategic goals.

Minimum evidence includes global network portfolios, PPEPP results, performance dashboards, dictionaries and data reconciliation, AI usage policies and registers, audit results, risk registers, follow-up reports, partnership performance, and results-based financial reports. Evidence must have primary sources, period, owner, validation status, and trace of change in order for the relationship between policies, budgets, processes, risks, and results to be consistently traced.

The main risks are system fragmentation, digitalisation without integration, activity-based internationalization, uncontrolled use of AI, as well as targets that are not supported by fiscal capabilities. Therefore, activity indicators should be paired with indicators of results, benefits, efficiency, risks, and sustainability. The success of the fourth mission is characterised when the Faculty of Industrial Technology is able to adapt quickly, make data-based decisions, control risks, maintain financial discipline, strengthen international recognition, and maintain AI-based accountability.

The first strategic objective

The first strategic goal needs to be placed as an institutional outcome that ensures the reconstruction, development, and application of science and technology grounded in Islamic values and Islamic Academic Culture is consistent, sustainable, and relevant to the needs of society. Therefore, its achievement is not sufficiently proven through documents or activities, but must be seen in curriculum, research, SMEs, STEAM projects, innovation, as well as changes in civic academic behaviour.

The Scopus outline in Figure 1.5 is used as evidence supporting the capacity of knowledge production. The increase of 10 articles from 2021 to 2025 does not automatically indicate the success of the reconstruction of science. The first strategic goal is controlled through the integration of Islamic and Buddhist values into the study programme, STEAM projects, substantive research, evaluation of the Buddhist programme, the Khaira Ummah internalisation index, and interdisciplinary academic activities.

Implementation of the first strategic goal requires the integration of science, curriculum, research, STEAM, SMEs, and Cultures into a single chain of outcomes. Co-creation with students, alumni, professions, industry, government, and society is needed so that the development of IPTEK not only meets academic standards, but responds to real needs and takes into account ethical, social, economic, and environmental consequences.

The minimum evidence needed to include audits of the integration of Islamic values into curricula and tridarma, scientific roadmaps, STEAM projects, research portfolios representing science reconstruction, BudAI programmes, publications and citations, student engagement, as well as evidence of the implementation of results by partners. The data must have an operational definition, primary source, period, owner, validation status, and trace of change so that the achievement of goals can be traced consistently.

The main risk is integration formalism, which is when Islamic values are listed in documents and the number of publications increases, but have not yet resulted in changes in the substance of science, academic behaviour, or the benefits of research. Therefore, external indicators should be paired with indicators of quality, integration, impact, and risk. Periodic evaluations need to assess whether interventions actually strengthen the academic characteristics of FTI, rather than simply enhance activity.

The success of the first strategic objective was marked when FTI was able to produce IPTEKs that were scientific, integrity-based, rooted in Islamic values, relevant to contemporary issues, integrated in education and SMEs, as well as providing demonstrable benefits.

The second strategic objective

The second strategic goal is to place superior, inclusive, flexible, adaptive, student-centered Islamic higher education, based on OBE and STEAM, supported by digital technologies and artificial intelligence, and to produce a generation of professional and internationally competitive Khaira Ummah and ulama tafaqquh fiddin.

Student growth in Figure 1.8, from 1,085 in 2021 to 1,566 in 2025, is used to assess the scale as well as the need for service control. An increase of 44.33% needs to be followed by the adequacy of lecturers, guidance, facilities, assessing, inclusive services, and technology. Compared to 2023, the number of students is growing faster than lecturers, so attention is focused on the distribution of burden and quality of learning experience.

Implementation of the second strategic objective needs to be directed at the interconnectedness of four main agendas: OBESTEAM-based learning quality; access, inclusion, and disability services; flexibility and acceleration for achieving students; and improvement of graduate quality, relevance, character, and competitiveness. Strategic Plan's strategic target structure has linked these dimensions to improvement of education quality, learning success, Khaira Ummah character, graduate professionalism, as well as improvement of HR qualifications and competencies.

AI culture is the basis of its control ethics. Trust demands authentic academic assessments and data; fairness ensures learning opportunities and support are provided as needed; equality pushes quality beyond minimum compliance; transparency ensures student and stakeholder engagement; while inclusion directs the entire process to student development as a whole. Decisions regarding service expansion, technology, acceleration of studies, and resource use must balance quality, access, ethics, capacity, and sustainability of financing.

Minimum evidence should include CPL achievement, retention and study success, quality of learning, inclusive and disability services, flexible and accelerated pathways, student achievement, competence and graduate outcomes, adequate lecturer and guidance, as well as student satisfaction. Evidence should be managed with operational definitions, primary sources, sources, period, data owner, validation status, and trace of change. Strategic Plan's script also establishes CPL, student achievement, retention, disability services, accelerated pathways, graduate competence, and HR as the primary evidence for assessing strategic goals.

The success of the second strategic goal was ultimately not characterised by the increasing number of students, but by the ability of FTI to manage the growth without lowering the quality of the learning experience. The expected outcome was that students gained fair access, relevant and flexible learning, adequate support, as well as achieving established competencies and characters.

In addition to the above, the Commission has also adopted a number of proposals for the implementation of the programme, including a proposal for a directive on the protection of the environment.

The third strategic goal needs to be placed as a transformation of the research ecosystem from activity and external orientation towards quality, reputation, readiness, utilisation, and impact. Strategic Plan FTI explicitly directs research, scientific publications, innovation, intellectual property, design, prototyping, and products based on STEAM and internationally renowned Islamic values as well as impact on science, industry, and society.

The scientific capacity is shown by 94 Scopus articles, 21 research, and 5 intellectual property exhibits in 2025. The data is the context of the initial condition, assessing lecturer participation, article to lecturer ratio, citation, procedure, AI, patent drafts, readiness, exploited work, external funding, collaboration, and ISBN-based books.

Implementation of the third strategic goal needs to be built as an integrated research innovation portfolio. Research roadmaps, expert groups, funding, laboratories, collaborations, publications, AI, patents, prototyping, and refinancing should form a single chain of results. High-capacity units are directed towards international collaboration, superior research, and refinancing, while the remaining units gain strength in methodology, proposal siding, facilities, data access, and financing.

AI culture is the controller of ethics throughout the process. Trust demands research integrity and data validity; fairness promotes equity in funding opportunities and facilities; ease of directing research to a quality that exceeds minimum compliance; encourages cross-disciplinary collaboration and stakeholder engagement; while inclusiveness ensures that research results are of real benefit and do not result in uncontrolled social, ethical, or environmental consequences.

Minimum evidence includes unique faculty participation in research, publication and citation, AI and patents, level of readiness or Innovation Readiness, funding, collaboration, student engagement, prototyping, user validation, as well as proof of adoption or refinement. Data need to have an operational definition, primary source, period, owner, validation status, and trace of change.

The main risk is an increase in the volume of research and publication that is not accompanied by quality, equalization, readiness to apply, or utilisation. Therefore, activity indicators need to be paired with indicators of quality, reputation, outcomes, impact, and risk. The success of the third strategic objective is characterised when the FTI research ecosystem is able to transform knowledge into quality publications, protected innovation, validated technology, solutions used, as well as demonstrable impact on science, industry, and society.

Chapter II • II.14 Fourth strategic objective

The fourth strategic goal should be placed as a framework that ensures a high-quality, research-based, sustainable, measurable impact on society and the well-being of the Islamic civilization. Separation of PM and dakwah as strategic goals provides clearer accountability to society outcomes, sustainability of partnerships, and FTI contributions to the well-being and civilization of the Islamic civilization.

Internal PMI indicates that FTI has had a relatively strong portfolio of activities, but the volume of activities has not grown consistently. Data I.30 recorded 17 activities in 2021, 19 in 2022, 18 in 2023, reaching 15 in 2024, then to 11 in 2025. The pattern affirms that the Strategic Plan period's focus is not merely on increasing the number of activities, but on strengthening continuity, equality, quality of interventions, as well as the ability of programmes to produce change on partners. Success needs to be demonstrated through sustainability of benefits, student engagement, integration with research and learning, as well as effective model replication.

The implementation of the fourth strategic objective needs to form a chain of research outcomes. The programme begins with mapping the initial needs and conditions of the partners, continuing co-creation, application of research outcomes or expertise, measurement of change, user evaluation, and sustainability strategies. The community and partners are not placed as receiving objects of the activity, but as involved partners from problem identification to evaluation. This approach allows universities to simultaneously acquire learning from real context to improve research, learning, and subsequent intervention design.

The Trust demands evidence-based intervention and accountable resource use; fairness directs the selection of beneficiaries and the proportional distribution of support; equality pushes the quality of programmes beyond administrative implementation; co-creation with partners is strengthened; while civilization ensures that the end result actually increases the capacity, well-being, independence, and dignity of the community.

Minimum evidence needs to include needs analysis, initial condition data, the scientific basis of the intervention, the integration of research results, funding, partnerships, student engagement, externalities, measurement of change, partner feedback, and sustainability plans. The data must have an operational definition, beneficiary identity, period, primary source, data owner, validation status, and trace of change. Thus, the evaluation can test the cause-and-effect relationship between the FTI intervention and the changes that occur, not just prove that the activity has been implemented.

The main risks are activity orientation, inter-programme fragmentation, unit participation inequality, one-way programming, and benefits that stop after funding is complete. Therefore, activity indicators need to be paired with indicators of results, impact, sustainability, equality, and risk. The success of the fourth strategic goal is characterised when SMEs and preachers produce verifiable changes in partners, effective models can be continued or replicated, and community experiences are feedback for the development of science and education of FTI.

The Commission shall adopt delegated acts in accordance with the opinion of the Standing Committee on Planning and Development.

The fifth strategic objective is directed at strengthening the quality of tridarma and the reputation of institutions through the internationalisation of tridarma through global networks, academic mobility, quality recognition, collaboration, and increased international reputation. Internationalisation is not measured sufficiently from the number of collaborative documents, but should result in mobility, joint academic programmes, collaborative research and publication, quality recognition, as well as enhanced capacity of academic civicity.

The partnership data in Figure 1.25 shows that an increase in international documentation at the end of the period needs to be followed up with evidence of activity and external. The documentation and details of the MoU, MoA, and IA are still different from one international document in 2025; these figures are not used as the number of active cooperation or unique partners. The fifth strategic objective is controlled through active status, documented implementation, mobility, collaboration, and recognition.

Each MoU, MoA, or IA needs to be traced to real outcomes, such as student-faculty exchanges, joint lectures, joint mentoring, visiting professors, joint research and publication, curriculum development, external funding, as well as international accreditation or recognition. Partnerships that do not result in measurable implementation need to be evaluated, while productive cooperation needs to be expanded and modeled.

The implementation of internationalization needs to be tailored to the level of faculty and study programme readiness. Units that already have strong capacity are directed towards two-way mobility, joint programmes, collaborative research, and international recognition.

Minimum evidence includes active collaborative status, joint activities, mobility, foreign students and lecturers, joint academic programmes, collaborative publications, funding, and international recognition. Data need to distinguish between the number of documents, unique partners, active partnerships, and productive partnerships so that achievements are not judged solely on administrative grounds.

The main risk is symbolic internationalization, i.e. an increase in documents without external access and adequate benefits. Therefore, the indicators of the amount of cooperation must be paired with indicators of productivity, reciprocity, quality, benefits, and sustainability. The success of the fifth strategic goal is characterised when the global network significantly strengthens tridarma quality, academic civic capacity, reputation, mobility, resource access, and international recognition UNISSULA.

The Commission's proposal for a directive on the protection of workers from the dangers of smoking

The sixth strategic objective is directed at strengthening trusted, professional, inclusive, adaptive, transparent, accountable, data-based, digital technology and artificial intelligence university governance, along with quality assurance, risk management, and sustainable financial independence. Governance is not measured sufficiently by administrative compliance, but by the institution's ability to translate strategy into efficient, measurable, responsive, and accountable implementation.

Implementation needs to integrate PPEPP, internal audits, single institutional data, digital services, AI governance, risk management, performance-based budgeting, and revenue diversification into a single control system. Each unit should have objectives, indicators, owners of processes and data, resource needs, and clear correction mechanisms. Thus, digital transformation and organisation do not run as separate projects, but as leverage of institutional effectiveness.

Acceptance and expenditure data for the plans presented in Figure I.33 and Figure 1.22 should be used as a basis for assessing planning accuracy, feasibility of implementation, budget correlation with performance, and cost-benefit value. Thus, financial success is not sufficiently measured by the size of the acceptance or absorption of the budget, but by the ability of resources to produce strategic achievement efficiently and sustainably.

Minimum evidence includes the implementation of PPEPP, audit and follow-up results, single data systems, performance of digital services, AI usage registers, risk registers, user satisfaction, financial indicators, as well as non-UKT income development. The data must have an operational definition, primary source, period, owner, validation status, and trace of change in order to trace the relationship between policies, resources, processes, risks, and results.

The main risks include data fragmentation, digitalisation without integration, uncontrolled use of AI, targets without resource support, as well as dependence on financing on specific sources. Therefore, compliance indicators should be paired with indicators of efficiency, service quality, risk, user satisfaction, and financial sustainability. Targets can only be adjusted after the root of the problem, design effectiveness, execution capacity, and financing support are laid out transparently.

The success of the sixth strategic objective is characterised when the Faculty of Industrial Technology is able to implement the strategy efficiently, data-driven, transparent, adaptive, risk-resistant, and sustainable, with a quality assurance and financing system that effectively supports the achievement of the university's overall strategic objectives.

Strategic objective: strengthen the Faculty's academic distinctiveness and competitiveness.

Objective 1.1 is directed to strengthen the academic differentiation of the Faculty of Industrial Technology through the integration of Islamic values and Islamic Academic Culture (BudAI) into education, research, and devotion to society. These characteristics are not sufficiently normatively stated, but should be verifiable through curriculum, CPL, study materials, learning processes, assessments, research agendas, PkM, as well as cross-disciplinary projects.

Implementation is done through the establishment of standards of integration, mapping of initial conditions and gaps between study programmes, strengthening faculty competence, as well as the development of models in units with high readiness. Effective practice is then standardized and expanded.

The development of the Unggul-rated study programme presented in I.05 and Figure 1.6 is used as a supporting indicator to assess the maturity of the quality assurance system and the readiness of institutions to strengthen academic differentiation. The increase in accreditation status needs to be converted into the ability of the study programme to demonstrate scientific uniqueness, integration of AI, CPL achievement, tridarma quality, as well as readiness to gain national and international recognition.

Minimum evidence includes the CPL and its matrix of relevance to AI values, study materials, RPS and assessments, research agendas, PkM activities, STEAM projects, as well as survey results or value internalisation assessments. Each evidence must have an operational definition, primary source, period, liability, validation status, and trace of change so that the achievement of the target can be traced consistently.

The main risks are symbolic integration, variation in interunit implementation, as well as the use of the number of activities as a substitute for the size of the outcome. Therefore, activity indicators need to be paired with indicators of process quality, outcome achievability, value internalisation, and external recognition.

The aim of the project is to improve the quality of the process.

Goal 2.1 is directed to ensure that curriculum and learning work as an active, digital, adaptive, inclusive, and relevant OBE system. The quality of the process is not sufficiently judged by the availability of curriculum documents or the effectiveness of the course, but by the consistency of the relationship between graduate profiles, CPLs, CPMKs, learning strategies, assessments, feedback, and sustainable improvement.

Implementation of these goals needs to integrate curriculum audits, active and project-based learning, the use of LMS, the ethical use of AI, resource adequacy, the development of lecturer competence, and the evaluation of student competence achievability. Each study programme needs to establish a clear contribution, goals, resource needs, risks, and correction mechanisms so that learning quality does not depend on individual lecturer initiatives.

The student-to-lecturer ratio data presented in Figure I.25 and Figure 1.15 are used as supporting indicators to assess academic capacity adequacy. These ratios need to be read together with lecturer workload, quality of learning interaction, intensity of mentoring, class size, assessment performance, as well as research productivity. Thus, lecturer adequacy is assessed not only by quantity, but by the ability of the system to provide a consistent learning experience for all students.

Minimum evidence includes the results of the curriculum audit, the CPLCPMK matrix, RPS, CPL achievement data, LMS activities, case/project-based learning, documented AI utilisation, resource evaluation, competence test results, as well as improvement follow-up.

The main risks are administrative compliance without improvement in learning quality, inequality in inter-programme implementation, disproportionate lecturer burden, and use of technology without impact on learning outcomes. Therefore, activity indicators should be paired with indicators of process quality, CPL achievement, student satisfaction, workload, and risk.

V.M.T.S. Chapter II • II.19 Objectives 2.2 as justice of learning

Objective 2.2 is directed to ensure that each student gains equal learning opportunities according to his or her needs, readiness, and potential without lowering academic achievement standards. Learning equity does not mean providing equal services to all students, but provides proportional support through learning path flexibility, disability services, scholarships, academic mobility, learning recognition, as well as acceleration for successful students.

Implementation of these targets needs to integrate academic policy, guidance, financial support, technology, disability services, and recognition and mobility mechanisms into one student service system. Each pathway should have criteria, achievement standards, assessing mechanisms, accountability, and a clear evaluation process. Flexibility and acceleration should not be a form of standard easing, while inclusive services should ensure that barriers that universities can avoid do not reduce students' chances of achieving the CPL.

The active student development data presented in the previous section was used as an indicator of service capacity pressure. Growth in student numbers needs to be read together with retention, study success, adequate faculty and mentoring, access to financial aid, disability service capacity, and student well-being.

Minimum evidence includes access and target group data, individual support plans, accommodation fulfilment, scholarship recipients, credit recognition, mobility, criteria as well as acceleration pathway participants, retention data, graduation, and student satisfaction. Each data must have an operational definition, primary source, period, owner, validation status, and trace of change so that service fairness can be evaluated objectively.

The main risks are inequality of access, flexibility without quality equality, delayed support, as well as policies that are formally available but difficult for students to use. Therefore, coverage indicators should be paired with indicators of service quality, learning outcomes, retention, passing, satisfaction, and risk. Success of Target 2.2 is characterised when student diversity can be responded to proportionally and inclusively, while CPL standards, academic integrity, and quality of learning experience remain consistently maintained.

Approximation of the VMS Chapter II • II.20 Goal 2.3 as a graduate achievement

Target 2.3 is aimed at ensuring that graduates of the Faculty of Industrial Technology have professional competence, Khaira Ummah character, adaptability, as well as competitiveness that can be proven through graduate outcomes. Achievement is not sufficiently measured from graduation, but needs to include employment, entrepreneurship, further study, language competence, certification, character, as well as graduate user assessment.

