Faculty of **PSYCHOLOGY**
Universitas Diponegoro



STRATEGIC PLAN

Faculty of Psychology
Universitas Diponegoro
2025 - 2029

Jalan Prof. Mr. Sunario, Tembalang, Semarang
Tel: (024) 7460051 Fax: (024) 76405530
Website: www.psikologi.undip.ac.id

FOREWORD

We offer our praise and gratitude to God Almighty, for by His abundant grace and blessings the **Strategic Plan (Renstra) of the Faculty of Psychology, Universitas Diponegoro for 2025 – 2029** has been successfully prepared. This document is a continuation of the Strategic Plan of the Faculty of Psychology UNDIP for 2020 – 2024, which served as the strategic foundation for facing future challenges and opportunities.

This Strategic Plan, which sets out policy directions, strategic goals, targets, implementation strategies, main programs, and the performance indicators used to measure success, is designed as a comprehensive policy guideline for all components of the Faculty of Psychology UNDIP in directing their steps toward achieving the vision of UNDIP and of the Faculty. Its preparation involved the active participation of the entire academic community of the Faculty of Psychology UNDIP, in a collaborative spirit and with reflection on internal conditions and evolving external dynamics. It is hoped that this Strategic Plan will be not merely a planning document, but also an instrument that unites our commitment to carrying out the faculty's agenda in a focused, consistent, and sustainable manner, and that it will encourage broader engagement from all elements of the faculty, so that the vision, mission, goals, and targets of the Faculty of Psychology can be optimally realized. Collective commitment and shared responsibility are the main keys to implementing this Strategic Plan.

Finally, we express our highest appreciation to all parties who have contributed and dedicated themselves to supporting the faculty's performance to date. We apologize for any shortcomings that may remain in the preparation process or in the implementation of the programs. May all the achievements attained so far become a solid foundation for the operation of the Faculty of Psychology UNDIP today and for its development in the future.

Semarang, 1 May 2025

Dean,

Prof. Dian Ratna Sawitri, S.Psi., M.Psi., Ph.D.

NIP. 197809012002122001

TABLE OF CONTENTS

TITLE PAGE i
FOREWORD ii
TABLE OF CONTENTS iii
LIST OF TABLES v
LIST OF FIGURES vii
CHAPTER I INTRODUCTION 2
1.1 History of the Faculty of Psychology UNDIP 2
1.2 Background to the Preparation of the Strategic Plan 5
1.3 Basis for the Preparation of the Strategic Plan 6
1.4 Performance Achievements of the Faculty of Psychology 11
1.5 Strategic Plan of the Faculty of Psychology UNDIP 2025-2029 14
CHAPTER II ENVIRONMENTAL ANALYSIS 17
2.1 External Environmental Conditions 17
2.2 Internal Environmental Conditions 21
2.3 SWOT Analysis 46
2.4 *Critical Success Factors* 53
CHAPTER III VALUES, VISION, MISSION, GOALS, AND STRATEGIC TARGETS **56**
3.1 Educational Values 56
3.2 Vision of the Faculty of Psychology UNDIP 58
3.3 Mission of the Faculty of Psychology UNDIP 60
3.4 Strategic Goals of the Faculty of Psychology UNDIP 61
3.5 Strategic Targets of the Faculty of Psychology UNDIP 65
CHAPTER IV POLICY DIRECTIONS, STRATEGIES, PERFORMANCE INDICATORS, PERFORMANCE TARGETS, AND PROGRAMS 70
4.1 Policy Directions 70
4.2 Strategies 70
4.1.1 Strategy for Academic and Student Affairs 71
4.1.2 Strategy for Resources 71
4.3 Performance Indicators, Work Targets, and Programs 72

CHAPTER V REGULATORY FRAMEWORK, INSTITUTIONAL FRAMEWORK, RISK ANALYSIS, AND PROGRAMS BY FIELD 78
5.1 Regulatory Framework 79
5.2 Institutional Framework 81
5.3 Risk Analysis 82
5.3.1 Risk Analysis for Academic and Student Affairs 82
5.3.2 Risk Analysis for Resources 88
5.4 Programs and Activity Plans by Field 99
5.4.1 Programs and Activity Plans for Academic and Student Affairs 99
5.4.2 Programs and Activity Plans for Resources 115
CHAPTER VI FUNDING FRAMEWORK 133
6.1 Overview of Revenue 134
6.2 Overview of Expenditure 135
6.3 Sources of Revenue 136
6.4 Expenditure Needs 138
6.5 Revenue Strategy 142
6.6 Funding Policy 143
CHAPTER VII CLOSING 144

LIST OF TABLES

Table 1 Performance Targets and Achievements of the Faculty of Psychology in 2024 11
Table 2 Number of Lecturers by Employment Status and Functional Position as of December 2024 31
Table 3 Number of Administrative Staff by Employment Status, Position, and Place of Assignment as of December 2024 32
Table 4 Asset Growth 2020-2024, Faculty of Psychology UNDIP, Year 2025 37
Table 5 Budget Trend 2020 - 2024 39
Table 6 Revenue Targets and Realization 2020 - 2024 40
Table 7 Expenditure Budget and Realization 2020 - 2024 40
Table 8 UPP Japsi Revenue and Percentage Increase from 2020 - 2024 42
Table 9 SWOT Analysis 46
Table 10 Mission, Goals, and Strategic Targets of the Faculty of Psychology UNDIP ... 67
Table 11 Key Performance Indicators of the Strategic Plan and World Class University Outputs Faculty of Psychology 2024 – 2029 73
Table 12 Risk Analysis of Target Achievement in Academic and Student Affairs 82
Table 13 Risk Analysis of Target Achievement in Resources 88
Table 14 Activity Plan for Academic and Student Affairs 2025 – 2029 99
Table 15 Activity Plan for Research and Innovation 2025 – 2029 109
Table 16 Activity Plan for Communication and Business 2025 – 2029 115
Table 17 Activity Plan for Resources 2025 – 2029 120
Table 18 Revenue Sources of the Faculty of Psychology, Universitas Diponegoro 2025 – 2029 137
Table 19 Recapitulation of Planned Revenue Sources and Expenditure Needs of the Faculty of Psychology, Universitas Diponegoro 2025 – 2029 138
Table 20 Funding Framework of the Faculty of Psychology UNDIP 2025-2029 139

Table 21 Funding Framework for the World Class University (WCU) Program, Faculty of Psychology, Universitas Diponegoro 2025 – 2029 141

LIST OF FIGURES

Figure 1 Applicant Interest and Admissions, S1 Psychology Study Program 24
Figure 2 Capacity and Number of Students, S2 Psychology Study Program 24
Figure 3 Distribution of Lecturers of the Faculty of Psychology UNDIP by Highest Education Level (Data as of December 2024) 30
Figure 4 Faculty of Psychology UNDIP Building 35
Figure 5 Psychology Laboratory 36
Figure 6 UNDIP Strategic Business Development Pattern 41
Figure 7 Magenta Media Center (*MMC*) Program Display 43
Figure 8 Faculty of Psychology UNDIP Website Display 44
Figure 9 Faculty of Psychology UNDIP Instagram Display 45
Figure 10 Standard Operating Procedure (SOP) for Publishing News on the Social Media of the Faculty and UNDIP 45
Figure 11 UNDIP Values 56
Figure 12 Stages of Achieving the UNDIP Vision 59
Figure 13 UNDIP Mission 60
Figure 14 UNDIP Goals 61
Figure 15 UNDIP Strategic Targets 65
Figure 16 Organizational Structure of the Faculty of Psychology UNDIP 81

CHAPTER I INTRODUCTION

1.1 History of the Faculty of Psychology UNDIP

1.2 Background to the Preparation of the Strategic Plan

1.3 Basis for the Preparation of the Strategic Plan

1.4 Performance Targets and Achievements of the Faculty of Psychology UNDIP 2024

1.5 Strategic Plan of the Faculty of Psychology UNDIP 2025 – 2029

CHAPTER I
INTRODUCTION

1.1 History of the Faculty of Psychology UNDIP

Plans to establish a Faculty of Psychology at Universitas Diponegoro (UNDIP) began in 1980, realized by recruiting a number of Psychology graduates as lecturers assigned to several faculties within UNDIP, namely the Faculty of Medicine, the Faculty of Social and Political Sciences, the Faculty of Letters, and the Faculty of Public Health. These lecturers, who were psychologists, were also engaged as psychologists at the UNDIP Student Counseling Agency (BKM).

In 1991, the Rector of UNDIP, Prof. dr. Moeljono S. Trastotenojo, obtained permission from the Minister of Education and Culture, Prof. Dr. Fuad Hasan, to prepare a Faculty of Psychology. The hard work of preparing the Faculty of Psychology UNDIP bore fruit with the issuance of the Decree of the Director General of Higher Education dated 18 August 1995, Number 362/Dikti/Kep/1995, delivered to the next Rector of UNDIP, Prof. Dr. Muladi, S.H., as the legal basis for establishing the S-1 (Undergraduate) Psychology Study Program as part of the Faculty of Medicine (FK) UNDIP.

The Rector of UNDIP then appointed Drs. Darmanto Jatman, S.U., as the first Head of the UNDIP Psychology Study Program, serving three terms (1996 – 1999, 1999 – 2002, 2002 – 2005). The lecturers who pioneered the early work of the S-1 Psychology Study Program at UNDIP at that time were Dra. Frieda NRH, M.S., Dra. Sri Hartati, M.S., Drs. Karyono, M.Si., Dra. Suci Murtikarini, M.Si., Dra. Siswati, M.Si., Drs. Zaenal Abidin, Dra. Endang Sri Indrawati, and Drs. Asyhadi Abroza.

In the 1996/1997 academic year, the UNDIP Psychology Study Program began admitting new students and teaching and learning activities commenced. The Program started out occupying one unit of the Faculty of Mathematics and Natural Sciences (MIPA) building complex (now the Faculty of Science and Mathematics, FSM). Then, on 16 August 2000, the UNDIP Psychology Study Program

officially moved into a new building on UNDIP's Tembalang campus. From then on, all teaching and learning activities were centered in that building.

Quality assurance at the Faculty of Psychology, Universitas Diponegoro has also been carried out through accreditation. Since 2000, the undergraduate psychology study program at the Faculty of Psychology, Universitas Diponegoro has held B accreditation from the National Accreditation Board for Higher Education (BAN-PT).

In 2005, Drs. Karyono, M.Si was inaugurated as Head of the Psychology Study Program of FK UNDIP, serving until 2011. After his inauguration, the Head of the UNDIP Psychology Study Program attended for the first time the 19th Indonesian Psychology Colloquium in 2005, held in Baturaden and hosted by the Faculty of Psychology, Universitas Muhammadiyah Purwokerto, where the program received support to become a Faculty. The UNDIP Psychology Study Program then officially became the Faculty of Psychology UNDIP on 24 April 2007 with the issuance of Rector of Universitas Diponegoro Decree Number 28/SK/J07/2007 on the Establishment of the Faculty of Psychology.

On 27 July 2007, Drs. Darmanto Jatman, S.U., was appointed Professor, and on 12 January 2008, after he had retired, he was inaugurated as the First Professor of the Faculty of Psychology UNDIP. From his ideas, the faculty's pioneering vision of family-based psychology, particularly the Indonesian family, began to emerge and be disseminated. One tribute to his contributions was the creation of the Darmanto Jatman Corner in 2022 in the Faculty Library, which houses his widely known books together with historical objects he owned.

Meanwhile, the legal basis for the change of status to a faculty was further strengthened by the issuance of Minister of National Education Decree Number 65 of 2009 on the Organization and Work Procedures of UNDIP. Effective 2 October 2009, the Faculty of Psychology became the 11th faculty within UNDIP, with Drs. Karyono, M.Si. elected as its first dean.

In 2011, Prasetyo Budi Widodo, S.Psi., M.Si was elected as the second Dean. In view of the long history of the founding of the Faculty of Psychology UNDIP,

the Faculty of Psychology Senate, in its decision of 4 December 2013, determined that 18 August would be the date commemorating the dies natalis (anniversary) of psychology education at UNDIP.

In 2015, Dra. Hastaning Sakti, M.Kes was elected as the third Dean. On 24 April 2018, the UNDIP Psychology Study Program was accredited A under accreditation decree Number 1109/SK/BAN-PT/Akred/S/IV/2018 dated 24 April 2018, valid until 24 April 2023.

On 17 January 2019, the Faculty of Psychology UNDIP moved into a new 7-story building on Jl. Lingkar Utara UNDIP, Tembalang, Semarang. The rapid development of the Faculty of Psychology UNDIP has brought an ever-increasing need for facilities and infrastructure. This building is used for the dean's office, lectures, laboratories, and other unit activities that support the faculty's continued growth to this day. Prospective students' interest in the Faculty of Psychology UNDIP has also grown year by year. The number of permanent lecturers and administrative staff has changed and is continually adjusted to the ratio of students to be served, supported by increasingly complete facilities and infrastructure.

On 2 July 2019, Dian Ratna Sawitri, S.Psi., M.Si., Ph.D became the fourth Dean. Since the 2019/2020 academic year, the Faculty of Psychology has had not only the S1 (Bachelor's) Psychology Study Program but has also established the S2 (Master's) Psychology Study Program, based on Rector of Universitas Diponegoro Decree Number 699/UN.7/P/HK/2018, with concentrations in Family Psychology and Mental Health. In 2019, the S2 Psychology Study Program met the minimum accreditation required to operate as a new study program.

On 2 January 2021, Dian Ratna Sawitri, S.Psi., M.Si., Ph.D officially became the second Professor at the Faculty of Psychology UNDIP and was inaugurated on 8 June 2021. In the same year, the S1 Psychology Study Program received international FIBAA accreditation and the S2 Study Program (Master of Psychology) received national accreditation of BAIK (Good). Growing student interest made

the S1 Psychology Study Program the most popular SNMPTN study program at UNDIP in 2022, and it entered the top 10 most popular SNBT study programs in Indonesia in 2023. In 2023, the S1 Psychology Study Program was accredited UNGGUL (Excellent).

National networks were strengthened through the Faculty of Psychology UNDIP becoming a member of the Association of Indonesian Psychology Higher Education Providers (AP2TPI), which works together to realize high-quality Psychology Higher Education that can compete globally. Education at the Faculty of Psychology follows AP2TPI decisions in the design of its curriculum. The Dean of the Faculty of Psychology for 2019 – 2024 served as Chair of the Central Java Psychology Communication Forum for 2019 – 2021 and Treasurer of the AP2TPI Executive Board for the 2021 – 2023 term.

On 5 August 2025, Prof. Dian Ratna Sawitri, S.Psi., M.Si., Ph.D was inaugurated as the fourth Dean for a second term, 2024 – 2029, based on Rector of Universitas Diponegoro Decree No. 2/UN7.A/KP/VIII/2024 dated 2 August 2025 on the Appointment of the Dean of the Faculty of Psychology, Universitas Diponegoro. The Dean of the Faculty of Psychology UNDIP for 2024 – 2029 serves as Treasurer of the AP2TPI Executive Board for the 2023 – 2025 term.

1.2 Background to the Preparation of the Strategic Plan

In 2025, the Faculty of Psychology UNDIP reached 30 years of age. Over these 30 years, many important events have taken place. Achievements of the Faculty of Psychology UNDIP include the S1 Psychology Study Program being accredited UNGGUL (Excellent), a growing number of national and international partnerships, increasing student achievements at national and international levels, a growing number of scientific publications by lecturers and students in national and international journals, an increasing number of Tri Dharma scientific outputs in the form of textbooks, journal articles, *book chapters*, training modules, and IPR, as well as more activities involving alumni.

The UNDIP Strategic Plan for 2025 – 2029 was prepared at the stage of achieving the UNDIP vision known as the Maturation of UNDIP as a World Class University (WCU). In this phase,

UNDIP seeks to achieve its target of entering the top 500 and moving toward the top 200 world-class universities. UNDIP's vision for 2025 – 2029 is to become an excellent research university, with the tagline UNDIP Bermartabat dan Bermanfaat (*Noble and Valuable*).

The *tagline* "Noble UNDIP" means that all Tri Dharma activities must be grounded in a spirit of advancing knowledge for the future of humanity, and in an ever-growing aspiration to make UNDIP a World Class University. "Valuable" means that UNDIP spreads benefits to the communities closest to and surrounding the university. This tagline makes UNDIP both "reach for the sky" and "stay grounded". As part of "Valuable UNDIP", an intervention program for extreme poverty alleviation and food security in Central Java was launched. In addition, UNDIP's status as a Legal-Entity State University (PTNBH) requires UNDIP to reorient itself in line with PTNBH status, which includes greater autonomy in the management of assets and institutions, academic and non-academic affairs, as well as increased financial capacity.

The Strategic Plan of the Faculty of Psychology UNDIP for 2025 – 2029 was prepared in line with the WCU Maturation phase and the vision of becoming an excellent research university. The Strategic Plan is a document covering policy directions, goals, targets, strategies, programs, and performance indicators. The preparation of the Strategic Plan of the Faculty of Psychology UNDIP 2025 – 2029 is based on the 2024 performance targets and achievements, with the 2024 achievements serving as the *baseline* for formulating the Performance Indicators of the Faculty of Psychology UNDIP 2025 - 2029.

1.3 Basis for the Preparation of the Strategic Plan

The Faculty of Psychology UNDIP needs a Strategic Plan that ensures integrated governance across all aspects: academic affairs, student affairs, research, community service, business, human resources, and other resources.

The Strategic Plan of the Faculty of Psychology UNDIP for 2020-2024 was prepared on the basis of regulations relating to higher education in general as well as regulations relating to the faculty, as follows:

1. Law of the Republic of Indonesia Number 17 of 2003 on State Finances;
2. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System;
3. Law of the Republic of Indonesia Number 25 of 2004 on the National Development Planning System;
4. Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers;
5. Law of the Republic of Indonesia Number 25 of 2009 on Public Services;
6. Law of the Republic of Indonesia Number 12 of 2012 on Higher Education;
7. Government Regulation of the Republic of Indonesia Number 23 of 2005 on the Financial Management of Public Service Agencies, as amended by Government Regulation of the Republic of Indonesia Number 74 of 2012 on the Amendment to Government Regulation Number 23 of 2005 on the Financial Management of Public Service Agencies;
8. Government Regulation of the Republic of Indonesia Number 37 of 2009 on Lecturers;
9. Government Regulation of the Republic of Indonesia Number 17 of 2010 on the Management and Administration of Education;
10. Government Regulation of the Republic of Indonesia Number 4 of 2014 on the Administration of Higher Education and the Management of Higher Education Institutions;
11. Government Regulation of the Republic of Indonesia Number 81 of 2014 on the Designation of Universitas Diponegoro as a Legal-Entity State University;
12. Government Regulation of the Republic of Indonesia Number 26 of 2015 on the Forms and Mechanisms of Funding for Legal-Entity State Universities;
13. Government Regulation of the Republic of Indonesia Number 52 of 2015 on the Statute of Universitas Diponegoro;
14. Regulation of the Minister of Research, Technology, and Higher Education of the Republic

of Indonesia Number 44 of 2015 on National Higher Education Standards;

15. Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 17 of 2013 on the Functional Position of Lecturers and Their Credit Points, as amended by Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform Number 46 of 2013 on the Amendment to Regulation Number 17 of 2013 on the Functional Position of Lecturers and Their Credit Points;

16. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 78 of 2013 on Professional Allowances and Honorary Allowances for Lecturers Holding the Academic Position of Professor, as amended by Regulation of the Minister of Education and Culture Number 89 of 2013 on the Amendment to Regulation Number 78 of 2013 on Professional Allowances and Honorary Allowances for Lecturers Holding the Academic Position of Professor;

17. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 84 of 2013 on the Appointment of Permanent Non-Civil-Servant Lecturers at State Universities and Permanent Lecturers at Private Universities;
18. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 on the Implementation of the Indonesian National Qualifications Framework in Higher Education;
19. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 35 of 2014 on the Performance Accountability System within the Ministry of Education and Culture;
20. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 on National Higher Education Standards;
21. Regulation of the Minister of Finance Number 44/PMK.05/2009 on Business Plans and Budgets and Budget Implementation of Public Service Agencies;

22. Regulation of the Minister of National Development Planning/Head of the National Development Planning Agency of the Republic of Indonesia Number 5 of 2014 on Guidelines for the Preparation and Review of Ministry/Agency Strategic Plans (Renstra K/L) 2015-2019;
23. Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 13 of 2015 on the Strategic Plan of the Ministry of Research, Technology, and Higher Education 2015-2019, as amended by Regulation of the Minister of Research, Technology, and Higher Education Number 50 of 2017 on the Strategic Plan of the Ministry of Research, Technology, and Higher Education 2015-2019;
24. Government Regulation of the Republic of Indonesia Number 52 of 2015 on the Statute of Universitas Diponegoro (State Gazette of the Republic of Indonesia of 2015 Number 170, Supplement to the State Gazette Number 5721);
25. Regulation of the Board of Trustees of Universitas Diponegoro Number 2 of 2016 on the Organization and Work Procedures of Universitas Diponegoro;
26. Regulation of the Board of Trustees of Universitas Diponegoro Number 7 of 2016 on the General Policy of Universitas Diponegoro 2015-2019;
27. Decree of the Rector/Chair of the Senate of Universitas Diponegoro Number 19A/J07.Senat/SK/2007 on the Vision and Mission of Universitas Diponegoro;
28. Regulation of the Rector of Universitas Diponegoro Number 2 of 2019 on the Organization and Work Procedures of Units under the Rector of Universitas Diponegoro;
29. Regulation of the Rector of Universitas Diponegoro Number 8 of 2019 on Procedures for Filling Leadership Positions at the Faculty/School Level within Universitas Diponegoro;
30. Regulation of the Rector of Universitas Diponegoro Number 37 of 2019 on the Amendment to Rector Regulation Number 8 of 2019 on Procedures for Filling Leadership Positions at the Faculty/School Level within Universitas Diponegoro;
31. Regulation of the Rector of Universitas Diponegoro Number 33 of 2019 on the Strategic Plan (Renstra) of Universitas Diponegoro 2020-2024;

32. Decree of the Rector of Universitas Diponegoro on the Vision, Mission, and Goals for 2015 – 2019 of the Faculty of Psychology, Universitas Diponegoro;
33. Regulation of the Rector of Universitas Diponegoro Number 9 of 2023 on the Second Amendment to Rector Regulation Number 8 of 2019 on Procedures for Filling Leadership Positions at the Faculty/School Level within Universitas Diponegoro;
34. Decree of the Board of Trustees of Universitas Diponegoro Number: 1/UN7.B/HK/IV/2024 on the Dismissal of the Rector of Universitas Diponegoro for the 2019 – 2024 Term and the Appointment of the Rector of Universitas Diponegoro for the 2024 – 2029 Term;
35. Regulation of the Rector of Universitas Diponegoro Number 3 of 2024 on the Third Amendment to Rector Regulation Number 8 of 2019 on Procedures for Filling Leadership Positions at the Faculty/School Level within Universitas Diponegoro;
36. Regulation of the Rector of Universitas Diponegoro Number 13 of 2024 on the Organization and Work Procedures of Units under the Rector of Universitas Diponegoro;
37. Decree of the Board of Trustees of Universitas Diponegoro Number 5/UN7.B/HK/XII/2024 on the Ratification of the Strategic Plan of Universitas Diponegoro 2025 – 2029;
38. Regulation of the Rector of Universitas Diponegoro No. 20 of 2024 on the Strategic Plan (Renstra) of Universitas Diponegoro 2025 – 2029.

1.4 Performance Achievements of the Faculty of Psychology

Table 1. Performance Targets and Achievements of the Faculty of Psychology in 2024

No	Performance Indicator	Unit	Target 2024	Achievement 2024
1	Institutional Accreditation	Excellent (Score)	0	0%
2	Number of study programs accredited Excellent	percentage	100%	50%
3	Number of internationally accredited study programs	percentage	50%	100%
4	Number of study programs offering international programs	Percentage	100%	100%
5	Number of student entrepreneurs	percentage	15%	85,40%
6	Number of Student Creativity Program (PKM) proposals funded out of the proposal submission allocation granted by Dikti	percentage	50%	48%
7	Number of students graduating on time	percentage	80%	63,09%
8	Percentage of graduates with competency and professional certification	percentage	93%	15,80%
9	Percentage of graduates employed within 6 months	percentage	70%	106,17%
10	Number of student first-place achievements at national level	achievements per year	23	30,43%
11	Number of student first-place achievements at international level	achievements per year	10	70%
12	Number of international students	persons/year	58	93,10%
13	Number of domestic visiting lecturers/researchers with doctoral degrees	persons	43	102,33%
14	Number of foreign visiting lecturers/researchers	persons	38	123,68%
15	Number of citations of reputable international publications over the last 5 years	citations per five years	267	329,21%
16	Number of publications in reputable international journals	publications	48	66,67%
17	Number of publications in reputable international proceedings	publications	43	86,05%
18	Number of publications in accredited national journals	publications	55	127,27%
19	Number of DIKTI-accredited scientific journals	journals	4	25%
20	Number of scientific journals indexed in reputable international databases	journals	0	0%
21	Number of accredited laboratory scopes	units	0	0%

No	Performance Indicator	Unit	Target 2024	Achievement 2024
22	Number of research (titles) funded by national funding	titles	14	50%
23	Amount of research funds from national funding	billion rupiah	3,75	28,80%
24	Number of lecturers involved in internationally funded research/joint research with international funding	persons	8	12,50%
25	Number of research (titles) funded by international funding and/or international joint research	titles	5	20%
26	Amount of research funds from international funding/international joint research	billion rupiah	1,1	37,27%
27	Number of Intellectual Property Rights (IPR) registered and granted	IPR certificates	19	142,11%
28	Number of Patents	patent certificates	0	0%
29	Number of R & D prototypes	prototypes	0	0%
30	Number of industry-ready prototypes	prototype valuation	0	0%
31	Number of PUI (Science and Technology Centers of Excellence)	tenants/units	0	0%
32	Number of products produced	products	0	0%
33	Number of community service activities funded by national funding (outside Undip)	activities	4	100%
34	Financial revenue contribution from institutional partnerships	billion rupiah	2,65	104,15%
35	Number of partnerships with other universities	partnerships	18	100%
36	Number of partnerships with industry based on research results and/or lecturer expertise	partnerships	5	100%
37	Number of community service and/or lecturer expertise partnerships with government agencies/private sector/other universities	partnerships	35	114,29%
38	Amount of research funds from partnerships	billion rupiah	3,4	40,88%
39	Financial revenue contribution from business units (RGU/RGA) to the institution	billion rupiah	0,4	355%
40	Amount of Endowment Fund	billion rupiah	0	0%
41	Number of alumni business networks connected to campus programs	units	16	93,75%
42	Number of information systems supporting governance	percentage	90%	103,18%
43	Number of online learning courses	courses	11	100%
44	Number of study program web pages in English and up to date	percentage	100%	100%
45	Number of professors	percentage	4,65 %	45,81%

No	Performance Indicator	Unit	Target 2024	Achievement 2024
46	Number of Associate Professors (Lektor Kepala) with doctoral degrees	percentage	28%	45,61%
47	Number of lecturers with S3 and Sp2 qualifications	percentage	45%	80,38%
48	Percentage of lecturer performance achievement of 16 credits (according to composition)	percentage	56,44 %	128,17%
49	Ratio of lecturers to students	ratio	1:33	-%
50	Percentage of administrative staff with functional positions	percentage	15%	21,53%
51	Percentage of administrative staff with competency certification	percentage	72%	88,74%
52	Availability of standardized teaching and learning facilities (equipment)	percentage of equipment functioning well and up to date	90%	103,23%
53	Availability of supporting facilities (infrastructure)	percentage of adequacy according to standards (SNPT, UI Greenmetric, and disability facilities)	100%	93,51%
54	Asset development	billion rupiah	59,5	100,72%
55	Financial statement opinion	opinion	WTP (Unqualified)	WTP (Unqualified)
56	Administrative and office services	percentage of SOPs	100%	100%
57	Timeliness of Report Submission	percentage	100%	95,83%
58	Increase in the proportion of non-APBN revenue relative to government funds	proportion	1,68	-%
59	Percentage of non-academic revenue to total revenue	percentage	17,3 %	86,30%
60	Amount of investment	billion rupiah	0	0%

Source: LAKIP Report of the Faculty of Psychology, 2024

1.5 Strategic Plan of the Faculty of Psychology UNDIP 2025-2029

With the conclusion of the 2020 – 2024 Strategic Plan, a 2025 – 2029 Strategic Plan must be prepared to ensure continuity of policy directions, goals, targets, strategies, programs, and performance indicators in realizing the Vision of the Faculty of Psychology UNDIP formulated in 2025, namely:

"To be an excellent, research-based provider of higher education in psychology that creates impact for families, communities, and the global society."