Implementation of these targets needs to integrate curriculum, authentic learning, career development, entrepreneurship, certification, language reinforcement, alumni networks, and partnerships with graduate users. The data tracer studies presented in Figure 1.11 and I.20 are used as a basis for assessing outcome validity, wait times, job relevance, job quality, advanced studies, entrepreneurship, and curriculum improvement effectiveness.

Minimum evidence includes tracer study results, graduate user surveys, validated career data, certification of competencies, graduate portfolios, advanced studies, entrepreneurship, as well as follow-up evidence of curriculum and career services. The data must have operational definitions, cohorts, primary sources, periods, data owners, validation status, and trace changes so that graduate outcomes can be consistently compared.

The main risks are low representation of respondents, inconsistency of denominators, use of working status as the only measure of success, as well as a weak relationship between tracer outcomes and academic improvement.

Target 2.3 success is characterised when graduates of the Faculty of Industrial Technology are known for their expertise, ethics, professionalism, adaptability, value-creating ability, and contribution to society.

Chapter II • II.21 Objective 2.4 as a raising of talents

Goal 2.4 is directed to ensure that qualifications, academic positions, certification, recognition, educational development, and performance management are key drivers of university strategy achievement. HR development is not sufficiently measured by increasing numbers or participation in training, but by its suitability for scientific needs, learning quality, tridarma productivity, academic leadership, and service.

Implementation is done through mapping of initial conditions and competence gaps at the university, faculty, study programme, and service unit levels. Talent maps are used to determine priorities for further study, acceleration of academic posts, certification of professions, recognition of expertise, scientific regeneration, as well as improvement of academic staff competence. Interventions should consider the strategic needs of each unit so that investment in human resource development produces measurable contributions to the quality and performance of institutions.

The development data of doctoral-qualified lecturers that have been presented in I.22 and Figure 1.12 are used as supporting indicators to assess the regeneration of expertise, mentoring capacity, academic productivity, and the equalization of human resource quality between study programmes. The improvement of qualifications needs to be converted into reinforcement of scientific leadership, quality of learning, research, publications, innovation, SMEs, and the development of young lecturers. Thus, formal qualification improvements must be accompanied by a real academic contribution.

Minimum evidence includes validated SISTER data, talent maps, individual and unit development plans, academic qualifications, functional posts, certification, recognition, tridarma productivity, as well as contribution and performance evaluations.

The main risks include unbalanced inter-unit capacity imbalances, imbalanced skill regeneration, unrelated human resource development, and the use of training activities as a performance proxy. Therefore, development indicators should be paired with indicators of productivity, contribution, equity, and risk.

The Commission shall, by means of implementing acts, adopt delegated acts in accordance with the opinion of the Committee on Budgetary Control.

Goals 3.1 and 4.1 are directed to building pathways of tridarma impact that systematically link research, innovation, and community service. Research produces knowledge, methods, technology, and innovation, while SMEs apply and test its benefits in the context of society through co-creation. Thus, success is not measured sufficiently by the amount of research or SMEs' activities, but by the ability to produce relevant, measurable, and sustainable change.

The implementation of targets needs to be built as an integrated portfolio, ranging from research roadmaps, expertise groups, funding, facilities, partnerships, publications, intellectual property, prototyping, to implementation and replication of results. Each faculty and study programme needs to ensure that the link between research agendas with partner needs and development priorities so that research outcomes have a clear pathway to utilisation and impact.

The development data of the number of studies presented in I.26 and Figure 1.16 are used as a basis for assessing consistency of priority agendas, capacity of expert groups, quality of proposals, adequacy of funding, as well as the discipline of project management. However, the volume of research needs to be read alongside external quality, publications, citations, AI, prototypes, student engagement, utilisation of results, and changes to partners.

Minimum evidence includes roadmaps, research proposals and reports, scientific outputs, AI, prototypes or products, initial partner conditions, proof of implementation, measurement of changes in outcomes, user feedback, as well as replication or sustainability of the programme. Data must have operational definitions, primary sources, period, owner, validation status, and trace of changes so that the relationship of inputprocessoutputoutcomeimpact can be traced consistently.

The main risks are the breakdown of the relationship between research and SMEs, the dominance of activity size, duplication of reporting, as well as an uncontinued external shift towards utilisation. Therefore, quantitative indicators must be paired with indicators of quality, relevance, utilisation, change in partners, sustainability, and risk. Success of Objectives 3.1 and 4.1 is characterised when tridarma forms a continuous cycle of knowledge innovation, application, evaluation, learning, improvement, so that the expertise of the Faculty of Industrial Technology produces demonstrable academic, social, economic, and societal benefits.

Strategic objective: strengthen the Faculty's academic distinctiveness and competitiveness.

Goal 5.1 is directed to ensure that international recognition, academic mobility, global collaboration, and institutional reputation yield real added value for learning quality and scientific development. Internationalization is assessed not sufficiently by the amount of international collaboration or activity, but by its contribution to student competence, faculty capacity, research quality, academic recognition, and institutional competitiveness.

Implementation of the objectives is carried out through the selection of international partnerships and programmes based on academic relevance, quality of partners, shared external potential, sustainability, as well as benefits for academic civicity. Student and lecturer mobility, joint courses, credit recognition, joint research and publication, visiting professors, and international accreditation need to be placed in a mutually reinforcing portfolio. The involvement of lecturers, students, alumni, graduate users, professions, industries, governments, and external partners is necessary to ensure that internationalization is relevant to academic needs and global development.

The collaborative structure data that have been presented in I.37 and Figure 1.25 are used as a reference to assess the productivity of partnerships, joint outcomes, mobility, funding, benefits, and relationship sustainability.

Minimum evidence includes international accreditation or recognition status, recognized credits, two-way mobility, shared academic outcomes, participant experience, collaborative funding, as well as partner sustainability. The data must have an operational definition, period, primary source, accountability, validation status, and trace of change so that each programme's contribution to global quality can be evaluated consistently.

The main risks are symbolic internationalization, mobility that does not result in academic recognition, external partnerships, as well as benefits that are only concentrated on a particular unit or group. Therefore, activity indicators need to be paired with indicators of quality, reciprocity, academic outcomes, participant satisfaction, sustainability, and risk.

DISCLAIMER of VMTS Chapter II • II.24 Target 6.1 as the foundation of the execution

Goal 6.1 is directed at building a governance framework that is capable of translating VMTS consistently from university level to programme and activity. The governance framework is not meant to be a fulfilment of administrative procedures, but rather as an execution system that integrates quality standards, data, digital technology, risk management, resources, financing, and accountability mechanisms.

Implementation is done gradually through consolidation of regulation and data, integration of business processes, strengthening of managerial competence, expansion of digital services, as well as utilisation of performance dashboards and risk management. Each goal needs to be reduced to performance contracts, indicators, process and data owners, resource needs, deadlines, and mechanisms of escalation and corrective actions. Thus, the relationship between planning, budgeting, implementation, monitoring, evaluation, and PPEPP can be traced in its entirety.

The initial condition of the digital portfolio in 2025 included 27 applications, having increased from 8 in 2021. The complete series is referred to in Appendix I.35 and Figure 1.23 so as not to be repeated as a new image in Chapter II. The inventory figures show application coverage, not evidence that the entire system has been integrated.

Analytically, the number of applications has not yet shown the maturity of digital governance. Assessments need to shift on the level of data integration, interoperability, service availability, security, data quality, usage rate, user satisfaction, and system contribution to process efficiency and evidence-based decision-making. Application fragmentation, data duplication, weak information security, and the digitisation of processes that remain manually behind the system are risks that need to be controlled.

Minimum evidence includes performance contracts, indicator dashboards, audit and follow-up results, risk registers, corrective decisions, digital service performance, information security controls, as well as financial and performance reports. The data must have an operational definition, primary source, period, owner, validation status, and trace of change. Compliance indicators need to be paired with indicators of efficiency, service quality, data integrity, user satisfaction, risk, and financing effectiveness.

The success of Target 6.1 is characterised when VMTS implementation can be tracked in a sequential manner, the same data used for planning and evaluation, resources allocated based on priorities and risks, and corrective decisions made quickly and documented.

CHAPTER III
POLICY DIRECTIONS, STRATEGY, REGULATORY FRAMEWORK AND INSTITUTIONAL FRAMEWORK

3.1. Directions of national policies and strategies

Strategic Plan Faculty of Industrial Technology is placed in the national development architecture 2025–2029. As a private Islamic-based college, FTI contributes through the expansion of quality access, talent development, science and technology, innovation and legalization, health, education, food/energy/water resilience, digital transformation, as well as an integrated governance system.

3.1.1. Policy direction of the Faculty of Industrial Technology in Supporting RPJMN 2025–2029 Fields of Higher Education, Science and Technology

Table 3.1 Coordination of RPJMN 2025–2029 with the FTI agenda1

The national agenda	Policy direction	Contributions of the Faculty of Industrial Technology	Purpose
development of SDM	Access, quality, relevance, character, lifelong learning	OBESTEAMCulture, inclusion, RPL, micro credentials, and accelerated pathways	TS1-TS2
Science and technology	Research capacity, talents, infrastructure, collaboration	*Centre of Excellence, consortium, development programme, intelligent laboratory*	TS3
Innovation and modernization	Ready for adoption, industry, community benefits	Innovation readiness level, KI, incubation, living laboratory	TS3-TS4
Digital Transformation	Public services, data, security, productivity	One data, an enterprise architecture, responsible AI	TS2-TS6
Global competitiveness	International quality, mobility and networking	ACQUIN/equivalent body, International undergraduate programme, International undergraduate programme, joint degree programme	TS5
Governance	Accountability, risk, efficiency, impact	PPEPP based on risk, budget performance, audit	TS6

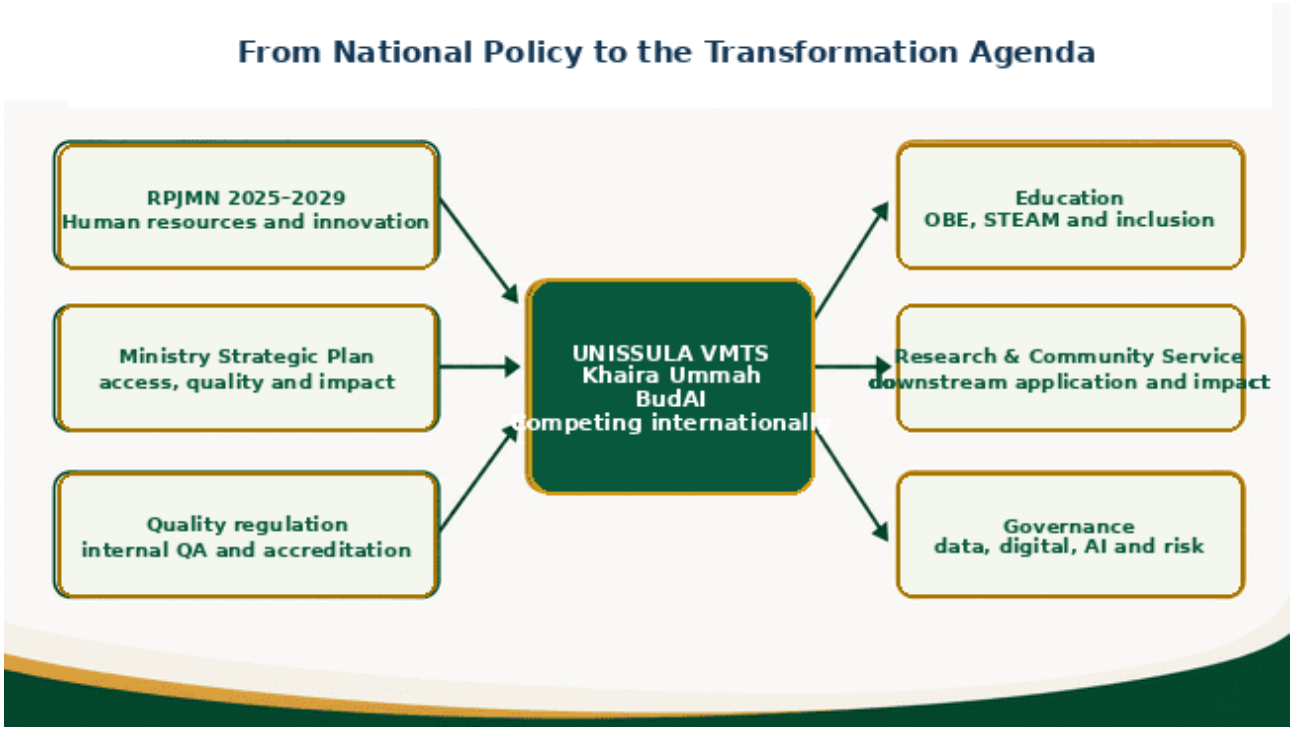

Figure 3.1 Connection of national policies and the transformation agenda UNISSULA

3.1.2. Policy direction of the Faculty of Industrial Technology Based on the mandate of the National Regulations in Higher Education, ICT and Innovation

Table 3.2 Regulatory mandates and institutional implications2

Domain	Reference	Amanat	Implications
RPJMN 2025–2029	The press 12/2025	Contributions to higher education, science, technology, innovation, and the impact on development	Coordination of programmes and indicators
Restraining the Authority	Decree of 40/2025	Interval 2025–2029, access, quality, relevance, impact research and governance	The target matrix of the year and the sequential sequence
Quality assurance of higher education	Decree No. 39/2025	SPMI, PPEPP, quality culture, data, evaluation and accreditation	Risk-based and evidence-based SPMI
National education system and higher education	The Commission shall adopt implementing acts in accordance with the opinion of the European Parliament and of the Council.	Functions, principles, autonomy, the three-dimensional, the access, the quality	Academic policy and governance
Iptek	UU 11/2019	Research, innovation, institutions, resources and use	Research roadmaps, KI, refinements
Data protection and electronic systems	Law 27/2022 and related regulations	Basics of processing, security, data subject rights, accountability	Data management and AI management
Disability	Law 8/2016 and its succession regulations	Equal access, decent accommodation, non-discrimination	LP3M (ULD), universal design, assistive technology

3.2. Policy and Strategy direction of the Faculty of Industrial Technology

The Faculty's policy direction uses the principles of student orientation, real-world problem solving, Islamic and scientific integration, global relevance, as well as responsible resource use. Priority programmes are selected based on their contribution to one or more target indicators, rather than on the number of activities.

3.2.1. Policy direction of the Faculty of Industrial Technology in Support of PHTC

Table 3.3 Contribution of FTI to PHTC3

Tema PHTC	Contributions to the programme	Evidence of impact
Food, energy, and water resistance	Cross-technical research pharmacy-health-economy-law; living village/laboratory	Prototypes, policy models, adoption of partners
Higher education	School of laboratory/partners, STEAM, numerical literacy, teachers, AI education	Modules, training, learning outcomes
Poverty reduction and access expansion	KIP Lectures, scholarships, RPL, flexible learning, entrepreneurship	Access, retention, graduation, work
Health and Nutrition	Preventive promotional services, maternal and child health, pharmacy, medicine, dentistry, nursing	Community health results
Improvement of social welfare	Further study, career, certification, healthy workload, productivity	Qualification, recognition, satisfaction

3.2.2. Policy direction of the Faculty of Industrial Technology in Supporting the President's Priority Programme

Table 3.4 Contributions to the President's priority programmes4

Priority	The Faculty of Industrial Technology responds	Purpose
Strengthening ideology and character	Khaira Ummah, culture, nationality, ethics of the profession, anti-corruption	TS1; TS2; TS6
All about food, energy, water and the green economy	Research/STEAM challenge, innovation, partnering with	TS3; TS4
Quality and entrepreneurial workplaces	The relevant curriculum, certification, internship, incubator, qualification	TS2; TS3; TS6
Strengthening of human resources, science, technology, education and health	OBE, STEAM, AI, health professions, Centre of Excellence	TS2; TS3; TS4
Illumination and industry	Level of readiness for innovation, KI, licensing, start-up, professional services	TS3; TS6
Bureaucratic and service reforms	Digital end to end, one data, risk, audit, transparency	TS6

3.3. Policy direction and strategy of the Faculty of Industrial Technology in general

Table 3.5 General policy and strategy directions of the FTI5

Pilar	Policy direction	The key strategy
1	Islamization of science and measured culture	Integration audits; science reconstruction grants; the Khaira Ummah index; the STEAM project
2	Transforming education and student experience	OBE, CQI, active learning, digital AI, inclusion, flexibility and acceleration
3	Talented and competitive graduates	S3/job/certification; career readiness; language; portfolio; entrepreneurship
4	Research, innovation, SMEs and impact preaching	*In addition to the above, it is important to be aware of the importance of the quality of the products and the quality of the products.*
5	Full internationalization	Quality recognition, international undergraduate programmes, mobility, joint degree programmes, external based partnerships
6	GUG, one data, digital AI and independence	PPEPP risk, enterprise architecture, responsible AI, non-UKT income

- Each unit describes the targets to an Annual Work Plan and an RKAT with the same indicator or calculated contribution.
- The new programme should show a link to indicators, risk analysis, capacity of implementers, funding sources, and impact assessment plans.
- Targets can be adjusted through annual reviews if the initial condition is substantially different, the regulation changes, or there is an exceptional risk; changes must be documented and approved accordingly.

3.4. The regulatory framework

The internal regulatory framework becomes an instrument of change. Priorities for regulatory drafting or revision are directed to areas that are at high risk, cross-unit, or require consistency of evidence. Each regulation must establish authority, processes, indicators, data, controls, and evaluation mechanisms.

Table 3.6 Internal regulatory framework 2025–20296

Klaster	Priority Regulations	Period of time	Responsible Unit
Academic Affairs	Curriculum OBESTEAMCulture; RPL; micro credentials; hybrid; accelerated pathway; academic integrity	2025–2026	Deputy Academic Rector/LP3M
Inclusion	Disability services, decent accommodation, universal design, anti-discrimination	2025	LPKA/LP3M (ULD)
Digital and AI	Data governance, privacy, cyber, responsible AI, system acquisition/validation	2025–2026	BSI//SPI
Quality	Risk-based SPMI, audit, RTM, national/international accreditation	2025	LP3M
Research and innovation	Research ethics, research data, AI, benefit sharing, Innovation readiness level, spin off	2025–2027	LPPM/LPPM (Sentra KI)

Klaster	Priority Regulations	Period of time	Responsible Unit
The International	Mobility, joint degree/double degree programme, foreign students, credit recognition	2025–2026	UPT-KUI/BAA
Finance	Unit of enterprise, services, commercialisation, philanthropy, perpetual fund, value of benefits over costs	2026–2027	BAK/SPI
Performance	Strategic Plan's punching bags, performance contracts, dashboards, performance reviews, awards, and consequences	2025	BK/LP3M/BSDI

3.5. The institutional framework of the Faculty of Industrial Technology

3.5.1. Structure of the Faculty of Industrial Technology

The implementation of Strategic Plan follows the official organisational structure of the Faculty of Industrial Technology. At the university level, the Rector leads the strategy integration; the Vice-Rectors coordinate the portfolio; the faculty/studies are responsible for academic outcomes; and the supporting unit provides standards, data, systems, services, as well as assurance.