This vision underscores the importance of being prepared for increasingly rapid, complex, and unpredictable change at national and global scales. Building flexibility and connectivity is key to creating an adaptive and collaborative academic ecosystem in line with the ongoing social transformation in society. To realize this vision, the Faculty of Psychology UNDIP has formulated a number of strategic missions as the direction for implementing the Tri Dharma of higher education:

1. To deliver transdisciplinary psychology education that is adaptive to global dynamics, in order to produce excellent graduates who are internationally competitive, professional, and of integrity, with leadership qualities and a commitment to lifelong learning.
2. To develop innovative and collaborative research in psychology oriented toward the advancement of science, technology, and the arts (IPTEKS), grounded in humanitarian values and with real impact on families, communities, and the global society.
3. To carry out community service based on research and real needs, in order to drive social transformation, psychological well-being, and the empowerment of families, communities, and the global society.
4. To strengthen strategic partnership networks with national and global partners in order to expand access, build the capacity of the academic community, and enrich the quality of education, research, and community service in support of a real contribution to civilization.

5. To build modern institutional governance with integrity, based on the principles of transparency, credibility, accountability, responsibility, and fairness.

Realizing the vision and mission of the Faculty of Psychology UNDIP requires structured and continuous policy directions, goals, targets, strategies, programs, and performance indicators. To this end, the Faculty Strategic Plan has been prepared as an operational guideline for managing the institution over the next five years.

This Strategic Plan serves as the basis for designing the faculty's development steps in academic affairs, student affairs, planning, finance, assets, business and general affairs, human resources, information technology, legal and organizational affairs, as well as research, innovation, partnerships, and public communication.

As the main planning document, the Strategic Plan plays an important role in preparing the Annual Program and Activity Plan (RPKT) and the Annual Work Plan and Budget (RKAT), and serves as an instrument guiding transparent and sustainable governance. In this way, the Strategic Plan supports the achievement of the visions of UNDIP and the Faculty of Psychology UNDIP in a measurable and competitive manner.

CHAPTER II ENVIRONMENTAL ANALYSIS

2.1 External Environmental Conditions

2.2 Internal Environmental Conditions

2.3 *SWOT* Analysis

2.4 *Critical Success Factors*

CHAPTER II
ENVIRONMENTAL ANALYSIS

2.1 External Environmental Conditions

Analysis of the dynamics of the internal and external environment is an important foundation for formulating the strategic targets and programs of the Faculty of Psychology UNDIP in order to realize its established vision and mission. Through an adaptive, data-driven analytical approach, the faculty can design strategies that respond to challenges and optimize its potential. Internal analysis serves to identify strengths and areas for development in governance, resources, and academic processes within the faculty. Meanwhile, external analysis makes it possible to map opportunities and risks arising from social change, national policy, global dynamics, and developments in science and technology that affect the faculty's strategic direction. In this way, the faculty can design progressive, anticipatory, and sustainable policies to meet future needs.

As a strategic entity within the ecosystem of Universitas Diponegoro — a progressive and visionary Legal-Entity State University (PTNBH) — the Faculty of Psychology UNDIP is committed to continuously innovating, transforming, and adapting in response to ever more dynamic challenges. In a spirit of collaboration and acceleration, professionalism, integrity, and measurable performance are the main foundations. Meanwhile, sensitivity to contemporary issues and a commitment to harmony and empathy form the basis for strengthening collaborative networks at national and international levels. These steps are part of the faculty's acceleration toward achieving its strategic goals and a sustainable, impactful long-term vision.

The Faculty of Psychology UNDIP recognizes that external dynamics are an important element in institutional development. The increasingly rapid development of science, technology, and the arts, together with ongoing social change, compels the faculty to remain open, responsive, and adaptive to various strategic issues.

The higher education paradigm has been transformed, including the transfer of authority from the Ministry of Research and Higher Education to the Ministry of Education and Culture (2019 – 2021) together with the implementation of the Merdeka Curriculum; then on 28 April 2021, President Jokowi officially merged the Ministry of Education and Culture and the Ministry of Research and Technology into the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek); and in October 2024, under President Prabowo Subianto's new cabinet, Kemendikbudristek was divided into three entities: the Ministry of Primary and Secondary Education (Kemendikdasmen), the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek), and the Ministry of Culture, with higher education under Kemdiktisaintek. On 2 May 2025, the Minister of Higher Education, Science, and Technology launched the slogan "Diktisaintek Berdampak" (Impactful Higher Education, Science, and Technology), signaling the start of concrete programs oriented toward social impact and regional collaboration (e.g., Magang Berdampak [Impactful Internships] and the Kampus Berdampak [Impactful Campus] Program), continuing the spirit of MBKM with an orientation toward real action in society.

In response to the launch of the "Diktisaintek Berdampak" slogan by Kemdiktisaintek, the Faculty of Psychology UNDIP should take strategic and proactive steps to align the faculty's policy direction with the "impactful" spirit promoted by the ministry. Possible responses include:

a. Reorienting Programs Toward an Impact Orientation

   This can be done by aligning the faculty's vision and mission with an impact-based approach (*beyond academic output, towards social relevance*), and by encouraging Tri Dharma programs (teaching, research, community service) to directly address community needs.

b. Strengthening the Downstreaming of Psychology Research

   This can be done by ensuring that research results do not stop at publication but have a *pathway to practice* and a *policy contribution*, for example by developing them into training modules, measurement instruments, social campaigns, or *policy briefs*. Downstreaming can be strengthened through cross-sector collaboration

with government, the private sector, and industry for evidence-based policy advocacy.

c. Optimizing Digital Platforms and Artificial Intelligence

This focus can be pursued by using technology to broaden the impact of innovations by the academic community of the Faculty of Psychology UNDIP and by integrating information systems for academic affairs, student affairs, alumni, *tracer studies*, and monitoring graduate *impact*.

d. Building Faculty Impact Indicators

This focus can be pursued by building qualitative and quantitative faculty impact indicators, such as improved mental health literacy in assisted communities, faculty involvement in regional policy formulation, partner satisfaction, alumni testimonials, and the amount of positive media *exposure* of faculty activities, beyond the traditional academic outputs used so far, such as the number of scientific publications, average graduate GPA, and so on.

e. Positioning Itself as a Center for Impactful Psychology in Central Java. This can be done by strengthening the branding of the Faculty of Psychology UNDIP as a *hub* for developing relevant, contextual, and ready-to-apply psychological solutions.

In the UNDIP Strategic Plan 2025 – 2029, UNDIP introduced a new tagline, UNDIP Bermartabat dan Bermanfaat, or in English, UNDIP *Noble and Valuable*. A focus on realizing *Good University Governance* is clearly prioritized in order to ensure the sustainable development of UNDIP.

Noble UNDIP means that all Tri Dharma activities must be grounded in a spirit of advancing knowledge for the future of humanity and an ever-growing aspiration to make UNDIP a world-class university (*World Class University*). Valuable means spreading benefits to the communities closest to and surrounding the university. Noble UNDIP and Valuable UNDIP make UNDIP both "reach for the sky" and "stay grounded". As part of Valuable UNDIP,

an intervention program for extreme poverty alleviation and food security in Central Java was launched. In addition, UNDIP's status as a Legal-Entity State University (PTNBH) requires UNDIP to reorient itself in line with PTNBH status, which includes greater autonomy in the governance of assets and institutions, academic and non-academic affairs, as well as increased financial capacity.

The UNDIP Strategic Plan 2025-2029 was prepared taking into account legislation and current issues in Higher Education as an effort to achieve the UNDIP Vision, "To Be an Excellent Research University". This vision has been elaborated in the UNDIP development strategy for 2005-2039, divided into five phases and three WCU phases: Phase I Improving Internal Efficiency (2000-2005), Phase II Preparation as a Research University (2005-2010), Phase III Research University Embryo (2010-2014), Phase IV Research University (2015-2019), Phase V Strengthening the Research University (2025-2029), WCU Maturation Phase (2025-2029), WCU Actualization Phase (2030-2034), and WCU Reference Phase (2035-2039). UNDIP's Development Strategy is aligned with the National Long-Term Education Development Plan 2005-2025, the National Medium-Term Development Plan 2025-2029, Government Regulation No. 52 of 2015 on the UNDIP Statute, Board of Trustees (MWA) Regulation Number 7 of 2016 on UNDIP General Policy 2015-2039, Board of Trustees (MWA) Regulation Number 2 of 2018 on the UNDIP Planning System, and the UNDIP Development Master Plan 2015-2039.

The Faculty of Psychology UNDIP affirms its commitment through the tagline **"Tunjukkan PRIORITASMU" (Show Your PRIORITY)**. This tagline is not only a communication slogan and an invitation for the entire academic community to prioritize their best contributions to the Faculty, but also a philosophical foundation and strategic policy direction in designing, implementing, and evaluating Tri Dharma programs. The word PRIORITAS is interpreted as an acronym of the key values upheld by the faculty in producing graduates and building institutional reputation:

a. **CONFIDENT (Percaya Diri):** The faculty continuously creates an academic ecosystem conducive for lecturers, administrative staff, and students to build

a strong identity, have confidence in facing global change, and be able to act as agents of change in various fields of psychology.

b. **RELEVANT:** The faculty continuously develops curricula, research, and programs – designed to address the challenges of the times locally, nationally, and globally. The faculty has adaptive and reflective mechanisms for responding to strategic issues such as psychological well-being, digital transformation, and social dynamics. The faculty is committed to equipping students with up-to-date competencies that are adaptive to the world of work and developments in science. All planning is directed toward long-term capacity building, including digital readiness, mental resilience, and socio-cultural literacy to face present-day challenges.

c. **INCLUSIVE:** The faculty upholds the values of diversity, equality, and openness. The academic environment is developed to embrace differences and provide room for growth for all individuals, including students, lecturers, administrative staff, alumni, stakeholders, and the community, including vulnerable and marginalized groups.

d. **REPUTABLE:** The faculty builds a scholarly tradition that pursues not only academic excellence but also real impact on society through managing the potential and competencies of the academic community, evidence-based programs, psychological advocacy, and contributions to achieving the Sustainable Development Goals (SDGs).

2.2 Internal Environmental Conditions

The strategic planning of the Faculty of Psychology UNDIP is prepared adaptively and contextually, taking into account the dynamics of the internal environment — both at the university level and within the faculty itself. This analysis is carried out with a focus on the existing strategic areas, particularly academic and student affairs and resources. This approach enables more holistic and responsive planning aligned with the institution's sustainable development direction.