Table 3.7 Institutional responsibilities in the implementation of Strategic Plan7

Responsible Unit	Responsibilities	Product of accountability
The Rectorate	This appropriation is intended to cover the expenditure incurred in the implementation of the programme.	Performance contracts and cross-unit decisions
Deputy Rector I	Academic, research & quality development	Academic and tridharma performance achievements
Deputy Rector II	Public administration, finance and human resources	Financial performance, human resources and infrastructure
Deputy Rector III	Scholarship, alumni & value development	Reports on student performance, alumni, and collaboration.
Dean of the Faculty	Integration of portfolios, priorities, allocation of resources, faculty level accountability	Performance contracts and cross-unit decisions
Deputy Dean 1	Academic, research, quality development, scholarship, alumni & value development	Academic performance achievement, tridharma, academic performance reports, alumni, and collaboration.
Deputy Dean 2	Public administration, finance and human resources	Financial performance, human resources and infrastructure
study programme S1, S2 and S3	Academic maintenance and development	study programme performance report
Laboratorium	Management of laboratory practices and facilities	Laboratory activity reports
UPM & GPM	Quality assurance and control	Quality evaluation reports
Bureau of Administration and Education	Management of academic administration and learning services	Academic administration reports

3.5.2. Coordination of the UN

Coordination is implemented through three layers: first, vertical coordination between foundations, rectorships, faculties, and study programmes; second, cross-field horizontal coordination for the STEAM agenda, internationalization, digital AI, inclusion, and alignment; third, assurance coordination that separates performance owners, data owners, and verifiers. The quarterly performance forum discusses deviations, risks, corrective decisions, and resource reallocation needs.

3.5.3 The synergy of institutions

External synergies use the pentahelix model: governments provide policy direction and support; industry/profession provides real problems, standards, learning opportunities and ways of alignment; society becomes co-creation partners and beneficiaries; the media expands literacy and accountability; global academia strengthens quality, talent, and reputation. Cooperation is only valued as active if it produces external results or results in the current year.



Figure 3.2 The pentahelix coordinate model is UNISSULA

3.5.4. Governance and Accountability

Strategic Plan's governance uses one cycle: target setting, performance contracts, programme implementation, dashboard monitoring, evidence-based evaluation, risk control, and improvement. The indicator owner is responsible for results; the data owner is responsible for definition and quality; LP3M/SPI provides warranty as mandated; BK consolidates performance and budget; the leader sets corrective decisions.

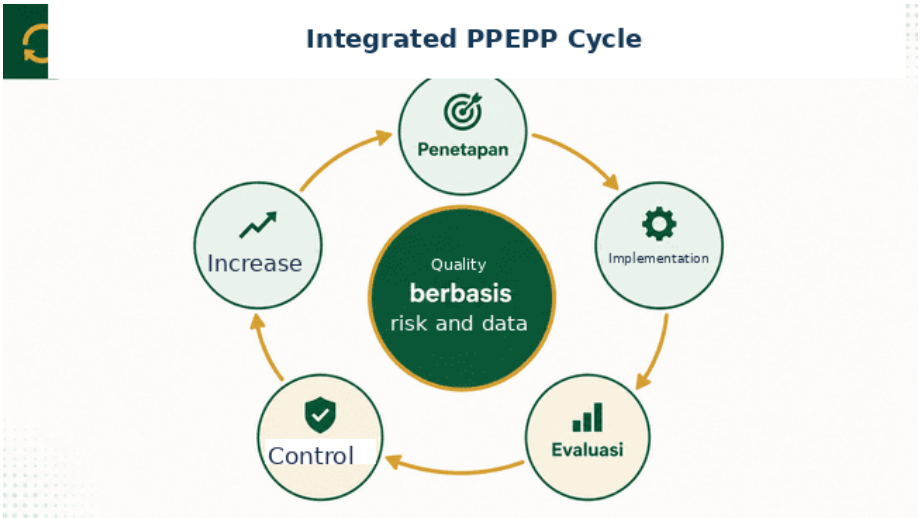

Figure 3.3 Management cycle and quality assurance of PPEPP

- Monthly operational review for data delays and critical activities.
- Quarterly performance review for target deviations, risks, and cross-unit decisions.
- Yearly evaluation for achievement, programme effectiveness, cost-benefit value, and target adjustment.
- Mid-term evaluation by 2027 to assess the relevance of the strategy and the financing capacity.
- Final evaluation in 2029 as the next Strategic Plan input.

Quantitative data-based analytical depth: governance and accountability burden

With 2021 as the index 100, by 2025 the number of study programmes reaching the index of 125.0, active students 139.6, and lecturers 116.1. These changes indicate a relatively close scale increase in five years, but the distribution of interunit needs remains to be delayed.

Financial accountability indicates a signal to be followed in the PPEPP cycle. Realization of annual receipts is not very different but expenditure increases due to a 2.5% increase in wages. This has an impact on the significantly reduced value of surpluses.

The implications are that governance and accountability should operate as a decision-making system: indicator owners set out results, data owners maintain definition and quality, LP3M and SPI provide assurance, BK associates performance with budget, as well as leaders set out corrective actions. Each monthly and quarterly survey should show trends, deviations, root problems, residual risk, resource needs, decisions, and completion deadlines. Thus, institutional growth can be followed by increased control, not merely administrative additions.

APPROVESSIONS of the Capacity of Chapter III • III.01 Alignment with the RPJMN 2025–2029

The alignment with the RPJMN 2025–2029 is directed to ensure that the contribution of the Faculty of Industrial Technology to the development of human resources, science, technology, innovation, health, economics, and governance is connected to the strategic goals of the university without reducing academic autonomy and Islamic specificity.

Implementation is carried out through a matrix of correlations between the national agenda, Strategic Plan's goals and objectives, programmes, indicators, accountability, partners, financing needs, and expected outcomes. Each unit determines a controllable contribution and tests the adequate capacity of HR, processes, technology, and resources before the targets are reduced to an operational plan.

Implementation begins with the setting of standards and verification of initial conditions, followed by mapping gaps at the university, faculty, study programme, and service unit levels. The initial 2025 condition data that have been presented in Table 1.2, Deep Analysis I.07, and Figure 1.7 are used as the basis for assessing target accuracy, prioritizing intervention, testing implementing capacity, and ensuring adequate funding without repeating historical figures.

Coordination accountability is supported by a matrix of correlations between the RPJMN agenda, university programmes, indicators, funding, partners, and outcomes. Each proof must have an operational definition, object identity, primary source, data limit date, data owner, validation status, and trace of change since the data was generated. LP3M along with the quality assurance function conducts risk-based analysis, while the leader uses the results to assess the achievement, effectiveness of the intervention, resource adequacy, and the need for corrective action.

The main risks include policy fragmentation, inter-unit capacity gaps, data disintegration, as well as the use of activities as a substitute for measurement of results. Therefore, each result indicator must be paired with a process quality indicator and risk. The targets can only be adjusted after data validity, root problems, design effectiveness, implementing capacity, and funding support are studied and documented.

Successful alignment is characterised when the Industrial Technology Faculty's agenda makes a demonstrable contribution to national priorities while strengthening academic differentiation, tridarma quality, and institutional sustainability.

APPROVESSIONS to the ability of the Member States to comply with the requirements of this Directive

The alignment with Strategic Plan Kemdiktisetek 2025–2029 is aimed at ensuring consistency between national policies, the strategic objectives of the Faculty of Industrial Technology, annual targets, mid-term evaluations, and final evaluations. The alignment is not limited to nomenclature conformity, but tests the causal relationship between policy, HR capacity, academic processes, technology, financing, and user experience.

Implementation uses an integrated programme portfolio. Academic policy, human resource development, process updating, provision of resources, partnerships, and digital support must contribute to the same strategic outcomes. Each unit sets out contributions, responsibilities, schedules, inter-programme dependencies, financing needs, intermediate indicators, and decision points where implementation assumptions are not met.

Coordination accountability is supported by sequential targeting, indicator definitions, achievement milestones, periodic reports, and traceable corrective decisions. Each performance proof must include operational definitions, object identity, primary source, data limit dates, data owner, validation status, and trace changes since the data was generated. LP3M along with the quality assurance function performs risk-based analysis, while the leader uses the results to assess achievement, effectiveness of the intervention, efficiency of resource use, and the need for corrective action.

The controls are aimed at preventing pseudo-compliance, double reporting, and target setting without capacity and funding support. The quarterly review examines deviations, barriers, and risks, while the annual evaluation assesses benefits, costs, inclusion, and sustainability. The initial 2025 cross-field conditions outlined in Table 1.2, In-depth Analysis I.07, and Figure 1.7 are used to test target accuracy, determine intervention priorities, determine accountability, and assess resource adequacy without repeating historical figures on these sub-chapters. The targets can only be adjusted after data validity, root problems, design effectiveness, execution capacity, and funding support are studied and documented.

Successful alignment is characterised when the performance of the Faculty of Industrial Technology can be accurately compared with the direction of national higher education policy, while internal decisions remain based on institutional needs and evidence.

APPLICATIONS to the quality of the products

The implementation of quality assurance is directed to strengthen the SPMI as a risk-based system that connects standards, implementation, evaluation, control, and improvement. Quality is not judged by the completeness of the document, but by the ability of the PPEPP to result in process improvements, discovery closures, increased reach, and better user experience.

Implementation requires uniformity of university standards, internal quality audits, management review meetings, root-problem analysis, corrective actions, as well as effectiveness evaluation.

The development of the Unggul-rated study programme has been analysed in Depth I.05 and Figure 1.6. These data are used to assess the maturity of SPMI, maintain the quality sustainability of pre-existing study programmes, close gaps in other study programmes, as well as develop readiness for national and international recognition. The measurement architecture must distinguish indicators of results, processes, and risks so that accreditation status is not the only measure of quality.

Minimum evidence includes standards, audit results, findings, RTM decisions, corrective actions, evidence of closure, and standard improvements. The main risks are accreditation formality, concentration of work ahead of assessment, as well as repeated findings without process improvement.

Policy success is characterised by increased external recognition that is a consequence of a quality culture that works routinely, is measurable, and traceable.

Ability to contribute to the development of human resources

The contribution of the Faculty of Industrial Technology to the development of HRD is directed towards the formation of competent, healthy, adaptive, Khaira Ummah-like graduates and academic citizens, as well as lifelong learning.

Implementation is prioritized based on the gaps in competence and needs of each group. Investments in lecturers, educational staff, student services, learning technologies, and career support should be linked to changes in the quality of the process and the outcome of education, not just the amount of development activities.

The development of qualified doctoral lecturers has been presented in Depth I.22 and Figure 1.12, while the outcomes of students and graduates are referenced in Depth I.20 and Figure 1.11.

Minimum evidence includes access data, retention, approval, qualifications and certification of HR, competency assessment, tracer studies, user surveys, as well as follow-up. Risks that need to be controlled include access inequalities, inappropriate development of HR, and indicators of activity that show no change in outcomes.

Policy success is characterised when an increase in human capacity results in quality of learning, productivity, career readiness, well-being, and demonstrable social contributions.

APPROVESSIONS on the quality of life Chapter III • III.05 Contributions to science and technology

Contributions to science and technology are directed to improving the quality of knowledge production, research relevance, collaboration, and utilisation of results. The policy does not stop at increasing the number of publications, but ensures that the research agenda is connected to the vision of science, the needs of society, the development of the profession, the reconstruction of science, and the strategic priorities of the university.

Implementation is done through the strengthening of expertise groups, roadmaps, methodological and data support, competitive funding, collaboration, and integration of research results into learning and SMEs. The capacity of professors and doctoral lecturers needs to be used as a lever for scientific leadership and researcher regeneration.

The development of the Scopus article has been analysed in Depth I.03 and Figure 1.5. The data are used to assess the continuity of productivity, channel quality, citation, author equation, and relevance of results; historical figures are not repeated in Chapter III. The outward growth of the Scopus article has been presented in Depth I.03 and Figure 1.5. The pattern of decline in 2022, recovery in 2023–2024, and acceleration in 2025 suggests that evaluation cannot be based on the number of articles alone.

Minimum evidence includes roadmaps, research portfolios, publications and citations, authors' identities, collaborative data, funding, student engagement, as well as utilisation of results.

Policy success is characterised by the knowledge produced having scientific quality, integrity, sustainability, recognition, and demonstrable benefits.

Ability to contribute to innovation and simplification

Contributions to innovation and legalization are directed to transforming the results of research and academic creativity into validated and exploited intellectual property, prototypes, technologies, models, services, or policies.

The innovation portfolio needs to link research roadmaps, readiness levels, AI protection, testing, regulation, market viability, partners, financing, as well as licensing or utilisation strategies.

The development of AI and patents has been presented in Appendix I.28 and Figure 1.17, whereas the value of external grants and readiness for innovation is referred to in Appendix I.29 and Figure 1.18. The limited number of patents and simple patents indicate that the increase in the number of intellectual property has not automatically reflected the success of legalization. The data is used as a prerequisite to assess the continuity of the development path, readiness for technology, quality of protection, licensing, user adoption, as well as economic and social benefits. Minimum evidence includes disclosure documents of inventions, innovation searches, prototypes, test results, AI certificates, readiness levels, use agreements, licences, adoptions, and benefits.

Policy success is characterised when the portfolio of innovation moves from creation and protection to utilisation that generates academic, social, and economic value.

Chapter III • III.07 Contribution to the digital transformation

Contributions to digital transformation are directed to building integrated, secure, reliable, easy-to-use, and data-driven decision-making services. Digital transformation is not measured by the number of applications, but rather by the ability of systems to reduce duplication, speed up processes, improve service quality, and provide consistent data.

Implementation requires a service architecture, a single data institution, identity integration, interoperability, information security, change management, user competence, as well as measurement of service experience.

The governance targets in Chapter II provide a control framework, whereas ICSS 6.1.1 and 6.1.2 in Chapter IV differentiate between the number of systems and integration of core services. Inventory must be followed by proof of SSO/API, main data source, security testing, usage, and service benefits; the number of applications does not by itself be a measure of integration.

Minimum evidence includes system architecture, service inventory, data integration, availability levels, disruption recording, security, service completion times, usage, and user satisfaction.

The success of the agenda is characterised by easier, faster, accurate, inclusive, transparent, robust service, as well as reduced manual processing and duplication of data.

CHAPTER III • III.08 Contribution to health and well-being

Contributions to health and well-being are directed to leveraging the academic, professional services, research, and SMEs strengths of the Faculty of Industrial Technology in improving the quality of life of academics and society. Policies need to link prevention, services, education, research, health technology, and empowerment across disciplines.

Implementation is prioritized based on needs and risks, involving health, psychology, engineering, technology, social-humanities, and social welfare programmes according to the issues addressed. Interventions should have a target group, initial conditions, safety standards, outcome indicators, service referrals, and sustainability mechanisms.

The student development data in Figure 1.8 and the well-being-retention analysis in Appendix I.17 are used as indicators of pressure on service capacity, retention, learning burden, student well-being, as well as adequate faculty and mentoring. These data indicate that student scale growth needs to be balanced by attendance capacity, facilities, digital systems, as well as the quality of interaction and assessment. In the well-being dimension, active student data should be read together with the capacity for mentoring, counselling, scholarships, health support, complaint handling, and early warning systems, rather than used as a direct measure of public health impacts.

Policy success is characterised when services and tridharma provide improvements in health, well-being, academic success, and demonstrable social benefits.

Support for food safety and health

Support for the PHTC is directed to the scientific and innovation contributions of the Faculty of Industrial Technology to food resilience, product safety, health, production technology, entrepreneurship, governance, and community empowerment. Contributions need to be selected based on institutional competence and partner needs, rather than simply adjusting the programme nomenclature.

Implementation is developed through cross-disciplinary projects linking research, learning, SMEs, business partners, governments, and the public. Each programme should have validated issues, measured outcomes, adoption plans, financing, and indicators of benefits to users.

Research capacity and funding have been analysed in Appendices I.26 and I.29 as well as Figures 1.16 and 1.18.

Minimum evidence includes a map of competence, priority projects, partners, research results, prototypes or models, test results, application, as well as changes to beneficiaries.

Policy success is characterised when the Faculty of Industrial Technology's contributions to food produce solutions that are scientific, safe, relevant, applicable, and sustainable.

Support for energy and water PHTCs

Support for PHTC energy and water is directed at the development of campus knowledge, technology, and practices that support resource efficiency, environmental impact reduction, infrastructure resilience, and community problem solving.

Implementation is prioritized on measurable issues, such as energy efficiency, renewable energy, water management, emissions, waste, transportation, and facility resilience. Projects need to incorporate engineering, science, health, economics, policy, and user behaviour competencies as needed.

The development of GreenMetric UI has been analysed in Depth I.36 and Figure 1.24. The ranking is used as an external indicator, whereas policy decisions should focus on substantive indicators of energy, water, emissions, waste, education, and sustainability research.

Minimum evidence includes audits of resource use, initial conditions, efficiency projects, measurement results, costs and savings, risks, and utilisation of research results.

Policy success is characterised when resource efficiency and environmental resilience are measurably improved and institutions' learning, research, and reputation are strengthened.

Chapter III • III.11 Support for priorities in education

Support for education priorities is aimed at expanding access while ensuring the quality of learning processes and outcomes. Policies need to maintain a link between service scale growth, the implementation of OBE, STEAM, active learning, flexibility, inclusion, digital technology, and the shaping of Khaira Ummah's character.

Implementation focuses on CPL consistency, assessment quality, faculty competence, adequate guidance, availability of resources, student services, as well as the use of technology that supports interaction and feedback.

Active student development has been presented in Approach I.10 and Figure 1.8, whereas process quality is formulated in Goal 2.1 in Chapter II. These references are used to assess internal pressure, particularly to assess pressure on service, learning burden, retention, student well-being, as well as the adequacy of lecturers and mentors.

Minimum evidence includes curriculum audits, CPL achievement, LMS activity, assessment quality, lecturer ratios and burden, retention, graduation, and student satisfaction.

Policy success is characterised when continuous access expansion results in a consistent, inclusive, relevant, and measurable learning experience.

Support for the priorities of employment

Support for employment priorities is directed to strengthening graduate transitions to relevant jobs, entrepreneurship, and further studies. Career policy should be part of education design, not additional services leading to graduation.

Implementation connects curricula, authentic learning, internships, practitioners, certification, language, digital literacy and AI, career counselling, business incubation, alumni networks, as well as graduate user partnerships.