1. Academic and Student Affairs

a. Study Programs and Their Development Plans

In line with Phase V of Universitas Diponegoro, namely strengthening the research university and WCU maturation toward entering the world's top 500 universities, the Faculty of Psychology is also improving by enhancing academic and student services in its current study programs and, in accordance with the direction of university leadership, will open new study programs within the next five years.

The Faculty of Psychology UNDIP currently has two study programs: the S1 (Bachelor's) Psychology Study Program and the S2 (Master's) Psychology Study Program. The S1 Psychology Study Program received international FIBAA accreditation in 2021 and has been accredited Excellent based on Decree of the Director of the BAN-PT Executive Board No. 9868/SK/BAN-PT/Akred-Itnl/S/I/2023.

One indication of maintained quality in academic and student services is Excellent and/or international accreditation. Therefore, the S1 Psychology Study Program will apply for renewal of its Excellent accreditation in 2026, followed by efforts to obtain international accreditation in line with university policy.

In addition, the S1 Psychology Study Program will explore opening international classes as part of its development. Two classes are planned: an International Undergraduate Program (IUP) class involving foreign partners already cooperating with the Faculty of Psychology, such as Universiti Malaya, and a double degree program, after first exploring partnership opportunities with globally reputable universities abroad.

The S2 Psychology Study Program has national accreditation with a rating of Good (Baik) based on BAN-PT Decree No. 12739/SK/BAN-PT/Akred/M/XII/2021. The S2 (Science) Study Program was established to create a coherent transition in educational pathways for bachelor's graduates. The S2 Psychology Study Program pursues continuous quality improvement, resulting in the submission of a program re-accreditation

in 2024. It is hoped that the S2 Study Program will obtain Excellent accreditation in 2025.

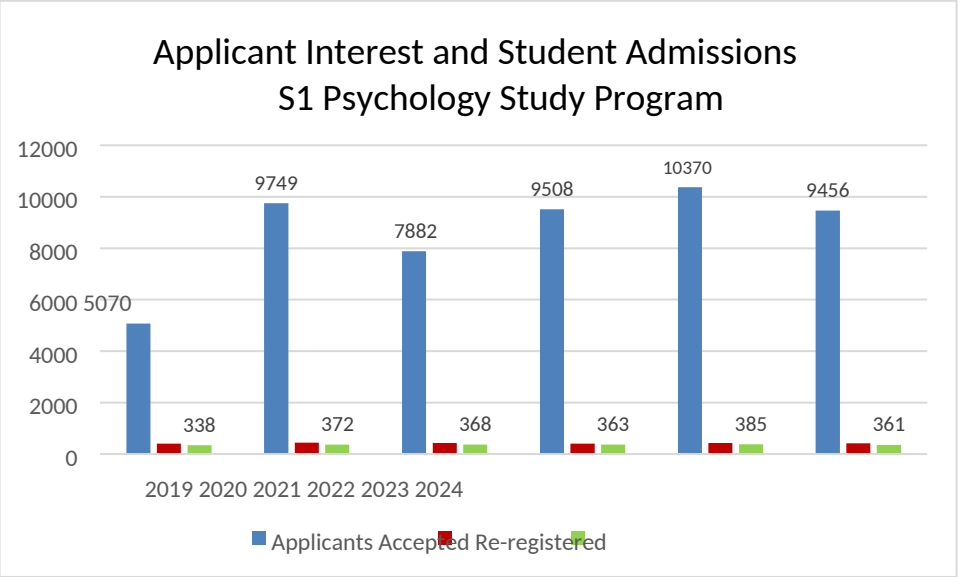
In addition to improving quality assurance, the S2 Psychology Study Program also strives to keep developing its educational services. When it was established in 2019, the S2 Psychology Study Program offered a By Course track, and in 2022 it also began admitting students through a By Research track. In 2025, the By Research track of the S2 Psychology Study Program began admitting foreign students. Then, in view of community needs, once Excellent accreditation is achieved, the S2 Psychology Study Program plans to open partnership classes with government and private institutions, as well as classes for working professionals with non-traditional lecture hours (evenings and weekends).

UNDIP's target of entering the world's top 500 universities requires sustained *international exposure*. The Faculty of Psychology is committed to designing programs involving alumni, researchers, practitioners, and students from abroad. Online and offline activities in both study programs are a means for the academic community to gain such exposure. It is hoped that lecturers can develop networks so that their academic writing skills improve.

b. Applicant Interest, Student Achievements, and Graduate Quality

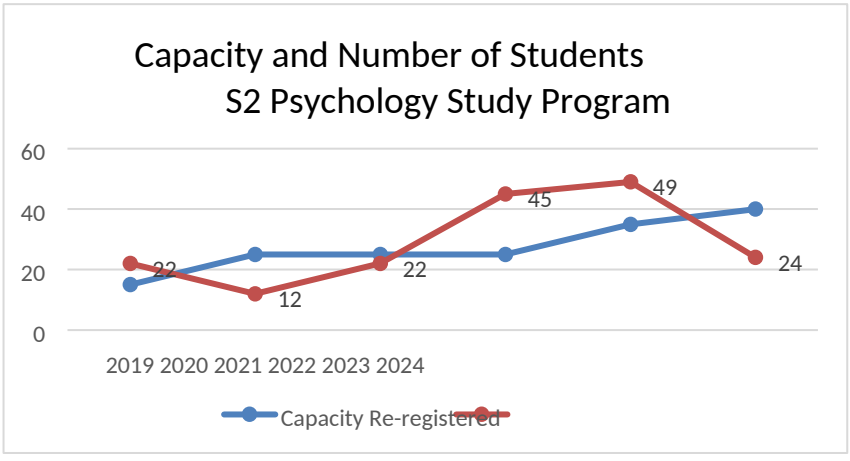
Applicant interest from the various admission tracks (achievement, SBUB, SBMPTN, and Mandiri/independent) in the S1 Psychology Study Program increased over the 2020-2024 period. This shows that the S1 Psychology Study Program is well received by the public. The number of students who re-registered in the 2024/2025 Academic Year for the S1 Study Program was 361. The figure shows that the number of students re-registering has been relatively stable over the last five years.

Figure 1. Applicant Interest and Admissions, S1 Psychology Study Program



The capacity of the S2 Study Program has also increased over the last five years, from 15 students in 2019 to 40 students in 2024. This also reflects the interest of prospective S2 students. From 2020 to 2024, the number of students re-registering has fluctuated.

Figure 2. Capacity and Number of Students, S2 Psychology Study Program



Universitas Diponegoro seeks not only to increase interest among domestic students but also to attract

international students, for example by optimizing the role of the International Affairs Office in recruiting international students through various international partnerships and activities, and by making it easier for prospective international students to access information about registration and Undip's leading facilities. A *student mobility* strategy is also needed, namely bringing international students to Indonesia to motivate learning and research. This effort is also needed to promote the *branding* of the faculty as one of the most sought-after study programs at Universitas Diponegoro. The Ministry of Higher Education, Science, and Technology has provided higher education development funds toward world-class status to achieve this, including the provision of *student visas*, *free tax zones*, and residence for international students coming to Indonesia, in coordination with the Ministry of Manpower and the Ministry of Law and Human Rights.

Students of the S1 and S2 Study Programs have academic and non-academic achievements at various levels from regional to international. S1 students can take part in competitions both as groups, through their involvement in Student Organizations, and individually. Regarding non-academic achievements, most are contributed by students admitted through the Outstanding Talent Selection (SBUB) track.

Mechanisms for recording and optimizing student achievements, including those of SBUB students, continue to be improved with student involvement. The faculty currently works with students to share opportunities to join competitions, prepare proposals, prepare activity reports, and publicize the activities they take part in. The faculty has initiated an achievement-reporting feature in MMC. However, reporting achievements from MMC to prestasi.apps.undip.ac.id still requires continuous effort involving cooperation among various parties. The faculty also recognizes students' academic and non-academic self-development efforts through the

Magenta Berprestasi (Magenta Achievers) event. The faculty's challenge is that interest in participating in competitions is not yet evenly spread among students.

c. Alumni Network

The Faculty of Psychology seeks to strengthen its network with alumni both at home and abroad. This is done through online and offline discussions with alumni and through diverse alumni contributions. Alumni contribute scholarships for completing final projects (theses), living allowances, and awards for student achievements. Alumni are also invited as guest speakers in lectures, both as academics and as practitioners, and as speakers in graduate preparation sessions. Besides serving as speakers, alumni also act as a bridge between the campus and the world of practice.

The engagement of alumni of the S1 and S2 Study Programs is not yet optimal. The Psychology Alumni Association (IKAPSI) so far focuses only on S1 alumni and does not yet involve S2 alumni. Discussions with alumni are not yet held regularly. The faculty needs to foster more enthusiasm and initiative in communicating with alumni so that alumni engagement can become more varied than at present. Alumni engagement can also make use of information technology such as social media and video conferencing, or by holding activities that give alumni opportunities to contribute, so that the faculty can be better connected with its alumni.

Research, Commudity Service, and Innovation

Two of the Tri Dharma of Higher Education, research and community service, are carried out with various sources of funding and coordinated by the Publication, Research, and Community Service Unit (UP3M). Lecturer research is conducted collaboratively with other lecturers and students, with varied funding sources including the faculty, the university through the Institute for Research and Community Service (LPPM), Kemenristekdikti, and the Indonesia Endowment Fund for

Education (LPDP). UP3M records lecturers' publication, research, and community service activities and shares learning resources and university support to increase productivity in publication, research, and community service. This means that UP3M's role is currently limited to providing data; going forward, it is hoped that the faculty or UP3M can design research capacity-building activities and monitor the outcomes of these activities.

Research groups have also begun to be initiated, which it is hoped will align with functional positions and accommodate research interests. At present, research groups need to consolidate their role so that their members are confident in proposing research ideas, seeking funding, and developing the research skills of group members and students. Research groups are expected to become a vehicle for driving lecturer publications as a real contribution to achieving world class university rankings (such as QS WUR).