The scope and governance of the tracer study has been discussed in Approach I.20 and Figure 1.11, while Target 2.3 in Chapter II sets the achievement of graduates as a strategic outcome.

Minimum evidence includes validated career data, waiting time, job relevance, advanced studies, entrepreneurship, certification, portfolio, user surveys, and curriculum follow-up. The main risk is an unrepresentative response rate and the use of working status as the only measure of success.

Policy success is characterised when graduates acquire or create jobs that are dignified, relevant to competence, adaptable to change, and benefit society.

Chapter III • III.13 Islamisation of science and culture policy

The policy of Islamization of science and culture is directed to ensure that Islamic values become the basis of scientific substance, academic behaviour, tridarma process, service, and decision-making. Integration is not merely a symbol, terminology, or addition of religious material, but should be traceable to CPL, study materials, research, PkM, assessment, and work culture.

Implementation is done through integration standards, faculty competency development, student coaching reinforcement, science reconstruction theme maps, behavioural rubrics, as well as application evaluation on study programmes and service units.

The Student Performance Programme has been analysed in Depth I.02 and Figure 1.4 as one of the early coaching coverage indicators.

Minimum evidence includes value mapping to CPLs and curricula, research agendas, SMEs, STEAM projects, internalisation assessments, student portfolios, as well as behavioural evaluation results.

Policy success is characterised when the specifics of Islam and Buddhism appear consistent in academic quality, integrity, behaviour, and verifiable benefit of tridarma.

APPROVESSIONS on the effectiveness of the curriculum

Curriculum transformation policy is directed to ensure that the curriculum works as a relevant, adaptive, student-centered OBE system, and is connected to STEAM, digital technologies, AI, and stakeholder needs.

Each curriculum needs to maintain consistency with the graduate profile, CPL, CPMK, study materials, learning methods, assesses, achievability data, and improvement actions. Curriculum reviews use evidence from tracer studies, graduate users, science development, professions, regulation, and previous period learning achievements.

The depth of I.08 and Target 2.1 in Chapter II are the main references for OBE quality.

Minimum evidence includes curriculum documents, CPLCPMK matrix, RPS, rubrics, assessment results, achievement analysis, stakeholder review results, and follow-up.

Policy success is characterised when the curriculum is able to demonstrate a measurable increase in student competence and remains relevant to the development of science, the profession, and the needs of society.

Chapter III • III.15 Inclusive and flexible learning policies

Inclusive and flexible learning policies are aimed at providing a proportionate choice of pathways and support without reducing academic standards. Flexibility, RPL, mobility, hybrid learning, disability services, scholarships, and acceleration pathways should ensure equal CPL and equitable access.

Implementation requires transparent criteria, accurate assessment, traceable credit recognition, support plans, guidance, physical and digital accessibility, as well as objection mechanisms.

An analysis of flexibility and inclusion has been presented in Approach I.13I.16, whereas Target 2.2 in Chapter II serves as the learning equity outcome framework.

Minimum evidence includes access data, applications and accommodation fulfilment, credit recognition, flexible or accelerated track participants, retention, CPL achievement, passing, and satisfaction.

Policy success is characterised when the diversity of student needs can be responded to fairly and effectively while achievement quality, academic integrity, and learning experience remain consistent.

Ability to respond to the needs of the population

Responsible AI policy is directed to leveraging artificial intelligence as a lever for learning, research, service, and decision-making without compromising academic integrity, privacy, fairness, and human responsibility. The use of AI must be differentiated according to purpose and level of risk.

The governance system needs to establish permissible, restricted, or prohibited uses; disclosure obligations; data protection; external validation; human supervision; procurement; and incident handling. High-risk cases, especially those affecting value, status, or rights of users, are mandated to obtain human review.

In depth I.12 is a reference to AI policy in education, whereas Figure 1.23 in Chapter II shows the coverage of digital services 2025 which is the context of infrastructure.

Minimum evidence includes policies, use case registers, risk assessment, data owner consent, human supervision records, biased evaluation, incidents, learning outcomes or services, and follow-up.

Policy success is characterised when AI improves quality and efficiency measurably with adequate ethical control, security, transparency, and accountability.

Chapter III • III.17 Talent development policy

Talent development policy is aimed at aligning qualifications, academic positions, certifications, recognition, educational development, and performance management with the university's strategic needs.

Implementation begins with a talent map and competency gaps per study programme and unit, then down to further studies, job acceleration, certification, mentoring, recruitment, redistribution, and succession plans. Priorities are set based on scientific needs, workload, regeneration risks, and institutional goals.

The development of S3 lecturers, professors, profession certifications, and student/doctor ratio have been presented respectively in Figure 1.121.15. Target 2.4 in Chapter II serves as an analytical framework for talent development.

Minimum evidence includes SISTER, talent maps, development plans, positions, active certification, workload, productivity, post-development contributions, and inter-unit equity.

Policy success is characterised when talent develops in a planned, balanced way, and results in academic leadership, quality of learning, tridarma productivity, and stronger service.

Ability to assess the effectiveness of research and innovation in the field of innovation

Excellent research policy is directed to building a research portfolio that is focused, qualitative, sustainable, and consistent with the reconstruction of science, the strength of science, and the needs of society.

Implementation connects roadmaps, research groups, flagship centres, initial and external funding, facilities, methodological support, student engagement, publications, AI, and alignment. Study programmes with low participation or capacity gain intervention based on the root of the problem, not just additional targets.

Developments in the number of studies have been analysed in Appendix I.26 and Figure 1.16. These data are used to assess portfolio sustainability, quality of follow-up, funding sources, and project management disciplines.

Minimum evidence includes roadmaps, proposals, research results, contracts, progress records, funding, scientific outreach, research and student engagement, as well as follow-up.

Policy success is characterised when outstanding research produces consistent knowledge, publications, innovation, and utilisation pathways as well as strengthens the scientific reputation of the Faculty of Industrial Technology.

Ability of the Member States to adopt and implement the measures necessary to achieve the objectives of this Directive.

The policy of legalization and innovation entrepreneurship is directed to bring the results of research and creativity of academic civilization towards validation, adoption, licensing, startup ventures, or other forms of sustainable exploitation. The policy must link academic value with technical, ethical, regulatory, social, and economic merit.

Implementation is carried out through innovation portfolio mapping, user needs validation, prototype development, AI protection, readiness assessment, market testing, incubation, business model accompaniment, access to finance, and partnerships.

The KI and patent data in Figure 1.17 and the external grants in Figure 1.18 are a reference to the fluctuating capacity of the portfolio, with copyright dominance and conversion towards patents and simple patents still pending.

Minimum evidence includes disclosure documents of inventions, prototypes, test results, AI status, readiness assessments, market validation, business models, agreements, funding, adoption, and benefits.

Policy success is characterised when innovation moves through a measured path from research to use, value creation, and civilization.

DISCLAIMER OF THE WELCOME CHAPTER III • III.20 Policy of SMEs and the impact of preaching

The impact of PM policy and preaching is directed to applying Islamic knowledge and values through co-creation with society so as to produce measurable and sustained change. PMs are judged not primarily by the number of activities, but by the relevance of the problem, the quality of the intervention, the results, the sustainability of the benefits, and the learning that goes back to research and education.

Implementation should link research roadmaps, expertise, partner needs, student engagement, funding, technology, and sustainability strategies. Each programme establishes initial conditions, change theories, outcome indicators, evidence sources, and replication or termination mechanisms.

Internal KM development has been analysed in Depth I.30 and Figure 1.19, that the volume of internal KM is in the range of 238261 activities per year, but has not shown consistent growth. Minimum evidence includes needs analysis, initial partner conditions, scientific basis of intervention, external, change in outcomes, feedback, student engagement, costs, and sustainability plans.

Policy success is characterised when SMEs and preachers produce verifiable change, strengthen partner capacities, and form knowledge cycles applicationlearningimprovement.

This is the main reason why the European Union has not yet ratified the Treaty.

Internationalization policy is directed at strengthening the quality and reputation of tridarma through productive, reciprocal, and sustainable global partnerships. Priorities are set on the basis of academic relevance, quality of partners, shared mobility and external potential, safety, inclusion, and financing capabilities.

Implementation linking cooperation with two-way mobility, joint lectures, joint mentoring, visiting professors, joint research and publication, curriculum development, funding, and services for international students and lecturers. Cooperation that does not result in measurable implementation needs to be evaluated.

The structure of cooperation has been analysed in Appendix I.37 and Figure 1.25, whereas the Fifth Strategic Goal in Chapter II places internationalization as a lever of quality.

Minimum evidence includes documents of cooperation, active partner status, activities, mobility, recognized credit, joint external financing, satisfaction, and sustainability.

Policy success is characterised when the global network significantly improves the quality of learning, scientific capacity, access to resources, international experience, and reputation of the Faculty of Industrial Technology.

APPROVESSIONS on quality of life Chapter III • III.22 Policies for the recognition of international quality

International quality recognition policies are aimed at testing and improving internal quality through external standards relevant to the character of the study programme. International accreditation or certification is not treated as a documentation project, but as a consequence of a mature curriculum, human resources, means, governance, outcome, and quality culture.

Study programmes need to be mapped based on readiness, relevance of accrediting institutions, standard gaps, language skills, longitudinal data, financing, and risk. Ready units are directed to the recognition process, while other units obtain system reinforcement and evidence in advance.

Development of the Unggul-rated study programme has been presented in Depth I.05 and Figure 1.6, while Target 5.1 in Chapter II is a global quality framework.

Minimum evidence includes readiness maps, self-evaluation, gap analysis, assessment simulation, institutional decision documents, recommendation follow-up, and impact on internal quality.

Policy success is characterised when external recognition reflects a sustained improvement in internal quality and provides measurable academic added value.

The Commission shall adopt delegated acts in accordance with the opinion of the Committee on Budgetary Control.

The internal regulatory framework is directed to ensure that the entire Strategic Plan agenda has a consistent, proportionate, easy-to-apply, and non-contradictory policy basis.

Each priority regulation needs to have an owner, scope, legal basis, linkage to the VMTS, planning or revision schedule, consultation, implementation testing, socialization, and effectiveness evaluation.

The institutional regulatory framework has been shown in Table 3.6, whereas Target 6.1 in Chapter II serves as a reference to governance as the foundation of execution.

Minimum evidence includes regulatory registers, valid status, owners, harmonisation matrix, consultation results, decisions, socialization evidence, implementation evaluation, and follow-up.

The success of the regulatory framework is characterised when internal policies accelerate the implementation of strategies, reduce procedural conflicts, and provide certainty of responsibility and risk control.

Ability to implement the provisions of Chapter III.24

The structure of the executive organisation is directed to ensure that each goal, goal, programme, process, and risk has a clear owner.

Responsibility sharing needs to follow the principle that universities set directions and standards, faculties coordinate resources and quality, study programmes manage academic processes, while institutions and bureaus provide cross-university functions. Responsibility, consultation, approval, and escalation needs to be mapped to key strategic processes.

The development and composition of the study programme has been analysed in Depth I.01 and Figure 1.3. These data serve as a reference for assessing structural adequacy, portfolio differentiation, coordination needs, and capacity equalization.

Minimum evidence includes organisational structure, mandate descriptions, a matrix of responsibilities, process and data owners, service burdens, cross-unit decisions, as well as effectiveness evaluations.

Policy success is characterised when accountability can be traced, cross-unit decisions take place in a timely manner, and the structure effectively supports the achievement of VMTS.

DISCLAIMER of the capacity of Chapter III • III.25 Vertical and horizontal coordination

Vertical and horizontal coordination is directed to linking university decisions, faculties, study programmes, and service units on cross-functional agendas, such as STEAM, inclusion, AI, internationalization, alignment, data, and quality. Coordination should result in decisions and follow-up, not just meeting forums.

Implementation requires portfolio forums, decision agendas, mandate sharing, interfunctional service standards, escalation pathways, as well as follow-up monitoring.

The growth of the study programme in Depth I.01 and Figure 1.3 is used as a reference to the increasing complexity of coordination.

Minimum evidence includes forum agendas, decisions, accountability, follow-up records, service standards, escalation, and completion time evaluations.

Successful coordination is characterised when cross-unit issues are resolved with clear mandates, measured time, and verifiable follow-up evidence.

CHAPTER III POLICY ANALYSIS • III.26 Pentahelix Synergy

Pentahelix Synergy is directed to develop partnerships that connect academia, government, business and industry, professions, communities, media, and alumni to the needs of the problems and outcomes they want to achieve.

Any strategic partnership needs to be through needs mapping, thorough testing, joint planning, contribution sharing, external agreements, financing, risk management, evaluation, and sustainability strategies. Co-creation models are used to flow knowledge and resources in two directions.

Cooperation structures have been presented in Appendix I.37 and Figure 1.25. These data serve as a reference for assessing productivity, shared externalities, mobility, funding, benefits, and sustainability.

Minimum evidence includes partner maps, thorough testing, agreements, activities, contributions of each party, externalities, benefit evaluations, satisfaction, and follow-up.

Synergy success is characterised when partnerships produce knowledge, learning opportunities, innovation, adoption, resources, and trust that reinforce Strategic Plan's achievements.

APPROVESSIONS on the effectiveness of Chapter III • III.27

Governance and accountability are directed to bring together target setting, performance contracts, budgeting, monitoring, risk management, auditing, corrective actions, and benefit evaluation in one management calendar. Accountability does not stop at reporting, but at the ability to explain the relationship between resources, processes, outcomes, risks, and decisions.

Implementation requires a target cascade, periodic dashboards, deviation-based performance meetings, risk registers, audits, and escalation mechanisms. Leaders need to use the same data for planning, evaluation, and resource allocation to make corrections early.

The receipt and expenditure outcomes for the plan have been analysed in Appendix I.33 and Figure 1.22, while the Sixth Strategic Goal and Target 6.1 in Chapter II serve as a governance framework.

Minimum evidence includes performance contracts, dashboards, evaluation meetings, decisions, risk registers, audit results, follow-up, and financial or performance reports.

Successful governance is characterised when deviations are detected early, decisions are traceable, resources are prioritized, and accountability shows real benefits.

Ability to manage change in the environment

Strategic Plan's change management is directed to ensure that the transformation of 2025–2029 is adopted as an institutional way of working, not as a stopover as a planning document.

Implementation begins with stakeholder mapping and unit readiness, followed by change priorities, communication plans, competence development, pilot projects, expansion of effective practices, as well as integration into routine processes and financing.

Initial cross-field conditions have been shown in Table 1.2, Depth I.07, and Figure 1.7, whereas Target 6.1 in Chapter II provides the foundation for execution.

Minimum evidence includes stakeholder maps, communication plans, training, adoption rates, periodic short surveys, obstacles, corrective decisions, and benefits.

Successful change management is characterised when new policies are used consistently, effective practices become the standard, and Strategic Plan serves as a traceable and proof-based institutional movement.

CHAPTER IV
PERFORMANCE TARGETS

4.1. Framework for the Strategic Plan Faculty of Industrial Technology Year 2025–2029

The framework connects institutional capital, transformation leverage, the tridarma and governance processes, as well as outcomes on graduates, society, science, reputation, and sustainability.

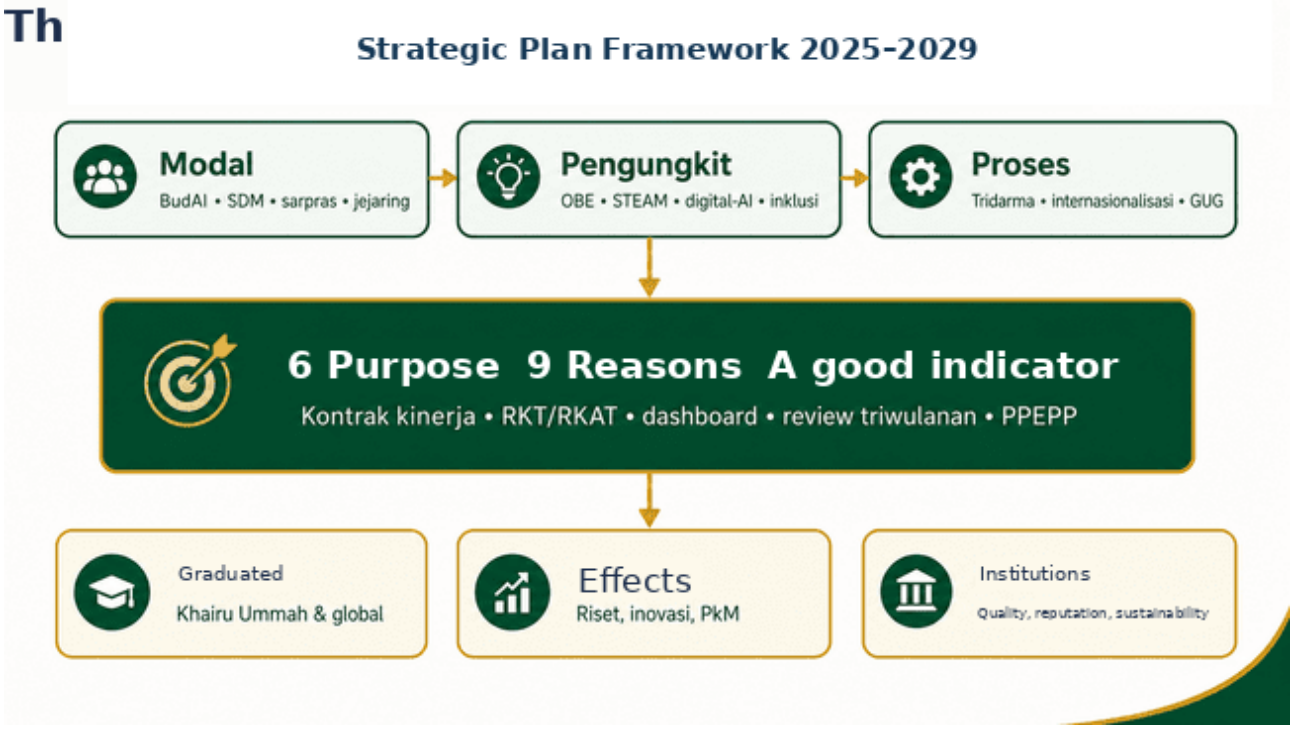

Figure 4.1 Framework of the Strategic Plan Faculty of Industrial Technology 2025–2029

Table 4.1 Strategic Plan performance measurement architecture1

Level	Function	The owner.	Review Frequency
Strategic goals	Final results to be achieved by 2029	Rector/Foundation	Year/mid/late
Strategic goals	Results between universities controlled	Deputy Rector of the Main Unit	CHAPTER III POLICY ANALYSIS • III.26 Pentahelix Synergy
IKSS	Quantitative measurement of the target	Owner of the indicator	Semester/year
IKK	External activities that contribute directly	Implementing Unit	Monthly/Quarterly
Risk	Uncertainty about the target	Owner of risk	Quarter
Budget	Priority-based resources and results	BK	Monthly/Quarterly

Quantitative data-based analytical depth: Strategic Plan change trajectory 2025–2029

The change paths use indicators based on the Rector's Report 2021-2025. The 2029 targets include the full implementation of 100% OBE (2.1.3). Each is monitored using the denominator as well as evidence according to the indicator, with notes on the definition of the source in Appendix 2.

Target pathways are not categorized into one institutional score because the object, denominator, and difficulty level of each indicator is different. Investment priorities are set based on gaps in target, executive capacity, risk, and financing ability. The initial stage reinforces operational definition, initial conditions, regulation, competence, as well as data integration; the next stage expands on proven practices that yield benefits.

Average evaluation of the 2027 period: OBE 80%. Deviations are traced according to data validity, programme design, implementing capacity, investment, and environmental change. Target changes are made only through documented decisions; realization updates do not automatically replace established targets. The 2025 achievement value is treated as a source reference figure until the target status or realization is confirmed per indicator. The 2026–2029 value is maintained as a source target.

RELATED ENERGY METHODOLOGY • IV.01 Performance architecture and the resulting chain

The performance architecture and result chain are directed to ensure that the Faculty of Industrial Technology has a clear relationship between inputs, activities, outputs, outputs, strategic goals, strategic objectives, and impacts. Each relationship needs to be equipped with assumptions, risks, indicators, accountability, as well as resources so that the programme's contribution to the achievement of the vision can be traced and evaluated.

Implementation is done through initial conditioning, gap mapping, and result chain layout at the university, faculty, study programme, and supporting unit levels. Policies, HR capacity, academic processes, technology, financing, and user experience should be placed as interacting elements. Each intervention needs to explain the problems addressed, expected changes, outcomes generated, targeted outcomes, and risks that may impede achievement.

The initial condition of the institution as shown in Table 1.2 and Appendix I.07 is used as a basis for testing the relevance of the relationship between resources, activities, targets, and outcomes.

Minimum evidence includes a map or matrix of the result chain, indicator metadata, key activity, accountability, budget allocation, data source, realization, deviation analysis, and follow-up. Each indicator must have an operational definition, formula, unit, measurement period, primary source, data owner, as well as a trace of change. Controls need to distinguish between process indicators, outcomes, outcomes, impacts, and risks so that activity is not used as a substitute for a substantive measure of success.

The main risks are the breakdown of the relationship between activities and strategic goals, interunit fragmentation, targets without resource support, and dominance of activity size. Therefore, target changes are only made after data validity, root problems, intervention design effectiveness, implementing capacity, risk, and financing support are studied and documented.

• IV.02 Method of targeting

The targeting methodology is directed to ensure that Strategic Plan's targets are challenging, realistic, measurable, and accountable. Its setting must take into account initial conditions, historical trends, institutional capacity, investment order, regulation, external benchmarks, risks, as well as the degree of change ambition in proportion.

The initial condition of the institution as shown in Table 1.2 and Appendix I.07 is a key pivotal point. These data are used to assess the gap between actual conditions and expected outcomes, test resource capability, determine the pace of change, and compile annual target scenarios. Thus, targets are set not on the basis of aspiration alone, but through a causal relationship between policy, HR, academic processes, technology, financing, and user experience.

Target setting needs to be linked to a portfolio of interventions supporting its achievement. Each unit should set out contributions, schedules, cost needs, inter-programme dependencies, intermediate indicators, and decision points if the initial assumptions are not met.

Minimum evidence includes validated historical data, scenarios, benchmarks, calculation assumptions, risk analysis, resource needs, discussion news, and leadership approvals. Each target must have an operational definition, formula, unit, data source, indicator owner, measurement period, as well as a trace of changes in the assessment process to be audited.

Controls need to prevent targets without a basis for initial conditions, duplication of reporting, changes in definitions, and adjustments of targets only to adjust for achievement. Triumphal reviews are used to monitor deviations and implementation obstacles, while annual evaluations assess the effectiveness of interventions, cost efficiency, risk, inclusion, and sustainability. Target changes can only be made after data validity, root problems, design effectiveness, implementing capacity, and funding support are delayed and documented.

Successful target setting methods are characterised by each target having a clear data base, a rational level of ambition, adequate resource support, and control mechanisms that allow corrections to be made without compromising the integrity of strategic targets.

Energy methodology • IV.03 Assurance of performance data

Performance data assurance is directed to ensure that each indicator is supported by accurate, consistent, timely, complete, and traceable data. Its management must clearly distinguish between the responsibilities of indicator owners, data owners, verifiers, and auditors so that the measurement process does not stop at administrative completeness, but produces information that can be reliably used in decision making.

The implementation of data assurance needs to be built through governance that links indicator policies, data sources, information systems, validation processes, security, reconciliation, and audits. Each indicator should have operational definitions, formulas, units, primary sources, measurement periods, data owners, verifying parties, and correction mechanisms. Such separation of functions is necessary to reduce conflicts of interest, prevent double counting, and maintain interunit consistency.

The application inventory in Depth I.35 and Figure 1.23 is a reference to the readiness of the institutional data architecture. Performance assurance assesses integration, interoperability, security, availability, recovery, and user support, not just the number of applications. Each indicator should have one main data source, object identity, change control, and clear verification responsibilities.

Minimum evidence includes data dictionaries, input controls, reconciliation results, sample evidence sources, validation logs, audit traces, and correction records. Any change in data must be traceable to time, source, executor, reason for change, as well as authorized consent. Risk-based quality assurance needs to prioritize indicators that directly impact Strategic Plan's targets, accreditation, budgeting, external reporting, and strategic decisions.

The main risks include differing definitions, duplication of recordings, outdated data, weak function segregation, improper correction, and dependence on one system or personnel. Therefore, data quality indicators need to include accuracy, completeness, consistency, timeliness, reliability, and source reliability.

The success of performance data assurance is characterised when the figures used in planning, monitoring, evaluation, accreditation, and reporting are sourced from the same definitions and databases, can be verified, and support decisions quickly and accountably.

REPORT on the methodology of energy • IV.04 Yearly review and learning

Annual reviews and learning are directed to ensure that the implementation of the Strategic Plan Faculty of Industrial Technology is systematically monitored, evaluated, and improved based on evidence. Monthly, quarterly, annual, mid-term, and end-term reviews have different decision-making functions, ranging from operational control, deviation correction, evaluation of intervention effectiveness, to strategic sustainability assessment.

Each level of review needs to link indicator achievement, resource use, risks, process quality, and changes in the strategic environment. Monthly reviews are used to detect operational barriers; quarterly reviews assess deviations and the effectiveness of corrective actions; annual evaluations assess targeted achievement, funding efficiency, and relocation needs; while mid- and end-period evaluations assess strategy relevance, sustainability of results, and need for policy directional refinement.

The budget realization data presented in Figure I.33 and Figure 1.22 are used as examples of the application of the mechanism. The differences between the plan and the realization should be analysed together with the performance achievement to determine whether the deviation is due to planning accuracy, executive capacity, changing needs, efficiency, or external factors. Thus, budget evaluation does not stop at the absorption level, but assesses the relationship between costs, externalities, results, and strategic benefits.

Minimum evidence includes performance dashboards, deviation analysis, risk development, evaluation of intervention effectiveness, resource reallocation decisions, as well as records of corrective actions. The data must have operational definitions, periods, primary sources, owners, validation status, and a trace of change. The survey results must yield clear decisions regarding programmes that are maintained, repaired, expanded, reallocated, or discontinued based on performance and risk evidence.

The success of the review and learning mechanisms is characterised when Strategic Plan functions as a dynamic management instrument, capable of detecting deviations early, strengthening effective practices, and adjusting interventions without losing the strategic direction and value of the Faculty of Industrial Technology.

RELATED ENERGY METHODOLOGY • IV.05 Relations between performance and funding

The relationship between performance and funding is directed to ensuring that resource allocation follows strategic priorities and results to be achieved, rather than merely financing activities. Budgeting needs to consider priority indicators, programme readiness, level of risk, unit cost, expected benefits, and sustainability of financing.

Implementation is done by linking targets, performance indicators, programmes, resource needs, and RKATs into a single performance-based budgeting framework. Each programme proposal needs to explain the issues addressed, outcomes, outcomes, cost needs, risks, responsibilities, as well as its contribution to strategic goals. Programmes with high impact, adequate readiness, and strong contributions to Strategic Plan's achievements gain priority, while programmes with low benefits or limited evidence of effectiveness need to be evaluated before gaining further support.

Budgetary realization data presented in Figure I.33 and Figure 1.22 are used to test consistency between plan, realization, outcomes, results, and benefits. Budgetary deviations are not sufficiently assessed based on absorption rates, but need to be analysed against indicator achievability, risk change, cost efficiency, and programme sustainability. Thus, high realization has not automatically shown good performance if it does not produce comparable results.

Minimum evidence includes a review of programme eligibility, RKATs, performance contracts, budget realization, outcomes, outcomes, unit cost analysis, as well as cost-benefit assessment. Each evidence must have an operational definition, period, primary source, liability, validation status, and trace of change so that the relationship between budget and outcome can be traced consistently.

The main risks are historical custom-based allocation, programme fragmentation, targets without resource support, as well as the use of absorption rates as a success proxy. Therefore, financial indicators should be paired with indicators of results, process quality, efficiency, risk, and sustainability.

4.2 Performance indicators

Performance indicators follow the IKSS file for update 07092026.xlsx, specifically the Hierarchy IKSS and Activity Indicators sheets. The details include six strategic goals, nine strategic goals, 81 IKSS, and 232 activity indicators.

4.2.1. Performance indicator of the Strategic Objectives 1

The realization of reconstructing, developing, and applying science and technology based on Islamic values and the consistent and sustained internalization of Islamic Academic Culture.

Table 4.2 Indicators of performance of strategic objectives Strategic objectives 12

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
1.1.1	A study programme that explicitly integrates the values of Islam and Islamic Academic Culture (BudAI) in CPL, study materials, assessments, research, and PkM	%	60	70	80	90	100	The following information is provided for in the Annex:	LP3M/study programme
1.1.2	Lecturers using real problem solving projects integratively through the STEAM approach	%	20	30	40	50	60	The following information is provided for in the Annex:	LP3M/Faculty

4.2.2. Performance indicator of strategic objectives 2

The emergence of superior, Islamic, inclusive, flexible, adaptive, accelerative, student-centered, and STEAM-based higher education with the support of quality human resources to produce a generation of Khaira Ummah and internationally competitive cadre of ulama tafaqquh fiddin.

Table 4.3 Indicators of performance of strategic objectives of strategic objectives 23

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
2.1.1	Accredited study programme Unggul	%	74	78	82	86	94	The main energy indicator (ICU - SN DICTTI)	LP3M/Fak
2.1.3	The study programme fully applies the OBE curriculum	%	60	70	80	90	100	The main energy indicator (ICU - SN DICTTI)	LP3M/study programme
2.1.4	Faculty implemented an integrative project STEAM	%	15	30	45	60	75	The main energy indicator (ICU - SN DICTTI)	LP3M/study programme
2.1.7	Conversion of registrant to registrant	%	85	86	87	88	90	The main energy indicator (ICU - SN DICTTI)	UPT-PH/study programme

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
2.2.4	Courses are available in flexible/hybrid mode	%	35	45	55	65	75	The main energy indicator (ICU - SN DICTTI)	LP3M/study programme
2.2.5	The study programme provides a fast track/speed trajectory	%	25	25	30	50	60	The main energy indicator (ICU - SN DICTTI)	BAAK/study programme
2.2.6	Students follow a structured acceleration path	%	5	7	9	11	15	The main energy indicator (ICU - SN DICTTI)	BAAK/study programme
2.3.1	Student achievements at regional/national/international level	%	1	1.5	2	3	5	The main energy indicator (ICU - SN DICTTI)	LPKA/Fak
2.3.2	Graduated on time	%	60	65	70	75	80	The main energy indicator (ICU - SN DICTTI)	BAAK/study programme
2.3.6	Graduates pass the digital literacy and AI assessment	%	30	45	60	75	85	The main energy indicator (ICU - SN DICTTI)	BSI/study programme
2.4.1	Doctoral qualified lecturer/S3	%	42	50	52	54	60	The main energy indicator (ICU - SN DICTTI)	BSDI/Fak
2.4.2	Professor to all lecturers	%	5	16	17	18	20	The main energy indicator (ICU - SN DICTTI)	BSDI/Fak
2.4.3	Lecturer with the post of Chief Lecturer	%	17	18	19	23	25	The main energy indicator (ICU - SN DICTTI)	BSDI/Fak
2.4.4	Certified lecturer educator	%	80	83	84	86	90	The main energy indicator (ICU - SN DICTTI)	BSDI/Fak

4.2.3. Performance indicator of the Strategic Objectives 3

It has produced research, scientific publications, intellectual property, design, prototyping, innovation, and STEAM-based technology products that are superior, impactful, based on Islamic values, and internationally renowned.

Table 4.4 Indicators of performance of strategic objectives of strategic objectives 34

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
3.1.11	Books with ISBN	%	12	14	16	19	23	The main energy indicator (ICU - SN DICTTI)	LPPM/Fak

4.2.4. Performance indicator of strategic objectives 4

The realization of devotion to society, the preaching of Islam, and the implementation of quality, impactful, and sustainable STEAM-based solutions to enhance the well-being of society and build Islamic civilization within the framework of lil'alamin grace.

Table 4.5 Indicators of performance of strategic objectives Strategic objectives 45

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
4.1.1	Devotion to a society that integrates Islamic values and the preaching of the grace of lil 'alamin.	%	26,9	32	35	37	40	The outside.	LPPM/Fak

4.2.5. Performance indicator for the strategic objectives 5

The internationalisation of tridarma, scientific hospitality, strategic partnerships, mobility, recognition, and global reputation UNISSULA is intensively and sustainably realized.

Table 4.6 Indicators of performance of strategic objectives6

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
5.1.1	Active international cooperation	%	10	11	12	13	15	The following information is provided for in the Annex:	UPT-KUI/Fak

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
5.1.2	International cooperation with documented implementation	%	45	55	65	75	80	The following information is provided for in the Annex:	UPT-KUI/Fak
5.1.3	New international students/inbound	%	0.11	0.2	1	1.2	2	The following information is provided for in the Annex:	UPT-KUI/BAAK/Fak
5.1.4	International outbound students	%	0.22	0.8	2	2.3	3	The following information is provided for in the Annex:	UPT-KUI/LPKA/Fak
5.1.5	Visiting professor/international expert	People	2	2	3	4	6	The following information is provided for in the Annex:	UPT-KUI/study programme

4.2.6. Performance indicator of strategic objectives 6

The establishment of a trusted, professional, inclusive, adaptive, data-driven, digital technology, and artificial intelligence university governance through quality assurance, risk management, sustainability of funding, and sustainable institutional improvement.

Table 4.7 Indicators of performance of strategic objectives7

Kode	Indicators of strategic target performance	Unit	2025 Baseline	2026	2027	2028	2029	Jenis/kategori	Responsible Unit/Frequency
6.1.7	Realization of the budget for acceptance	%	75	80	84	88	95	The main energy indicator (ICU - SN DICTTI)	BK/Fak
6.1.8	Realisation of the expenditure budget	%	76	80	84	88	95	The main energy indicator (ICU - SN DICTTI)	BK/Fak

4.2.7. IKSS OPERATIONAL DEFINITIONS

The following equation is a mathematical presentation in the calculation of indicators of strategic target performance. I states the indicator value and t the reporting period. The source formula is maintained; if the unit percentage is still paired with a formula of calculation or denominator has not been explained, the percentage is not drawn. Records of consistency and source differences are presented in Appendix 2.

IKSS 1.1.1 Programme of study that explicitly integrates the values of Islam and Islamic Academic Culture (BudAI) in CPL, study materials, assessments, research, and PkM

Target 1.1 • Strengthening the reconstruction of IPTEK based on the values of Islam and Islamic Academic Culture.

Operational definition: Percentage of study programmes that integrate Islamic values and Islamic Academic Culture explicitly into CPLs, study materials, assessments, research, and PkM that meet the minimum definitions, criteria, periods, and evidence in the data dictionary UNISSULA.

$$I_{1.1.1,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: ICT; direction of performance: better up.

The target is 2026: 70; 2027: 80; 2028: 90; 2029: 100.

Responsibility: LP3M/study programme. Frequency: Quarterly/Yearly. Application level: University/Faculty/study programme.

Minimum sources of data and evidence: Academic System/OBE; RPS; rubric; LMS; news and events review.

Supporting activities: 3 IKK in Annex 2.

IKSS 1.1.2 Lectures using real problem solving projects integratively through the STEAM approach

Target 1.1 • Strengthening the reconstruction of IPTEK based on the values of Islam and Islamic Academic Culture.

Operational definition: Percentage of Lecturers using real problem solving projects integratively through a STEAM approach that meets the minimum definitions, criteria, period, and evidence in the data dictionary UNISSULA.

$$I_{1.1.2,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: ICT; direction of performance: better up.

Target 2026: 30; 2027: 40; 2028: 50; 2029: 60.

Responsibility: LP3M/Faculty. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: academic system/OBE; RPS; rubric; LMS; STEAM project portfolio; evaluation news events.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.1.1 Accredited study programme Unggul

Objective 2.1 • Improving the quality of OBE and STEAM-based higher education.

Operational definition: The percentage of a superior accredited study programme that meets the definition, criteria, period, and minimum evidence in the data dictionary UNISSULA.

$$I_{2.1.1,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

Target 2026: 78, 2027: 82, 2028: 86, and 2029: 94.

Responsibility: LP3M/Fak. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum data sources and evidence: accreditation SK; self-evaluation; assessing matrix; LP3M archive.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.1.3 The study programme fully applies the OBE curriculum

Objective 2.1 • Improving the quality of OBE and STEAM-based higher education.

Operational definition: The percentage of study programmes that fully implement obe curricula that meet definitions, criteria, periods, and minimum evidence in the data dictionary UNISSULA.

$$I_{2.1.3,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Unit: %; type: Process; category: IQ. Performance direction: Rise is better.

The target is 2026: 70; 2027: 80; 2028: 90; 2029: 100.

Responsibility: LP3M/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum sources of data and evidence: Academic System/OBE; RPS; rubric; LMS; news and events review.

Supporting activities: 13 IKK in Appendix 2.

2.1.4 Faculty implementing integrative projects STEAM

Objective 2.1 • Improving the quality of OBE and STEAM-based higher education.

Operational definition: The percentage of courses implementing steam integrative projects that meet the minimum definitions, criteria, periods, and evidence in the data dictionary UNISSULA.

$$I_{2.1.4,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Unit: %; type: Process; category: IQ. Performance direction: Rise is better.