Lecturer innovation includes publications in national and international journal articles as well as downstreaming in the form of books, modules, and teaching aids. Regarding publications, not all lecturers are currently able to publish in indexed international journals. On the other hand, the mission of becoming one of the world's top 500 universities requires the support of all lecturers. Each semester, lecturers produce works to be submitted for Copyright to the Directorate of Innovation, but not all of these works or innovations are the downstream products of a major research activity (umbrella research).

The university currently also provides facilities in the form of short courses expected to improve writing skills, and provides several analysis and writing software tools, such as Paperpal accounts and the use of Artificial Intelligence. These trainings are managed by LPPM and the Library Technical Implementation Unit (UPT Perpustakaan). All lecturers are expected to show greater enthusiasm in making use of these facilities.

e. Scientific Journals

Having accredited scientific journals is a need and

a tangible form of the Faculty of Psychology's contribution to science. The Faculty of Psychology currently has two scientific journals: Jurnal Psikologi, accredited SINTA 2, and Empati, accredited SINTA 4. Jurnal Psikologi is currently published in English and has applied for renewal of its accreditation. Jurnal Empati is in the early stage of the review process.

The Faculty of Psychology needs to initiate a new journal that can accommodate various dissemination needs. A journal focusing on community service activities, or a journal dedicated to reviews and meta-analyses, could spur productivity and give lecturers practice in publishing in accredited and international journals. The Faculty of Psychology will take advantage of the opportunities available at UNDIP, whether by involving LPPM or by cooperating with other faculties, to submit a proposal for Jurnal Psikologi to be indexed in Scopus.

f. Partnerships, Rankings, and Global Connectivity

Partnerships in Academic and Student Affairs include both profit-oriented and non-profit partnerships. Non-profit partnerships in education and research with institutions abroad have been carried out in the form of *visiting professors*, *joint research*, and *doctoral student supervision*. Profit partnerships being explored include sending students (*student exchange*), an *international undergraduate program*, and *double* / *joint degree* programs. In addition, in line with the taglines Noble UNDIP and Valuable UNDIP, the Faculty of Psychology is moved to contribute through programs that benefit society, with these activities grounded in scholarship and research evidence. Programs such as Bakti Pada Guru (Service to Teachers), which set a MURI (Indonesian Record Museum) record in 2018 and had reached 3,092 participants by 2025, will continue to be carried out through a profit partnership with PT. Charoen Pokphand Foundation Indonesia. Other examples are the partnership with the Rotary Club through the Mental Health Awareness program and with the Batang Integrated Industrial Estate through PRIMA

(Resilience Program for the Industry of the Future).

Community service partnerships have so far involved government and private institutions, particularly concerning psychologist services. Some of these partnerships are routine, such as providing content for radio broadcast programs, while others are incidental. Community service can be developed with new parties while maintaining existing ones. In addition, the Faculty of Psychology also contributes to rankings through *academic reputation*, *international academic networking*, *employer reputation*, *outbound students*, and partnerships with business and industry.

The Faculty of Psychology's contribution to UNDIP can also be seen in the accreditation status of its study programs. The S1 Study Program currently holds Excellent accreditation and the S2 Study Program holds Good accreditation. In 2025 the faculty is preparing for the site visit for the S2 Study Program and obtaining Excellent accreditation. At the same time, the Excellent accreditation of the S1 Study Program, which expires in 2026, requires the faculty's focus to maintain it and to prepare for international accreditation.

2. Resources

Since the end of 2024, the scope of work of the Resources Division at the Faculty of Psychology, Universitas Diponegoro (UNDIP) has changed to cover human resources, finance and planning, assets, general affairs, business (*Revenue Generating Activities*), household affairs, information systems and public communication, and reporting. Based on these changes in main duties and functions, the current internal environmental conditions can be described as follows:

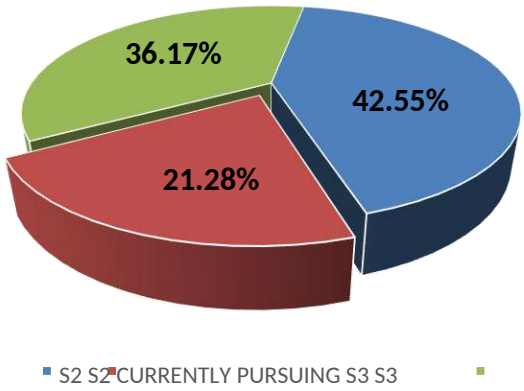
a. Human Resources

a.1. Lecturers

Based on data as of December 2024, the Faculty of Psychology UNDIP has 47 lecturers, distributed across functional positions as follows: 1 Professor (GB), 9 Associate Professors (Lektor Kepala, LK), 22 Senior Lecturers (Lektor, L), 11 Assistant Professors (Asisten Ahli, AA), and 4 Instructors. To improve the quality of lecturer competencies,

the Faculty of Psychology continues to provide opportunities for lecturers to pursue further studies both at home and abroad. The latest data as of December 2024 show that 10 lecturers are currently pursuing doctoral studies and 17 lecturers have completed doctoral (S3) education (36.17% of all active lecturers), with 1 Professor. These conditions show that more lecturers with doctoral degrees and lecturers holding the functional position of Professor are still needed, given that the Faculty of Psychology has an S2 Study Program and does not yet have an S3 Study Program. In addition, the number of lecturers with a professional psychologist education background is still limited, namely 22 lecturers (3 of whom will retire in 2025). The distribution of lecturers by highest education level can be seen in Figure 3.

Figure 3. Distribution of Lecturers of the Faculty of Psychology UNDIP by Highest Education Level (Data as of December 2024)



The condition of permanent lecturers at the Faculty of Psychology UNDIP can also be described by employment status, position, rank, and grade. As a Legal-Entity State University (PTNBH), UNDIP has lecturers with employment status as ASN (State Civil Apparatus) and PU-Non ASN (non-ASN UNDIP employees). Lecturers at the Faculty of Psychology UNDIP consist of

39 ASN lecturers and 8 PU-Non ASN lecturers, as detailed in Table 2.

Table 2. Number of Lecturers by Employment Status and Functional Position as of December 2024

No.	Employment Status Lecturers/ Functional Position	Number	Remarks
1	**State Civil Apparatus (ASN)**	**39**	
	Professor (GB)	1	
	Associate Professor (LK)	9	6 LK S3; 2 LK S2; 1 LK pursuing S3 (1 LK S3 retiring 2025)
	Senior Lecturer (L)	22	8 L S3; 6 L S2 8 L pursuing S3 (1 L S2 retiring 2025; 1 L S3 retiring 2025)
	Assistant Professor (AA)	4	1 AA S3; 9 AA S2 1 AA pursuing S3
	Instructor	3	
2	**PU-Non ASN**	**8**	
	Professor	-	
	Associate Professor	-	
	Senior Lecturer	-	
	Assistant Professor	7	Equivalent to IIIb
	Instructor	1	Equivalent to IIIb
	TOTAL	**47**	

The number and status of active lecturers fluctuated from 2020 to 2024, due to doctoral (S3) studies and permanent lecturers approaching retirement (for example, three lecturers will retire in 2025). This can be managed by recruiting retired lecturers as adjunct lecturers to meet the teaching composition of the S1 study program. However, from 2022 to 2024 the number of lecturers who completed S3 and returned to active duty increased, and the addition of 11 new lecturers has enabled the teaching composition of the S1 and S2 Study Programs

to keep pace with the number of students.

a.2. Administrative Staff

Administrative staff play a role in supporting the delivery of education at the Faculty, particularly in the dean's office, the S1 program, and the S2 program. The Faculty of Psychology UNDIP has 36 administrative staff with employment status as ASN, PU Non-ASN, and part-time contract employees, excluding *outsourced* cleaning and security staff. Their education levels range from senior/vocational high school (SMA/SMK) graduates to S2. The staffing conditions of administrative staff can be seen in Table 3.

Table 3. Number of Administrative Staff by Employment Status, Position, and Place of Assignment as of December 2024

No.	Employment Status/ Position	Number	Place of Assignment	Remarks
1.	**ASN**	**14**		
	Administrative Manager	1	Dean's Office	
	Resources Supervisor (Resources)	1	Dean's Office (Division 2)	
	Academic Information Officer	1	Dean's Office (Division 1)	
	State Property Officer	1	Dean's Office (Division 2)	
	Data Processor Financial Management	1	Dean's Office (Division 2)	
	Secretary	1	Dean's Office (Division 2)	
	Student Affairs and Alumni Administrator Alumni	1	Dean's Office (Division 1)	
	Security Officer	2	Dean's Office (Division 2)	
	Skilled Librarian 1		Dean's Office (Division 1)	
	Student Affairs and Facilities and Infrastructure	1	Dean's Office (Division 2)	
	Planning Officer Public Relations and Library	1	Dean's Office (Division 1)	
	Office Equipment Technician	1	Dean's Office (Division 2)	
	Facilities and Infrastructure Technician	1	Dean's Office	

No.	Employment Status/ Position	Number	Place of Assignment	Remarks
	Infrastructure		(Division 2)	
2.	**PU-NON ASN**	**17**		
	Academic Supervisor and Student Affairs/ Student Affairs and UNDIP Property	1	Dean's Office (Division 1)	
	Program Planner Budget, and Reporting	1	Dean's Office (Division 2)	
	Treasurer	1	Dean's Office (Division 2)	
	Student Affairs and Officer	5	Dean's Office 1 Deceased 1 S1 Program 3 persons (Dec 2024) S2 Program 1	
	Student Affairs and General Affairs	2	Dean's Office (Division 2)	
	Student Affairs and Laws and Regulations	1	Dean's Office (Division 2)	
	Student Affairs and Library	1	Dean's Office (Division 1)	
	Public Relations Officer	1	Dean's Office (Division 2)	
	Student Affairs and Alumni Administrator Alumni	1	S1 Program	
	Security Officer	1	Dean's Office Seconded to (Division 2) Administrator General Affairs	
	(UMPA) Correspondence	1	Administrator Dean's Office (Division 2)	
	Student Affairs and Personnel	1	Dean's Office (Division 2)	
3.	**Contract Staff (Part-Time)**	**5**		As of January 2025 became Full-Time Contract
	Student Affairs and Management	2	Dean's Office (Division 2)	
	Driver	1	Dean's Office (Division 2)	
	Student Affairs and Planning and Programs	1	Dean's Office (Division 1)	
	Computer Technician	1	Dean's Office (Division 1)	
TOTAL		**36**		Permanent 35 1 deceased

The functional positions of administrative staff are still dominated by administrative executive positions. This shows that various efforts are still needed to increase the number of qualified administrative staff holding functional positions. Efforts made from 2023 to 2024 include holding competency tests for administrative staff and giving them opportunities to pursue further formal education that supports their performance. Even so, as of December 2024, fewer than 10% of administrative staff held functional positions, namely the Administrative Manager, the Academic and Student Affairs Supervisor, the Resources Supervisor, and the library functional staff.