Target is 2026: 30; 2027: 45; 2028: 60; 2029: 75.

Responsibility: LP3M/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum sources of data and evidence: Academic System/OBE; RPS; rubric; LMS; news and events review.

Supporting activities: 12 IKK in Appendix 2.

IKSS 2.1.7 Conversion of registrant to registrant

Objective 2.1 • Improving the quality of OBE and STEAM-based higher education.

Operational definition: Percentage of conversion of registrants to registrations that meet the definition, criteria, period, and minimum evidence in the data dictionary UNISSULA.

$$I_{2.1.7,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026: 86, 2027: 87, 2028: 88, 2029: 90.

Responsibility: UPT-PH/study programme. Frequency: Semester. Application level: University/Unit/Faculty.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.2.4 Courses are available in flexible/hybrid mode

Target 2.2 • Improving inclusive, flexible, disability-friendly and accelerated learning.

Operational Definition: The percentage of courses available in flexible/hybrid modes that meet the minimum definitions, criteria, periods, and evidence in the data dictionary UNISSULA.

$$I_{2.2.4,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026:45; 2027:55; 2028:65; 2029:75.

Responsibility: LP3M/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum sources of data and evidence: Academic System/OBE; RPS; rubric; LMS; news and events review.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.2.5 The study programme provides a fast track/speed path

Target 2.2 • Improving inclusive, flexible, disability-friendly and accelerated learning.

Operational definition: The percentage of study programmes providing fast track/speed tracks that meet the eligibility criteria, are recorded uniquely, validated, and have evidence at the reporting period.

$$I_{2.2.5,t} = N_t$$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: IQ. Performance direction: up better.

Target is 2026:25; 2027:30, 2028:50, 2029:60.

Responsibility: BAAK/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Data sources and minimum evidence: BAAK/study programme; evidence register; verified performance reports.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.2.6 Students follow a structured path of acceleration/support

Target 2.2 • Improving inclusive, flexible, disability-friendly and accelerated learning.

Operational Definition: Percentage of students following a structured acceleration pathway that meets eligibility criteria, is unique, validated, and has evidence at reporting period.

$I_{2.2.6,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: IQ. Performance direction: up better.

Target is 2026:7; 2027:9; 2028: 11; 2029: 15.

Responsibility: BAAK/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.3.1 Student achievements at regional/national/international level

Target 2.3 • Improving the quality, character of Khaira Ummah, and competitiveness of graduates.

Operational definition: Percentage of regional/national/international level student achievement that meets eligibility criteria, is recorded uniquely, validated, and has evidence at the reporting period.

$I_{2.3.1,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: IQ. Performance direction: up better.

Target 2026: 1.5; 2027: 2; 2028: 3; 2029: 5.

Responsibility: LPKA/Fak. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.3.2 Graduation on time

Target 2.3 • Improving the quality, character of Khaira Ummah, and competitiveness of graduates.

Operational definition: The percentage of timely graduates who meet the definition, criteria, period, and minimum evidence in the data dictionary UNISSULA.

$$I_{2.3.2,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026: 65; 2027: 70; 2028: 75; 2029: 80.

Responsibility: BAAK/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 3 IKK in Annex 2.

IKSS 2.3.6 Graduates pass the digital literacy and AI assessment

Target 2.3 • Improving the quality, character of Khaira Ummah, and competitiveness of graduates.

Operational definition: Percentage of graduates who pass digital literacy and ai assessments that meet the definition, criteria, period, and evidence minimum in the data dictionary UNISSULA.

$$I_{2.3.6,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026:45, 2027:60, 2028:75, 2029:85.

Responsibility: BSI/study programme. Frequency: Semester. Application level: University/Faculty/study programme.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.4.1 Qualified lecturer doctor/S3

Objective 2.4 • Improving the quality, competence and recognition of human resources.

Operational definition: Percentage of doctoral/s3 qualified lecturers who meet the minimum definitions, criteria, period, and evidence in the data dictionary UNISSULA.

$$I_{2.4.1,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Unit: %; type: Input/Proses; category: IQ. Performance direction: Rise is better.

The target is 2026: 50; 2027: 52; 2028: 54; 2029: 60.

Responsibility: BSDI/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: PDDIKTI; SISTER; HRIS; certificates; SK of academic posts.

Supporting activities: 3 IKK in Annex 2.

The 2025 graph recorded 308 doctoral lecturers out of a total of 641 lecturers; the result of the calculation was about 48.1%.

IKSS 2.4.2 Professors to all lecturers

Objective 2.4 • Improving the quality, competence and recognition of human resources.

Operational definition: The percentage of professors among all lecturers who meet the minimum definitions, criteria, period, and evidence in the data dictionary UNISSULA.

$$I_{2.4.2,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026:16; 2027:17; 2028:18; 2029:20.

Responsibility: BSDI/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: PDDIKTI; SISTER; HRIS; certificates; SK of academic posts.

Supporting activities: 2 IKK in Appendix 2.

The 2025 graph records 100 professors out of a total of 641 lecturers; the result is calculated at about 15.6%.

IKSS 2.4.3 Lecturer with the post of Chief Lecturer

Objective 2.4 • Improving the quality, competence and recognition of human resources.

Operational definition: The percentage of lecturers with the post of senior lecturer who meet the eligibility criteria, are unique, recorded, validated, and have evidence at the reporting period.

$I_{2.4.3,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026:17; 2027:19; 2028:23; 2029:25.

Responsibility: BSDI/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: PDDIKTI; SISTER; HRIS; certificates; SK of academic posts.

Supporting activities: 2 IKK in Appendix 2.

IKSS 2.4.4 Certified lecturer educator

Objective 2.4 • Improving the quality, competence and recognition of human resources.

Operational definition: Percentage of certified educators who meet the minimum definitions, criteria, period, and evidence in the data dictionary UNISSULA.

$$I_{2.4.4,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026: 80, 2027: 83, 2028: 86, 2029: 90.

Responsibility: BSDI/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: PDDIKTI; SISTER; HRIS; certificates; SK of academic posts.

Supporting activities: 2 IKK in Appendix 2.

The 413 professionally certified lecturer chart is not the same as the educator certification; the realization of this indicator requires proof according to the type of certificate.

IKSS 3.1.11 Books with ISBN

Target 3.1 • Increased research, publication, innovation and intellectual property impacts.

Operational definition: Percentage of books with ISBN that meet the eligibility criteria, are recorded as unique, validated, and have evidence at the reporting period.

$I_{3.1.11,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: IQ. Performance direction: up better.

Target is 2026:14; 2027:16; 2028:19; 2029:23.

Responsibility: LPPM/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: LPPM/Fak; evidence register; verified performance reports.

Supporting activities: 2 IKK in Appendix 2.

IKSS 4.1.1 Devotion to a society that integrates Islamic values and the dakwah of lil 'alamin's mercy

Goal 4.1 • Increase dedication, preaching, and STEAM solutions that have an impact on society.

Operational Definition: Percentage of community service that integrates Islamic values and reported lil'alamin's praise that meets the eligibility criteria, is recorded uniquely, validated, and has evidence at the reporting period.

$I_{4.1.1,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026:32; 2027:35; 2028:37; 2029:40.

Responsibility: LPPM/Faculty. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: LPPM system; partner contracts; reporting of PkM; outcome/impact instruments.

Supporting activities: 3 IKK in Annex 2.

ICSS 5.1.1 Active international cooperation

Target 5.1 • Increased internationalization, global networking and university reputation.

Operational definition: Percentage of active international cooperation having documented implementation in the current year.

$$I_{5.1.1,t} = \frac{N_t}{D_t} \times 100\%$$

Specification: Nt = number of active international cooperation; Dt = number of international cooperation in force.

Units: %; type: output; category: ICT; direction of performance: better up.

The target is 2026:11; 2027:12; 2028:13; 2029:15.

Responsibility: UPT-KUI/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: the UPT-KUI system; agreements; implementation arrangements; mobility reports.

Supporting activities: 5 IKK in Appendix 2.

Documentation, unique partners, valid cooperation, and active cooperation are different objects.

IKSS 5.1.2 International cooperation with documented implementation

Target 5.1 • Increased internationalization, global networking and university reputation.

Operational definition: Percentage of international cooperation with documented implementation that meets the minimum definitions, criteria, periods, and evidence in the data dictionary UNISSULA.

$$I_{5.1.2,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = number of objects that meet the criteria; Dt = number of target objects.

Units: %; type: output; category: ICT; direction of performance: better up.

The target is 2026:55, 2027:65, 2028:75 and 2029:80.

Responsibility: UPT-KUI/Fac. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: the UPT-KUI system; agreements; implementation arrangements; mobility reports.

Supporting activities: 2 IKK in Appendix 2.

IKSS 5.1.3 New and inbound international students

Target 5.1 • Increased internationalization, global networking and university reputation.

Operational definition: Percentage of new/inbound international students who meet the eligibility criteria, are recorded as unique, validated, and have evidence at the reporting period.

$I_{5.1.3,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: ICT; direction of performance: better up.

Target 2026: 0.2; 2027: 1; 2028: 1.2; 2029: 2.

Responsibility: UPT-KUI/BAAK/Fac. Frequency: Quarterly/Yearly. Level of application: University/Faculty/study programme.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 2 IKK in Appendix 2.

IKSS 5.1.4 International outbound students

Target 5.1 • Increased internationalization, global networking and university reputation.

Operational definition: The percentage of international outbound students who meet the eligibility criteria, are recorded as unique, validated, and have evidence at the reporting period.

$I_{5.1.4,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Units: %; type: output; category: ICT; direction of performance: better up.

The target is 2026: 0.8; 2027: 2; 2028: 2.3; 2029: 3.

Responsibility: UPT-KUI/LPKA/Fac. Frequency: Quarterly/Yearly.

Minimum data and evidence sources: PDDIKTI; academic system; tracer study; LPKA; academic archives.

Supporting activities: 2 IKK in Appendix 2.

IKSS 5.1.5 Visiting professors/international experts

Target 5.1 • Increased internationalization, global networking and university reputation.

Operational definition: The number of international visiting professors/experts who meet the eligibility criteria, are recorded as unique, validated, and have evidence at the reporting period.

$I_{5.1.5,t} = N_t$

Description: Nt is the number of unique objects according to the source criteria in the period t. Source formula: Count the unique objects that meet all the criteria and have valid proof at the reporting period.

Unit: people; type: output; category: ICT. Performance direction: improvement.

Target 2026:2; 2027:3; 2028:4; 2029:6 is the first step in this direction.

Responsibility: UPT-KUI/study programme. Frequency: Quarterly/Yearly. Application level: University/Unit/Faculty.

Minimum sources of data and evidence: the UPT-KUI system; agreements; implementation arrangements; mobility reports.

Supporting activities: 2 IKK in Appendix 2.

IKSS 6.1.7 Realisation of the receipt budget

Target 6.1 • Improving governance, digital-AI transformation, sustainability, and financial health.

Operational definition: Percentage of realisation of the receipt budget compared to the receipt plan in the current year.

$$I_{6.1.7,t} = \frac{N_t}{D_t} \times 100\%$$

Description: Nt = Realization of the acceptance; Dt = plan of acceptance.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026: 80, 2027: 84, 2028: 88, 2029: 95.

Responsibility: BK/Fac. Frequency: Monthly/Tri-monthly. Level of application: University/Unit/Faculty.

Minimum sources of data and evidence: financial system; realisation report; audit report; RKAT.

Supporting activities: 2 IKK in Appendix 2.

IKSS 6.1.8 Realisation of the expenditure budget

Target 6.1 • Improving governance, digital-AI transformation, sustainability, and financial health.

Operational definition: Percentage of realisation of the expenditure budget compared to the expenditure plan in the current year.

$$I_{6.1.8,t} = \frac{N_t}{D_t} \times 100\%$$

Explanation: Nt = realisation of expenditure; Dt = plan of expenditure.

Units: %; type: output; category: IQ. Performance direction: up better.

The target is 2026: 80, 2027: 84, 2028: 88, 2029: 95.

Responsibility: BK/Fac. Frequency: Monthly/Tri-monthly. Level of application: University/Unit/Faculty.

Minimum sources of data and evidence: financial system; realisation report; audit report; RKAT.

Supporting activities: 2 IKK in Appendix 2.

4.2.8. Integration of the 17 Sustainable Development Goals (SDGs) in SME and SMEs

The integration of the Sustainable Development Goals (SDGs) into the FTI Strategic Plan UNISSULA 2025–2029 uses a cross-target marking approach. The SDGs are not placed as a separate performance system, but are used as an impact lens to read the contributions of the Strategic Target Performance Indicator (STP) and the Activity Performance Indicator (ICP) of the FTI UNISSULA. Each indicator retains its identity as a Key Performance Indicator derived from the National Standards of Higher Education or as an Additional Performance Indicator reflecting the specificities and ambitions of the FTI UNISSULA, then is labelled the most relevant SDG based on the causal relationship and evidence of a recognizable contribution.

The implementation of the indicators is distributed to units at the university and faculty level, study programmes, and supporting units according to their respective functions and authority. At the FTI UNISSULA level, the primary responsible party ensures the clarity of operational definitions, data quality, evidence availability, as well as reporting consolidation. The contributor unit carries out activities and generates outcomes in accordance with the set targets, while the UPM along with the quality assurance function carries out monitoring through the Performance Data Protection, Implementation, Evaluation, Control, and Enhancement (PPEPP) cycle. Performance data is processed as far as possible based on gender, disability, socioeconomic groups, location, and other relevant characteristics while keeping a close eye on the protection of personal data and ethical principles.

The following narrative describes the direction of the contribution of UNISSULA to the seventeen SDGs, its relationship to performance indicators, process owners, as well as the required performance evidence. Global and national targets are used as a substantive reference in understanding the direction of the contribution to sustainable development, while the quantitative targets of UNISSULA for 2025–2029 follow the Strategic Plan performance matrix and are subsequently reduced to the work plan and annual budget.

4.2.7.1. SDG 1 - Without poverty

Performance label: INDICATOR of change (ICT) Sustainable development goals: SDGs 01 Goal: 1.3; 1.4; 1.5 Units: %; frequency: semester.

Mapping: IKSS 2.2.7; 4.1.4 IKK-2.2.7, IKK-4.1.4-* Responsible: P4M/Financial Unit and contributing unit: All faculty and study programmes; PMB unit; UPM(ULD).

The contribution of FTI UNISSULA to the eradication of poverty is directed through expanding access to education, strengthening the economic capacity of vulnerable groups, and the implementation of a community service that produces measurable change. Scholarship programmes, financing waivers, micro-enterprise accompaniment, sharia financial literacy, legal clinics, as well as the appropriate application of technology need to be designed on the basis of needs assessment and beneficiary data. Performance is assessed not only based on the number of activities undertaken, but also through the proportion of students from vulnerable groups who are able to survive and complete studies, increased income or productivity of partners, as well as sustainability of benefits after the programme is completed. Evidence of performance of beneficiaries includes protected benefit data, pre- and post-transformation reports, partnership records, as well as educational documentation. Such briefing places and activation as part of FTI and FTIKEEPULUNULA's contributions to the continuing development of the community in achieving the values of the Charity of Humanity.

4.2.7.2. SDG 2 - Without the Hunger

The performance label: INDICATOR OF THE ENERGY (IT) Sustainable Development Goals: SDG 02 Target: 2.1; 2.2; 2.4 Units: programme; frequency: year.

Mapping: ICS 4.1.3; ICS 4.1.4 ICS 4.1.3, ICS 4.1.4 ICS 4.1.4. Responsibility: P4M/Financial Unit ICS contributor unit: the whole programme of study through thematic KM.

SDG 2 is operated through nutrition education, food resilience, halal food innovation, urban agriculture, and local potential-based dedication. Faculty and study programmes integrate food issues into multi-disciplinary STEAM research, such as nutrition status monitoring, nutritional product development, supply chain efficiency, as well as business models for small producers. FTI UNISSULA also encourages healthy food consumption management and prevention of internal service waste. Achievement is measured through the number of innovations used, the coverage of beneficiaries, changes in knowledge and behaviour, improvement of relevant nutritional indicators, as well as the sustainability of group building. Performance evidence consists of intervention protocols, testing, data on the reverse benefits, partnership contracts, and user reports.

4.2.7.3. SDG 3 - Healthy and prosperous living

Performance label: INDICATOR of change (ICT) Sustainable development goals: SDG 03 Goals: 3.4; 3.8; 3.d. Units: %; frequency: Semester.

Mapping: IKS 2.2.8; 4.1.5 IKK-2.2.8, IKK-4.1.5 * Responsibility: P4M/Financial Unit * Contributor unit: faculty/programme of study.

Achievement of healthy living and well-being includes physical, mental, spiritual, occupational safety, and accident preparedness. FTI UNISSULA strengthens support for student and employee health, counselling, health promotion, safe learning environment, and outcome-oriented research and community-dedicated activities. Study programmes and related units play a role in strengthening the substance according to their respective fields of knowledge, while all units ensure violence prevention, psychosocial support, access for the disabled, and the availability of referral systems. Achievement is measured through service coverage, response time, user satisfaction, risk reduction, health innovation utilized, as well as outsourced learning, research, or relevant retrieval. Evidence of service performance includes anonymized results, welfare surveys, safety reports, health protocols, and emergency response data, as well as compliance with ethical principles, non-discrimination, enforcement and impact assessment.

4.2.7.4. SDG 4 - Quality education

Performance label: key energy indicator (IUCN) Sustainable development goals: SDG 04 Target: 4.3; 4.4; 4.5; 4.7 Units: %; frequency: Semester.

Mapping: IKSS 2.1.3; 2.2.3; 2.2.4; 2.3.2 IKK-2.1.3, IKK-2.2.3, IKK-2.2.4, IKK-2.3.2-* Responsible: UPM/Financial Unit and contributing units: faculty and all study programmes; UPT Library; UPM/GPM.

SDG 4 becomes the axis of Strategic Plan FTI UNISSULA through the provision of superior, inclusive, flexible, and relevant Islamic education to global developments. The learning achievement-based curriculum integrates Islamic Academic Culture, STEAM, digital literacy and artificial intelligence, real-world problem-based learning, as well as out-of-programme learning experiences. The learning system is also geared towards providing past learning recognition, mixed learning, accelerated learning for achieving students, as well as decent accommodation for people with disabilities. Achievement is measured through the fulfilment of learning standards, achievement of the CPL, student participation in transformative learning, studying, timing completion, user satisfaction, and accreditation accreditation.

4.2.7.5. SDG 5 - Gender equality

Performance label: INDICATOR of change (ICT) Sustainable development goals: SDG 05 Target: 5.1; 5.5; 5.c. Units: %; frequency: year.