Human resource development at the Faculty of Psychology is supported by information systems developed by UNDIP, in the form of personnel service applications such as E-Duk and Sikasmi. E-Duk is the master employee database that makes it easy to obtain *real-time* data, serves as an application for monitoring employee status, and records changes in employee data that can be used by leadership in personnel decision-making. Sikasmi is an application that makes it easier to monitor employee attendance and schedule employees who work in *shifts*, such as security staff. In addition, Sikasmi can be used for processing employees' Periodic Salary Increases (KGB) and leave requests, which were previously processed manually; with Sikasmi these are more effective and efficient and use less paper.

1. Assets and Infrastructure

The Faculty of Psychology UNDIP currently stands on state-owned land under Universitas Diponegoro (UNDIP), in a 7-story building with a floor area of approximately 8,000 m^2. The location of the Faculty of Psychology is highly strategic, on the northern ring road of the UNDIP campus, making it easy to access from both outside and inside UNDIP, especially after the construction

of infrastructure in the form of a highway to Semarang City. In addition, the Faculty of Psychology is located close to RSND (Diponegoro National Hospital), a Type C hospital, close to the UNDIP Rectorate Building, and close to the central library.

Figure 4. Faculty of Psychology UNDIP Building



Each year the Faculty of Psychology UNDIP manages, maintains, and improves the provision of facilities and infrastructure supporting academic and non-academic activities, intended to support the implementation and achievement of the established performance targets. Facilities available at the Faculty of Psychology UNDIP include lecture rooms, meeting rooms, examination rooms, conference rooms, laboratories, a library, and reading rooms.

The teaching laboratories of the Faculty of Psychology UNDIP have been developed quite optimally with UNDIP Grant funds of more than 4 billion rupiah in two rounds of funding in 2022 and 2023, and self-funded renovation through the faculty's RKAT in 2024. The teaching laboratories are on the 4th floor of the Faculty of Psychology Building and consist of a psychodiagnostics laboratory, an experimental and *Virtual Reality* (VR) laboratory, an observation laboratory equipped with a *one-way screen*, a

group psychotherapy laboratory, and 10 individual counseling rooms. There is also hypnotherapy equipment, an audiovisual laboratory, and a computer laboratory with 50 PCs.

Figure 5. Psychology Laboratory



Facilities for each lecturer supporting the Tri Dharma of Higher Education, particularly teaching, are on the 6th floor, where each lecturer has a workspace of adequate size with privacy. Administrative staff also have workspaces according to their respective divisions or units on the 7th floor. To support student activities, rooms for student activity units are provided on the 2nd floor, along with other supporting facilities such as a prayer room (mushola), an amphitheater, and a canteen.

An evaluation at the end of 2024 identified facility needs that must be met and improved, such as a student health room, an art room and *community hub*, a canteen and prayer room, as well as facilities and infrastructure supporting environmentally friendly maintenance and resource management.

In broad terms, the growth of assets, liabilities, and net assets of the Faculty of Psychology UNDIP from 2020 to Quarter IV of 2024 (as of 12 December 2024) is presented in Table 4.

Table 4. Asset Growth 2020-2024

Faculty of Psychology UNDIP, 2025

YEAR	ASSETS	DEPRECIATION	NET ASSETS
2020	60.199.255.163	(7.578.371.235)	52.620.883.928
2021	63.756.886.950	(9.319.614.191)	54.437.272.759
2022	69.998.926.112	(10.799.948.201)	59.198.977.911
2023	73.722.722.844	(12.167.948.801)	61.554.774.043
Q2 2024	77.680.717.094	(15.698.821.498)	61.981.895.596

Based on the asset growth and depreciation over the last five years, assets increased by between 3-6 billion rupiah each year, with total net assets in 2024 of Rp 61,881,895,596, an increase of approximately 9.36 billion rupiah (15%). Of course, this situation cannot yet be considered optimal or sufficient to meet service needs at the Faculty of Psychology UNDIP, given that the land area has remained the same since 2019 while the number of students and service

activities continues to grow every year. Policies to address this situation have been implemented since the end of 2024 through spatial planning and effective repurposing of rooms, as well as efficiency in creating and managing *storage*.

2. Financial Planning and Budgeting

Financial management at the Faculty of Psychology UNDIP follows UNDIP's policies as a PTN-BH, by preparing an Annual Work Plan and Budget (RKAT) aligned with the established Strategic Plan and UNDIP's standard financial regulations. Financial planning and budgeting apply performance-based budgeting consisting of programs and activities set out in performance indicators. The RKAT is prepared to reflect the linkages between the goals, targets, programs, and Key Performance Indicators (IKU) contained in the strategic plan, which can be accounted for through the account codes in the RKAT.

Likewise, in preparing financial statements, the Faculty of Psychology, as one of the units of the Legal-Entity State University (PTNBH) Universitas Diponegoro, uses the SiAk (Accounting System) application, which is integrated with the Budget Realization (RSA) application in the University Finance Division. Several applications support the preparation of financial statements, such as Simbiku, which helps present information on tuition payments as a source of educational service revenue, and Simak BMU, which supports asset data in the Financial Statements. The development of financial management and reporting systems at UNDIP has made financial management easier, realized in an integrated information system adapted to needs and changes in financial regulations. These applications make it easier to manage finances in planning, monitoring, and evaluation for optimal financial accountability.

The budget trend of the Faculty of Psychology UNDIP from 2020 to

2024 is presented in Table 5.

Table 5. Budget Trend 2020 – 2024

Source of Funds	Year				
	2020	2021	2022	2023	2024
Initial Non-APBN Budget Ceiling	4.414.833.897	7.424.693.223	9.302.531.092	9.477.087.536	12.198.329.569
% Increase		68,18%	25,29%	1,88%	28,71%
Final Non-APBN Budget Ceiling	4.414.833.897	7.481.450.806	10.155.623.444	10.356.084.149	13.844.472.574
% Increase		69,46%	35,74%	1,97%	33,68%

Table 5 shows that over the last five years, the budget ceiling (PAGU) increased, both the initial PAGU set by the university for the Faculty of Psychology (first row) and the PAGU after revision within a budget year in light of the faculty's rising revenue trend. At the end of 2024, there was an increase of 33.68% over the 2023 budget, whereas in 2023 the increase had been quite small, only 1.97%. The situation in 2023 resulted from a decline in UNDIP's academic revenue following the policy of eliminating the partnership program in UNDIP's independent (UM) S1 admissions. This situation requires new strategies to increase the faculty's PAGU, including increasing academic revenue beyond the S1 program and increasing opportunities for non-academic revenue, particularly in business and commercial ventures at the faculty.

The faculty's revenue targets and realization, from both academic and non-academic sources, have increased every year over the last five years. The faculty's targets are set by the university based on projected revenue for the coming year and calculations of actual revenue in previous years, as well as the faculty's needs, which naturally continue to grow along with efforts to improve higher education services. The increase in the faculty's revenue targets and realization from 2020 to 2024 is presented in Table 6.

Table 6. Revenue Targets and Realization 2020 – 2024

No	Year	Revenue Target	Revenue Realization
1	2020	13.519.450.000	21.625.251.001
2	2021	17.079.625.000	25.904.719.319
3	2022	25.384.400.000	26.947.963.502
4	2023	27.185.100.000	31.649.958.868
5	2024	32.315.152.000	28.428.755.342

Table 6 shows a decline in revenue realization in 2024, both compared with the previous year and against the set revenue target. This was due to late payments from two stakeholders of the JAPSI business and commercial unit (RGA) at the end of the year after the budget had closed, so that the revenue could not be recorded in the same fiscal year. This situation must be anticipated in the future by activating the role of the project person in charge (PIC) and the faculty's control function (particularly the Coordinator for Business and the Faculty Business Unit) in monitoring payment flows and two-way communication with *stakeholders*. In addition, scheduling the completion of RGA work before December should be considered.

The Finance Division also reports the expenditure budget and its realization over the last five years.

Table 7. Expenditure Budget and Realization 2020 – 2024

No	Year	Budget	Expenditure Realization
1	2020	4.414.833.897	3.927.487.264
2	2021	7.481.450.806	7.032.666.271
3	2022	10.155.623.444	9.443.729.675
4	2023	10.356.084.149	9.014.040.525
5	2024	13.844.472.574	11.064.509.582

Table 7 shows that the faculty's expenditure budget each year

has continued to increase, particularly in 2024, and expenditure realization likewise increased to Rp 2,050,469,057 (18.53%). This is quite significant compared with the previous year, owing to extensive facility repairs and room renovations as well as additional facilities and infrastructure at the faculty. In addition, personnel expenditure also increased due to the addition of new lecturers and the promotion of lecturers and administrative staff. Nevertheless, this expenditure realization remains realistic relative to the allocated budget.