Mapping: IKSS 2.2.7; 2.4.7; 6.1.12 IKK-2.2.7, IKK-2.4.7, IKK-6.1.12-* Responsibility: SDI/UPM/GPM Unit of contributing units: units, faculty, and study programmes.

Gender equality is implemented in UNISSULA through non-discrimination policies, equal leadership opportunities, the creation of safe learning and working environments, as well as the prevention and handling of violence. UNISSULA ensures that the process of admission, career development, scholarship awarding, participation in organisations, and access to services does not create gender-based barriers. Data of students, graduates, employees, academic positions, leaders, beneficiaries, and applicants are analysed in a selected manner while maintaining the confidentiality and protection of data. Performance is assessed through evidence of participation and success, representation in leadership, the completion of prevention of quality services, as well as the effectiveness of education in accordance with standards. Evidence of regulatory performance, selected data, notation includes selection processes, service units, academic climate surveys, and further.

4.2.7.6. SDG 6 - Clean water and adequate sanitation

Performance label: INDICATOR OF THE CHANGE (ICT) Sustainable Development Goals: SDG 06 Target: 6.1; 6.3; 6.4; 6.b Units: %; frequency: three months.

Mapping: IKSS 4.1.3; 5.1.11 IKK-4 1.3, IKK-5 1.11- * Responsible: Finance Unit/P4M

FTI UNISSULA manages clean water and sanitation as part of efforts to realize a healthy, inclusive, and sustainable campus environment. Strategies include monitoring water quality and consumption, water efficiency, water use efficiency, network maintenance, safe and accessible sanitation provision, liquid waste management, as well as education on clean living behaviours. Research and community-dedicated activities are encouraged to produce water treatment technologies, mapping, and community-risk sanitation models that can be applied and replicated. Achievement is measured through compliance with water quality standards, intensity of water consumption per campus facility, decent and disability-friendly sanitation coverage, managed liquid percentage, and the number of solutions used by the community. Evidence of performance consists of laboratory test results, water use meters, waste facilities, waste management records, documentation, and community-dedicated reporting, as well as community impact manifestations.

4.2.7.7. SDG 7 - Clean and affordable energy

Performance label: INDICATOR OF THE ENERGY (IT) Sustainable Development Goals: SDG 07 Target: 7.2; 7.3 Units: %; frequency: three months.

Mapping: IKSS 4.1.3; 5.1.11 IKK-4 1.3, IKK-5 1.11- * Responsibility: Finance Unit/ P4M In addition to contributing units: faculty and sarpras management unit.

The contribution to clean energy is made through building efficiency improvement, energy consumption control, renewable energy utilisation, and the development of low-carbon technology innovation. Energy audits become the foundation in prioritizing equipment replacement, lighting and cooling automation, data centre optimisation, as well as campus-scale renewable energy generation development. Faculty and study programmes develop STEAM-based research on energy efficiency, energy storage, building design, and user behaviour. Performance is measured through energy intensity based on building area or number of campus residents, percentage of renewable energy utilisation, energy cost savings, emission reductions related to energy use, as well as the number of innovations that have been implemented.

4.2.7.8. SDG 8 - Adequate employment and economic growth

Performance label: INDICATOR of change (ICT) Sustainable development goals: SDG 08 Goal: 8.3; 8.5; 8.6; 8.8 Units: %; frequency: year.

Mapping: IKSS 2.3.3; 6.1.10 IKK-2.3.3, IKK-6.1.10 Responsibility: Unit SDI/UPM/GPM Unit contributor: faculty and curriculum.

SDG 8 is integrated through improved graduate job readiness, entrepreneurship development, labour protection, and the creation of economic value from innovation. Learning at FTI UNISSULA brings quality internship experience, joint work projects, certification of competences, career services, business incubation, as well as strengthening alumni networks. In internal management, FTI UNISSULA ensures fair recruitment processes, competency development, occupational safety and health, as well as employee fulfilment. Achievements are measured through graduate waiting times, job suitability, earnings, proportion of employed graduates, entrepreneurial success, partner satisfaction, employee competence improvement, and completion of employee satisfaction contracts. Evidence includes traceability and employee satisfaction issues, graduate data, employee safety certificates, internship reports, and job placement documents (K3).

4.2.7.9. SDG 9 - Industry, innovation and infrastructure

Key performance indicator: SDG 9 Sustainable Development Goals: 9.1; 9.5; 9.b; 9.c. Units: external; frequency: semester.

Mapping: ICS 3.1.6; ICS 3.1.10; ICS 3.1.1; ICS 3.1.6; ICS 3.1.1; ICS 3.1.1; ICS 3.1.1; ICS 3.1.1; ICS 3.1.1; ICS 3.1.1; ICS 6.11; ICS 6.11; ICS 6.1.1; ICS 6.1.1; ICS 6.1.1; ICS 3.1.6; ICS 3.1.6; ICS 3.1.1; ICS and ICS and ICS 3.1.; ICS and ICS and ICS and ICS and ICS and ICS and ICS and ICS and ICS and ICS are all the same.

Industrial, innovation, and infrastructure reinforcement are directed at the development of a productive research ecosystem, digital transformation, and the streamlining of the results of science and technology. FTI UNISSULA supports the provision and utilisation of reliable, secure, interoperable, and accessible learning, research, and data infrastructure; encourages collaborative research; protects intellectual property; and connects researchers with industry, government, and the public. The use of artificial intelligence is conducted ethically, transparently, and responsibly in accordance with the principles of Islamic Academic Culture. Achievement is measured through high-quality publications and citations, prototypes, patents, licences, research, partner-utilized products, availability and reliability of technology, as well as the availability and reliability of services. Service performance evidence includes repositories, HKI documents, use agreements, digital technology readiness reports, user safety audits, and logs, as well as user testimonials.

4.2.7.10. SDG 10 - Reduction of gaps

Performance label: Key Energy Indicator (SDI) Sustainable development goals: SDG 10 Target: 10.2; 10.3 Units: %; frequency: semester.

Mapping: IKSS 2.2.1; 2.2.2; 2.2.3; 2.2.7; 2.2.8 IKK-2.2.1, IKK-2.2.2, IKK-2.2.3, IKK-2.2.7, IKK-2.2.8-* Responsible: UPM/GPM/Finance Unit of the contributing unit: faculty, and study programmes.

Gap reduction is implemented through the provision of equitable educational access to students from vulnerable socioeconomic groups, backward areas, minority groups, and disabled people. FTI UNISSULA provides inclusive selection processes, funding support, assessment, decent accommodation, assistive technology, accessible learning materials, learning flexibility, as well as academic and psychosocial accommodation. Student participation, retention, achievement, duration of study, graduation, and experience data are analysed in a selective manner to identify gaps between group outcomes. Performance is measured through expanded access to education, job accuracy, service success reduction of group gaps, user satisfaction, as well as completion of accessibility needs. Evidence includes assessment performance, accommodation plans, physical and digital accessibility data, academic climate monitoring, and follow-up, as well as PPE audit.

4.2.7.11. SDG 11 - Sustainable cities and housing

Performance label: INDICATOR of change (ICT) Sustainable development goals: SDG 11 Target: 11.2; 11.3; 11.6; 11.7 Units: %; frequency: year.

Mapping: ICS 4.1.3; 5.1.11 ICS 4.1.3, ICS 5.1.11 Responsibility: Finance Unit/P4M Contributing Unit: faculty/programmes of study.

FTI UNISSULA places the campus environment as part of its efforts to realize safe, inclusive, resilient, and sustainable areas. Management of the area includes support for low-emission public transportation and mobility access, provision of pedestrian access, green open spaces, safety, universal accessibility, reduction of pollution, and preservation of Islamic cultural identity. Research and dedication to the community are directed to issues of settlement planning, flood mitigation, inclusive risk design, urban governance, communication, and local heritage protection.

4.2.7.12. SDG 12 - Responsible consumption and production

Performance label: INDICATOR OF THE ENERGY (ICT) Sustainable development goals: SDG 12 Target: 12.2; 12.4; 12.5; 12.6; 12.8 Units: %; frequency: three months.

Mapping: ICS 4.1.3; ICS 5.1.11; ICS 4.1.3; ICS 5.1.11; ICS 5.1.11- * Responsibility: Finance Unit/PM/GPM/P4M

Responsible consumption and production are applied to procurement, resource use, laboratory management, consumption services, and waste management at FTI UNISSULA. Faculty policy prioritizes the use of durable and efficient goods, provisionally-compliant suppliers, reduction of single-use plastics, sorting and recycling, hazardous waste management, as well as the application of circular economic principles. Curriculum, research, and dedication to the community are directed to developing product innovation, process, and consumption behaviour in line with the principles of halal thayyib. Achievement is measured through the intensity of material use, the proportion of sustained procurement, the reduction of waste timing, the percentage of disposed or processed waste, compliance with B3 disposal, as well as the number of innovations that have been applied.

Sustainable Development Goals 13 - Measures to combat climate change

Performance label: INDICATOR OF THE CHANGE (ICT) Sustainable development goals: SDG 13 Target: 13.1; 13.2; 13.3 Units: tCO2e; frequency: year.

Mapping: IKS 4.1.3; 5.1.10; 5.1.11; IKK-4.1.3, IKK-5.1.10, IKK-5.1.11- * Responsibility: Finance Unit/P4M/UPM/GPM

Climate change management is carried out through emission inventory, increased energy efficiency and mobility, green space reinforcement, waste reduction, infrastructure adaptation, as well as climate change education. The FTI UNISSULA maps flood risks, heat waves, health disruptions, and the potential for interruption of academic services and incorporates them into service continuity planning. The curriculum and cross-disciplinary research is aimed at developing mitigation and adaptation solutions relevant to emerging and coastal conditions.

4.2.7.14. SDG 14 - The marine ecosystems

Performance label: INDICATOR OF THE CHANGE. Sustainable development goals: SDG 14. Target: 14.1; 14.2; 14.a. Units: programme; frequency: year.

Mapping: IKS 3.1.5; 4.1.3; 4.1.5 IKK-3.1.5, IKK-4.1.3, IKK-4.1.5-* Responsibility: P4M Contribution unit: faculty and programmes according to discipline.

STEAM's approach combines the perspectives of engineering, science, health, law, economics, communication, and the arts to produce solutions that can be applied in coastal area management. Achievements are measured through environmental quality data, the number of locations or communities, technologies and recommendations used, changes in community behaviour, as well as partnerships in coastal area management. Evidence of performance includes testing results, data, publication, prototyping, agreements, collaboration, and community impact reports.

4.2.7.15. SDG 15 -Ecosystems of the land

Performance label: INDICATOR OF THE CHANGE (ICT) Sustainable development goals: SDG 15 Target: 15.1; 15.2; 15.5; 15.9 Units: %; frequency: year.

Mapping: IKSS 3.1.5; 4.1.3; 5.1.11 IKK-3.1.5, IKK-4.1.3, IKK-5.1.11-* Responsibility: Finance Unit/P4M also contributing unit: faculty/studies.

The protection of land ecosystems is realized through the management of campus green space, conservation of biodiversity, control of invasive species, cultivation according to the footprint conditions, as well as dedication to the community in environmental recovery. FTI UNISSULA encourages the inventory of trees, flora, fauna, and soil conditions as the basis for area management and the development of campus environment-based learning. Cross-disciplinary research is directed to support environmental restoration, environmental health, spatial planning, and sustainable resource utilisation.

4.2.7.16. SDG 16 - Peace, Justice and Resilient Institutions

Performance label: key energy indicator (IUCN) Sustainable development goals: SDG 16 Target: 16.3; 16.5; 16.6; 16.7; 16.10; 16.b. Units: %; frequency: three months.

Mapping: IKS 1.1.2; 6.1.3; 6.1.12 IKK-1.1.2, IKK-6.1.3, IKK-6.1.12- Responsibility: UPM/GPM Unit contributor: unit, faculty, and programme of study.

SDG 16 strengthens the governance of FTI UNISSULA that is integrity-based, participatory, transparent, accountable, and grounded in Islamic Academic Culture. Internal control systems, risk management, information openness, complaint handling, data protection, corruption prevention, enforcement of the code of ethics, and conflict resolution are directed to walk with clear standards of service. Education and dedication to the public expand legal literacy, tolerance, moderation, and access to justice. Achievement is measured through compliance levels, follow-up audits, complaint resolution codes, stakeholder participation, integrity perception, information security audits, and the use of recommendations in policy making. Evidence of performance includes risk logging, reporting, information logging, forums, advisory services, ethics surveys, and publications, and advanced documentation.

4.2.7.17. SDG 17 - Partnerships to achieve objectives

Performance label: INDICATOR OF THE CHANGE (ICT) Sustainable development goals: SDG 17 Target: 17.6; 17.16; 17.17; 17.18 Units: %; frequency: Semester.

Mapping: IKSS 5.1.1; 5.1.2; 5.1.6; 5.1.7 IKK-5.1.1, IKK-5.1.2, IKK-5.1.6, IKK-5.1.7-* Responsibility: International Cooperation Unit/P4M/Financial Unit and contributor units: units, faculties, and study programmes; national/international partners.

Partnerships are a catalyst for achieving the overall goals of sustainable development and competitiveness of FTI UNISSULA. Cooperation with colleges, governments, industries, professional organisations, communities, non-governmental organisations, and global partners is directed to generate mutually reinforcing benefits and outcomes, rather than merely increasing the number of cooperation documents. Partnership

programmes include joint education, student and faculty mobility, collaborative research and publication, dedication to communities across regions or countries, infrastructure sharing, joint funding, and responsible data exchange. Achievement is measured through quantity and quality of active partnerships, realized activities, external outcomes and impacts, external funding, partnership, and sustainability of collaboration. Evidence of collaborative performance includes ongoing cooperation agreements, plans, implementation reports, joint mobility, financial data, and evaluations of partnerships.

The management of the FTI SDGs portfolio UNISSULA is carried out at least every semester through a performance dashboard that displays targets, realizations, trends, gaps, accountability, and evidence links. At the end of the year, the FTI UNISSULA compiles a report on the contribution of the SDGs that consolidates the outcomes of education, research, dedication to the community, faculty management, and partnerships. The evaluation results form the basis for making adjustments to programmes, budgets, targets, and quality improvement measures. Substantive references are made using the Indonesian PPP/SDGs metadata on the SDGs Portal and aligned with the provisions of the National Standards of Higher Education in force.

4.3. The Funding Framework

The funding framework is a percentage so that it can be used before the final RKAT nominal figure is set. The annual rupee value is derived through the formula: year payout × ratio. Each spending proposal must show supported indicators, reduced risks, and expected results.

4.3.1 Revenue Allocation

Table 4.8 Projections of the composition of admissions 2025–20298

Source of receipt	2025	2026	2027	2028	2029
Tuition and educational services (Rupees Billion)	20,2	20,5	21	21,5	22
Research grants (Fruit)	6	6	6	6	6
Grants for SMEs and partnerships (Fruit)	3	3	3	3	3

- Research grants/SMEs are increased through consortium proposals, support and funding lines.
- The business and asset utilisation unit should have a business plan, conflict of interest management, margin targets, and academic contributions.
- The commercialisation of AI implements a transparent sharing of benefits as well as protecting the interests of universities, inventors, and society.
- Alumni funds, philanthropy, and perpetual funds are managed through investment policy, oversight, and impact reporting.

4.3.2 Allocation of expenditure

Table 4.9 Directions of allocation of expenditure by strategic objectives9

Allocation Group	2025	2026	2027	2028	2029
Objective 1 Reconstruction of ICT and AI (billion rupees)	0.52	0.52	0.52	0.52	0.52
Objectives 2 Education, students, graduates, and human resources (billion rupees)	3.84	3.55	3.32	3.15	3.06
Objectives 3 Research, publishing, innovation, and AI	0.94	1.15	1.24	1.32	1.45
Objective 4 PkM and impact preaching (billion rupees)	0.52	0.53	0.58	0.60	0.65
Objective 5 of Internationalization (billion rupees)	0.52	0.60	0.61	0.66	0.66
Goal 6 Governance, digital AI, and sustainability (billion rupees)	1.72	1.67	1.58	1.49	1.42

The priority of spending moves gradually from the consolidation of education, student services, and governance to the strengthening of research, refinement, SMEs, and internationalisation. Technology spending uses total cost of ownership, security testing, interoperability, accessibility, and sustainability plans. Capital spending must be accompanied by indicators of utilisation and academic impact.

Chapter V
Closed

Strategic Plan Faculty of Industrial Technology 2025–2029 is committed to connecting Islamic identity with global quality and real impact.The vision can only be realized if Islamic Academic Culture is present in day-to-day decisions; education provides space for the diversity of student needs; science, technology, arts, engineering, and mathematics are combined to solve problems; digital and AI are used in a trusted manner; and every tridarma activity is assessed from its benefits.

The document provides guidance for the development of ICT, RKAT, performance contracts, faculty operational plans and study programmes, human resource development, resource investments, research and SMEs portfolios, internationalization, as well as regulatory development.

In the first year, institutional priorities are to complete the indicator dictionary, reconciliate the initial conditions and actual achievements of 2025, determine the data owner, as well as the construction of a single data dashboard. In 2027 a mid-term evaluation is carried out; in 2029 a final evaluation and subsequent preparation of the Strategic Plan is carried out.

APPENDICES

Appendix 1. Portfolio 5 Programmes of the Faculty of Industrial Technology by Jenjang, STEM/Non STEM Group, Accreditation, and Excellence

Table L.1 Portfolio 54 study programmes by genre, STEM/non-STEM, and accreditation1

No.	Faculty	The study programme	Level	Group	Accreditation	Accredited SK number	Local excellence
1	Faculty of Industrial Technology	Electrical Engineering	S1	STEM	The heels	SK/LAM Engineering/AS/VIII/2025	Energy, automation, and low-carbon technology
2	Faculty of Industrial Technology	Electrical Engineering	S2	STEM	The heels	08/19/SK/LAM Engineering/AM/Xll/2024	Energy, automation, and low-carbon technology
3	Faculty of Engineering	Civil Engineering	S3	STEM	The heels	0485/SK/LAM Engineering/AD/VIII/2024	Resilient and sustainable infrastructure
4	Faculty of Industrial Technology	Industrial Engineering	S1	STEM	The heels	0672/SK/LAM TechnicfAS/VIII/2025	Healthy industry, productivity, and smart transformation
5	Faculty of Industrial Technology	Informatics Engineering	S1	STEM	Good one.	026/SK/LAM INFOKOM/Ak/S/III/2024	AI, digital security, and ethical software engineering

Appendix 2. Matrix of the indicator of activity (ICK)

The matrix contains 232 IKKs from the sheet Indicator of Activity. Codes, formulas, quantities, units, targets, and responsibilities. Target 4 Programmes/Faculty/Year, for example, read four programmes at each target faculty per year, rather than four for the entire university.

IKSS 1.1.1 Programme of study that explicitly integrates the values of Islam and Islamic Academic Culture (BudAI) in CPL, study materials, assessments, research, and PkM

Responsible for IKSS: LP3M/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-1.1.1-A	Total implementation of enhancement programmes of study programmes that integrate Islamic values and Islamic Academic Culture (BudAI) explicitly in CPL, study materials, assays, research, and PkM	Number of cultural programmes/products/year	4	4	4	4	4	LP3M/ProdiTriwulanan/yearly
IKK-1.1.1-B	Number of data verification, achievement evaluation, and follow-up activities of study programmes that integrate Islamic values and Islamic Academic Culture (BudAI) explicitly into CPL, study materials, assessments, research, and PkM	Number of verification/evaluation/production/year	4	4	4	4	4	LP3M/ProdiTriwulanan/yearly

Activity formula: The number of activities performed and documented in the current year. The number of instrument scope prodies that meet the criteria ÷ the total instrument scope prodies × 100%.

Minimum evidence: Academic system/OBE; RPS; rubric; LMS; news review; VMTS documents; cascading; RKAT; evaluation and follow-up reports

IKSS 1.1.2 Lectures using real problem solving projects integratively through the STEAM approach

Responsible for the IKSS: LP3M/Faculty.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-1.1.2-A	Total implementation of course improvement programmes using real problem solving projects in an integrative way through the STEAM approach	Total number of STEAM projects/Faculty/Year	4	4	4	4	4	LP3M/FacultyTriwulanan/annual
IKK-1.1.2-B	Number of data verification, achievement evaluation and follow-up activities of courses using real problem solving projects integratively through the STEAM approach	Number of verification/evaluation/faculty/year	4	4	4	4	4	LP3M/FacultyTriwulanan/annual

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: Academic system/OBE; RPS; rubric; LMS; project portfolio STEAM; evaluation news

IKSS 2.1.1 Accredited study programme Unggul

IKSS: LP3M/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.1.1-A	Number of gap analysis activities, fulfilment of the required requirements, and assessing simulation	Number of years of production	2	2	2	2	2	LP3M/FakSemesteran
IKK-2.1.1-B	Number of executions Closure of readiness findings and validation of LED/LKPS/evidence	The number of evaluations/products/years	2	2	2	2	2	LP3M/FakSemesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: accreditation SK; self-evaluation; assessment matrix; LP3M archive; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.1.3 The study programme fully applies the OBE curriculum

Responsible for IKSS: LP3M/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.1.3-A	Number of curriculum review activities based on CPL, CPMK, curriculum map, and stakeholder engagement	NumberReview of the curriculum/study programme/Year	2	2	2	2	2	LP3M/study programme Semesteran
IKK-2.1.3-B	Total implementation of the CPL moderation assessment and follow-up of achievements	The number of evaluations/products/years	2	2	2	2	2	LP3M/study programme Semesteran
IKK-LAMTEKNIK-01	The curriculum is aligned with body of knowledge, CPL, and professional standards	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual
IKK-LAMINFOKOM-01	Informatics/computer curriculum in line with body of knowledge and technological developments	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual
IKK-ACQUIN-02	ESG 1.2 Programmes designed and approved with clear objectives and learning outcomes	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual

Activity formula: The number of activities performed and documented in the current year. The number of instrument scope prodies that meet the criteria ÷ the total instrument scope prodies × 100%.

Minimum evidence: curriculum policy; curriculum map; RPS; rubrics; sample assessments; newsletters; CPL achievement report; graduate profile; CPL; curriculum matrix; RPS; rubrics; stakeholder survey; curriculum documents; profession standards; CPL mapping; stakeholder review; Advisory board; curriculum review; CPL mapping; evidence of cutting edge issues; CPL; curriculum matrix; teacher profession standards; stakeholder review; CPL; body of knowledge; curriculum map; benchmarking; CPL; curriculum map; benchmark; advisory board; CPL; periodic curriculum review; BOK; input board; benchmarking; CPL; curriculum review; contemporary; government/community issues; CPL; curriculum; masking/industry; masking/industry; work mapping; benchmarking; work mapping/industry; benchmarking programme; CPL; outcommunity; work mapping; benchmarking;

2.1.4 Faculty implementing integrative projects STEAM

Responsible for IKSS: LP3M/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.1.4-A	Total implementation of challenge design/project based on real problems	Total number of projects/products/year	2	2	2	2	2	LP3M/study programme Semesteran
IKK-2.1.4-B	Number of review activities on the integration of Science, Technology, Engineering, Art and Mathematics and their impact	The number of evaluations/products/years	2	2	2	2	2	LP3M/study programme Semesteran
IKK-LAMTEKNIK-02	Engineering design and solving complex engineering problems in capstone	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual
IKK-LAMINFOKOM-02	Capstone computing includes requirements, design, implementation, testing, and deployment	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual
IKK-ACQUIN-03	ESG 1.3 Student-centred learning, teaching, and assessment	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual

Activity formula: The number of activities performed and documented in the current year. The number of instrument scope prodies that meet the criteria ÷ the total instrument scope prodies × 100%.

Minimum evidence: Academic system/OBE; RPS; rubrics; LMS; news event review; TOR; SK team; list of present; report of implementation; evaluation results; follow-up plan; practice guide; logbook; case list; OSCE; vehicle evaluation; IPE; RPS; case; project; rubric; student artifacts; ethical reflection; guide; video/sample practice; rubric; logbook; guidance value; RPS; modules; logbook; raw data; rubric; practice report; design brief; constraints; alternative; prototype; test; capstone; proofstone; proofstone; test; issue tracker; design; test; demo; rubric; RPS; instrument; media/policy work; rubric; artifacts; modules; logbook; lap data; student report; portfolio; assessment; design brief; policy; feedback; design rules; feedback; feedback; feedback;

IKSS 2.1.7 Conversion of registrant to registrant

Responsible for IKSS: UPT-PH/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.1.7-A	Number of admissions, onboarding, retention, and academic service funnel management cycles	Number of student service cycles/Faculty/Year	2	2	2	2	2	UPT-PH/study programme Semesteran
IKK-2.1.7-B	Total implementation of conversion/retention analysis per programme and follow-up of deviations	Number of evaluations/faculty/year	2	2	2	2	2	UPT-PH/study programme Semesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; academic system; tracer study; LPKA; scholarship archives; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.2.4 Courses are available in flexible/hybrid mode

Responsible for IKSS: LP3M/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.2.4-A	Number of flexible track design activities, RPL/fast track, learning burden, and academic advisory	NumberReview of learning paths/study programme/Year	2	2	2	2	2	LP3M/study programme Semesteran
IKK-2.2.4-B	Number of implementation Monitoring progress, quality, risk and satisfaction of participants in the flexible path	The number of evaluations/products/years	2	2	2	2	2	LP3M/study programme Semesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: Academic system/OBE; RPS; rubric; LMS; news review; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.2.5 The study programme provides a fast track/speed path

Responsible for IKSS: BAAK/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.2.5-A	Number of flexible track design activities, RPL/fast track, learning burden, and academic advisory	NumberReview of learning paths/study programme/Year	2	2	2	2	2	BAAK/study programme Semesteran
IKK-2.2.5-B	Number of implementation Monitoring progress, quality, risk and satisfaction of participants in the flexible path	The number of evaluations/products/years	2	2	2	2	2	BAAK/study programme Semesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: BAAK/study programme; evidence register; verified performance report; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.2.6 Students follow a structured path of acceleration/support

Responsible for IKSS: BAAK/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.2.6-A	Number of flexible track design activities, RPL/fast track, learning burden, and academic advisory	NumberReview of learning paths/study programme/Year	2	2	2	2	2	BAAK/study programme Semesteran
IKK-2.2.6-B	Number of implementation Monitoring progress, quality, risk and satisfaction of participants in the flexible path	The number of evaluations/products/years	2	2	2	2	2	BAAK/study programme Semesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; academic system; tracer study; LPKA; scholarship archives; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.3.1 Student achievements at regional/national/international level

IKSS: LPKA/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.3.1-A	Number of talent training programmes, competitions, recognition and funding support	Number of Talent Training Programmes/Products/Year	2	2	2	2	2	LPKA/FakSemesteran
IKK-2.3.1-B	Total implementation of Level of achievement validation and evaluation of effectiveness of training	The number of evaluations/products/years	2	2	2	2	2	LPKA/FakSemesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; academic system; tracer study; LPKA; scholarship archives; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.3.2 Graduation on time

Responsible for IKSS: BAAK/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.3.2-A	Number of graduate global learning, certification, career, language and competence enhancement programmes	Number of graduate strengthening programmes/study programme/Year	2	2	2	2	2	BAAK/study programme Semesteran
IKK-2.3.2-B	Number of Tracer study executions, competency assessments, and user feedback follow-up	The number of evaluations/products/years	2	2	2	2	2	BAAK/study programme Semesteran
IKK-ACQUIN-04	ESG 1.4 Admission, progression, recognition and certification	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual

Activity formula: The number of activities performed and documented in the current year. The number of instrument scope prodies that meet the criteria ÷ the total instrument scope prodies × 100%.

Minimum evidence: PDDIKTI; academic system; tracer study; LPKA; scholarship archives; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan; Admission rules; progression data; recognition/RPL; diploma supplement; certification

IKSS 2.3.6 Graduates pass the digital literacy and AI assessment

Responsible for IKSS: BSI/study programme.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.3.6-A	Number of graduate global learning, certification, career, language and competence enhancement programmes	Number of graduate strengthening programmes/study programme/Year	2	2	2	2	2	BSI/study programme Semesteran
IKK-2.3.6-B	Number of Tracer study executions, competency assessments, and user feedback follow-up	The number of evaluations/products/years	2	2	2	2	2	BSI/study programme Semesteran

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; academic system; tracer study; LPKA; scholarship archives; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.4.1 Qualified lecturer doctor/S3

IKSS: BSDI/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.4.1-A	Number of talent mapping activities, further studies, academic posts, certification and competence development	Number of SDM/Faculty/Year development cycles	4	4	4	4	4	BSDI/FakTriwulanan/annual
IKK-2.4.1-B	Total implementation Monitoring of individual progress, recognition, productivity and workload balance	Number of evaluations/faculty/year	4	4	4	4	4	BSDI/FakTriwulanan/annual
IKK-ACQUIN-05	ESG 1.5 Teaching staff adequate, competent, and developed	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual

Activity formula: The number of activities performed and documented in the current year. The number of instrument scope prodies that meet the criteria ÷ the total instrument scope prodies × 100%.

Minimum evidence: PDDIKTI; SISTER; HRIS; certificate; SK of academic posts; TOR; SK of teams; list of present; implementation report; evaluation results; follow-up plan; staff profile; workload; recruitment; appraisal; professional development

IKSS 2.4.2 Professors to all lecturers

IKSS: BSDI/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.4.2-A	Number of talent mapping activities, further studies, academic posts, certification and competence development	Number of SDM/Faculty/Year development cycles	4	4	4	4	4	BSDI/FakTriwulanan/annual
IKK-2.4.2-B	Total implementation Monitoring of individual progress, recognition, productivity and workload balance	Number of evaluations/faculty/year	4	4	4	4	4	BSDI/FakTriwulanan/annual

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; SISTER; HRIS; certificate; academic departmental SK; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.4.3 Lecturer with the post of Chief Lecturer

IKSS: BSDI/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.4.3-A	Number of talent mapping activities, further studies, academic posts, certification and competence development	Number of SDM/Faculty/Year development cycles	4	4	4	4	4	BSDI/FakTriwulanan/annual
IKK-2.4.3-B	Total implementation Monitoring of individual progress, recognition, productivity and workload balance	Number of evaluations/faculty/year	4	4	4	4	4	BSDI/FakTriwulanan/annual

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; SISTER; HRIS; certificate; academic departmental SK; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 2.4.4 Certified lecturer educator

IKSS: BSDI/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-2.4.4-A	Number of talent mapping activities, further studies, academic posts, certification and competence development	Number of SDM/Faculty/Year development cycles	4	4	4	4	4	BSDI/FakTriwulanan/annual
IKK-2.4.4-B	Total implementation Monitoring of individual progress, recognition, productivity and workload balance	Number of evaluations/faculty/year	4	4	4	4	4	BSDI/FakTriwulanan/annual

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: PDDIKTI; SISTER; HRIS; certificate; academic departmental SK; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

IKSS 3.1.11 Books with ISBN

IKSS: LPPM/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-3.1.11-A	Number of research/publication/AI/hilurisation roadmap development programmes through clinics and funding	Number of research development programmes/Faculty/Year	4	4	4	4	4	LPPM/FakTriannual/annual
IKK-3.1.11-B	The number of external quality verification activities, affiliation, indexation, citation, adoption and sustainability	Number of verification/evaluation/faculty/year	4	4	4	4	4	LPPM/FakTriannual/annual

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: Roadmap; proposal; contract; logbook; DOI/indexation; certification of AI; evidence of adoption; impact report; LPPM/Fak; evidence register; verified performance report; TOR; team SK; attendance list; implementation report; evaluation results; follow-up plan

ICSS 5.1.1 Active international cooperation

IKSS: UPT-KUI/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-5.1.1-A	Number of activation activities of partnerships through implementation arrangements, mobility and joint projects	Number of partnership activities/faculty/year	4	4	4	4	4	UPT-KUI / Faculty / Quarterly / Annually
IKK-5.1.1-B	Total of implementation evaluation activities, reciprocity, externalities, impacts and sustainability of the partnership	Number of evaluations/faculty/year	4	4	4	4	4	UPT-KUI / Faculty / Quarterly / Annually
IKK-LAMDIK-03	School/laboratory partnerships are active and evaluated	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual
IKK-LAMTEKNIK-04	Internship/work in industrial practice and involvement of practitioners	PercentageCriteria/Details of instruments fulfilled	80	85	90	95	100	LP3M/Faculty/study programme Semesteran/annual

Activity formula: The number of activities performed and documented in the current year. The number of instrument scope prodies that meet the criteria ÷ the total instrument scope prodies × 100%.

Minimum evidence: MoU/MoA/IA; list of participants; evidence of activity; external; evaluation and follow-up report; Agreement; placement; list of mentors; school evaluation; follow-up; Agreement; logbook; industry assessment; reflection; follow-up; Agreement; activity; deliverable; partner evaluation

IKSS 5.1.2 International cooperation with documented implementation

IKSS: UPT-KUI/Fak.

IKK Code	Activity indicator	Quantity/Unit	UPT-KUI / Faculty / Quarterly / Annually	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-5.1.2-A	Number of activation activities of partnerships through implementation arrangements, mobility and joint projects	Number of partnership activities/faculty/year	UPT-KUI / Faculty / Quarterly / Annually	4	4	4	4	UPT-KUI / Faculty / Quarterly / Annually
IKK-5.1.2-B	Total of implementation evaluation activities, reciprocity, externalities, impacts and sustainability of the partnership	Number of evaluations/faculty/year	4	4	4	4	4	UPT-KUI / Faculty / Quarterly / Annually

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: MoU/MoA/IA; list of participants; evidence of activity; external evidence; evaluation and follow-up reports

IKSS 5.1.3 New and inbound international students

IKSS: UPT-KUI/BAAK/Fak.

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-5.1.3-A	Number of activation activities of partnerships through implementation arrangements, mobility and joint projects	Number of partnership activations/products/year	4	4	4	4	4	UPT-KUI / BAAK / Quarterly / Annually
IKK-5.1.3-B	Total of implementation evaluation activities, reciprocity, externalities, impacts and sustainability of the partnership	The number of evaluations/products/years	UPT-KUI / Faculty / Quarterly / Annually	4	4	4	4	UPT-KUI / BAAK / Quarterly / Annually

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: MoU/MoA/IA; list of participants; evidence of activity; external evidence; evaluation and follow-up reports

IKSS 5.1.4 International outbound students

UPT-KUI / Faculty / Quarterly / Annually

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-5.1.4-A	Number of activation activities of partnerships through implementation arrangements, mobility and joint projects	Number of partnership activations/products/year	4	4	4	4	4	UPT-KUI / LPKA / Quarterly / Annually

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-5.1.4-B	Total of implementation evaluation activities, reciprocity, externalities, impacts and sustainability of the partnership	The number of evaluations/products/years	UPT-KUI / BAAK / Quarterly / Annually	4	4	4	4	UPT-KUI / LPKA / Quarterly / Annually

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: MoU/MoA/IA; list of participants; evidence of activity; external evidence; evaluation and follow-up reports

IKSS 5.1.5 Visiting professors/international experts

UPT-KUI / BAAK / Quarterly / Annually

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-5.1.5-A	Number of activation activities of partnerships through implementation arrangements, mobility and joint projects	Number of partnership activities/faculty/year	4	4	4	4	4	UPT-KUI / Faculty / Quarterly / Annually
IKK-5.1.5-B	Total of implementation evaluation activities, reciprocity, externalities, impacts and sustainability of the partnership	Number of evaluations/faculty/year	UPT-KUI / LPKA / Quarterly / Annually	4	4	4	4	UPT-KUI / Faculty / Quarterly / Annually

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: MoU/MoA/IA; list of participants; evidence of activity; external evidence; evaluation and follow-up reports

IKSS 6.1.7 Realisation of the receipt budget

UPT-KUI / LPKA / Quarterly / Annually

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-6.1.7-A	Total implementation of planning, diversification of revenues, cost control and realisation of performance-based budgets	Number of financial management cycles/Faculty/Year	12	12	12	12	12	BK/Monthly/quarterly
IKK-6.1.7-B	Number of activities for the review of deviations, risks, audits and follow-up of financial health	Number of Audits/Faculty/Year	UPT-KUI / Faculty / Quarterly / Annually	12	12	12	12	BK/Monthly/quarterly

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: RKAT; realisation dashboard; financial statements; deviation analysis; risk register; audit reports

IKSS 6.1.8 Realisation of the expenditure budget

UPT-KUI / Faculty / Quarterly / Annually

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-6.1.8-A	Total implementation of planning, diversification of revenues, cost control and realisation of performance-based budgets	Number of financial management cycles/Faculty/Year	12	12	12	12	12	BK/Monthly/quarterly

IKK Code	Activity indicator	Quantity/Unit	2025	2026	2027	2028	2029	Responsible Unit/Frequency
IKK-6.1.8-B	Number of activities for the review of deviations, risks, audits and follow-up of financial health	Number of Audits/Faculty/Year	12	12	12	12	12	BK/Monthly/quarterly

Activity formula: The number of activities carried out and documented in the current year.

Minimum evidence: RKAT; realisation dashboard; financial statements; deviation analysis; risk register; audit reports