3. Business and Commercial Ventures

The Faculty of Psychology is committed not only to providing education and community service, but also to offering psychological services, while generating revenue from commercial ventures for the faculty and the university, which will in turn be returned in the form of improved campus facilities and welfare for the academic community of the Faculty of Psychology. One of the commercial service units (UPP) at the Faculty of Psychology is Psychological Services (JAPSI), a unit managed by the faculty under the guidance and monitoring of the university, following UNDIP's business development strategy pattern with clear rules, its legal aspects being under the management of BP UBIKAR. The Business, Commercial Enterprise, and Risk Analysis Management Agency (BP UBIKAR) is a non-academic implementing body in the development and management of commercial ventures to support the Tri Dharma of Higher Education based on professional business judgment principles (*business judgement rules*), as shown in Figure 6.

Figure 6. UNDIP Strategic Business Development Pattern



Table 8 shows that UPP JAPSI revenue has generated profits from 2021 to 2024. This increase occurred after JAPSI's management was made more professional and accountable by applying commercial business principles and a commitment to providing excellent service and optimal non-academic revenue. In addition, as a commercial business unit, JAPSI is monitored not only by BP UBIKAR but also by external auditors every year.

Table 8. UPP Japsi Revenue and Percentage Increase from 2020 – 2024

No	Year	UPP Psychological Services (JAPSI) Revenue	% Increase
1	2020	36.705.090	
2	2021	8.775.145	76,09
3	2022	795.065.207	8960,42%
4	2023	883.717.944	11,15%
5	2024	1.424.245.332	61,17%

4. Information Systems

The development and management of information technology (IT) infrastructure is an important element in supporting the operations, innovation, and competitiveness of universities in the digital era. The Faculty of Psychology, as part of UNDIP, has a strong need for adequate IT infrastructure, which can accelerate the achievement of academic, research, and public service goals. The existing IT infrastructure conditions were assessed by formulating the faculty's needs and their development. This process involved collecting information on hardware, software, networks, security systems, and the use of IT resources on campus.

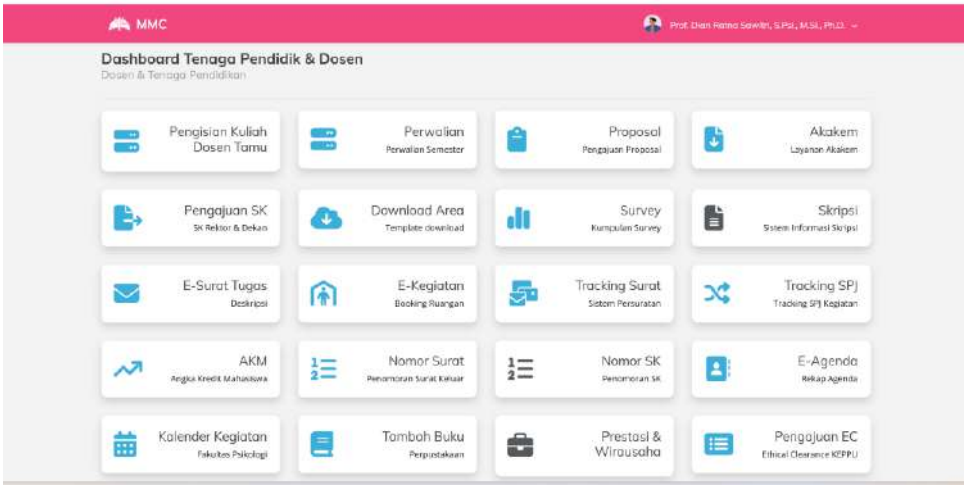
The development of information systems and IT at the Faculty of Psychology has proceeded in line with the faculty's needs. In addition to hardware, such as

the provision of LAN at dozens of points in laboratories, lecturer rooms, and service and management rooms, the internet wifi network on every floor has also been repaired and managed. Since the COVID-19 pandemic, the use of IT and applications to facilitate work and services has increased rapidly. For example, since 2020, one of the performance indicators of online learning has been implemented on the Kuliah Online (KULON) system, which has greatly helped online lectures from the pandemic to the present.

In addition, an audiovisual laboratory has been developed to support *hybrid* activities, such as guest lectures during the semester and the annual *International Conference on Psychological Studies (ICPSYCHE)* and *Psychology International Summer Course, Community Engagement, and Visit to Cultural Heritage (PSYCHE)*. *Software* for correspondence administration has also been developed at the Faculty of Psychology through the *Magenta Media Center (MMC)* program, which aims to make administrative services easier for students and the faculty's academic community wherever they are. The *Magenta Media Center MMC* display is shown in Figure 7.

Figure 7. Magenta Media Center (MMC) Display





5. Public Communication (Public Relations)

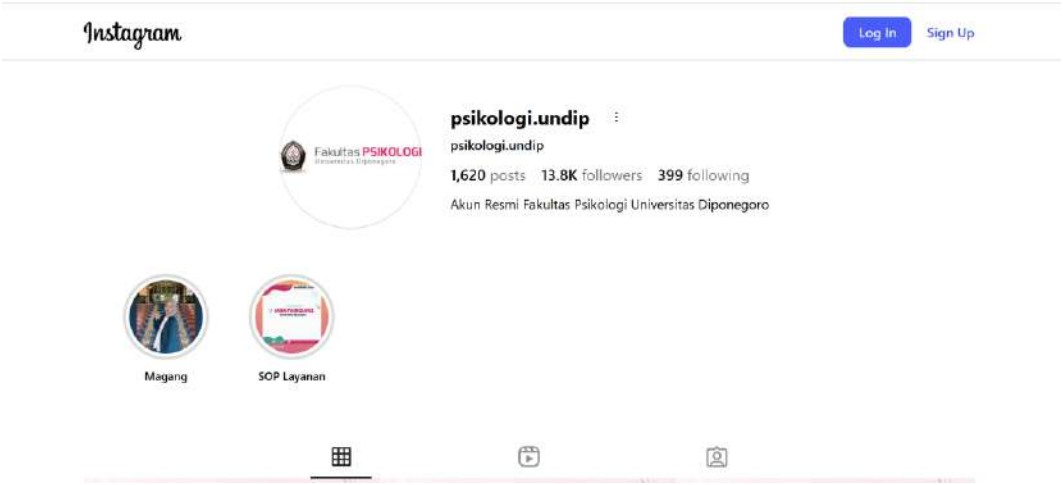
The development and management of faculty information and public relations in today's digital era are at the forefront of strengthening the *branding* of the Faculty of Psychology UNDIP. Although the public communication and public relations team was only established at the end of 2024, it has played a considerable role in conveying information about the faculty to the academic community internally and about faculty activities to the wider public. Coordinated within the same unit as information systems, the public communication and public relations team produces various information products and manages the faculty's media, such as the website, Instagram, email, and a *hotline service by chat*. The website display is shown in Figure 8.

Figure 8. Faculty of Psychology UNDIP Website Display



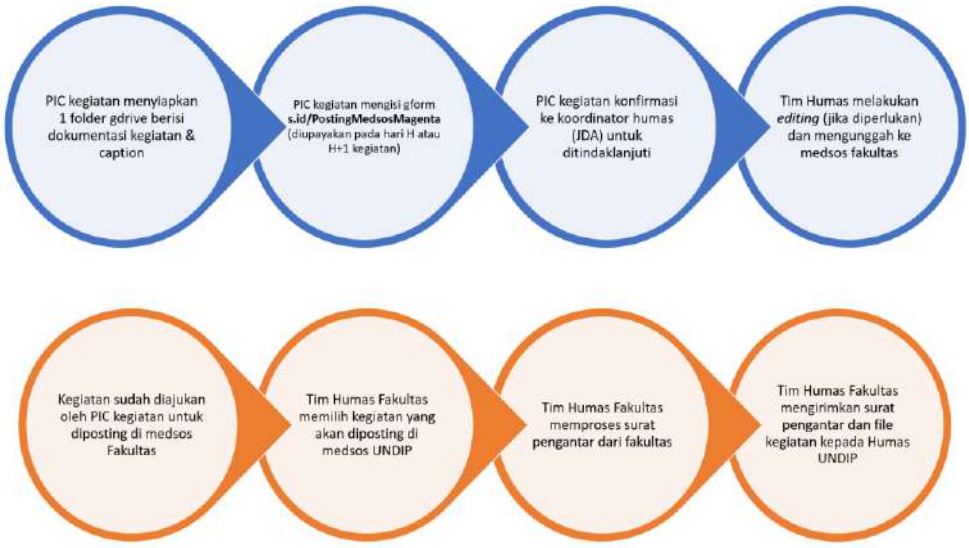
The Instagram display of the Faculty of Psychology UNDIP is shown in Figure 9.

Figure 9. Faculty of Psychology Instagram Display



In addition, the management of public communication and faculty information has been improved by establishing a workflow for publishing and coverage on both the faculty's and UNDIP's social media. The Standard Operating Procedure (SOP) for publishing news on the social media of the faculty and UNDIP is shown in Figure 10.

Figure 10. Standard Operating Procedure (SOP) for Publishing News on the Social Media of the Faculty and UNDIP



2.3 SWOT Analysis

Analysis of internal and external environmental conditions is the basis for analyzing strengths, weaknesses, opportunities, and threats, combined with existing conditions, for use in planning and developing the Faculty of Psychology over the next five years. The internal environmental analysis involves the *strengths* and *weaknesses* of the Faculty of Psychology. The external analysis involves the *opportunities* and *threats* that affect planning and implementation at the Faculty of Psychology UNDIP. The SWOT analysis and strategies are presented comprehensively in Table 9.

Table 9. SWOT Analysis

	STRENGTHS	**WEAKNESSES**
	1. The Faculty of Psychology is part of a PTNBH accredited Excellent 2. The S1 Program is internationally accredited and accredited Excellent (second in Indonesia after the Faculty of Psychology UNAIR) 3. High interest among prospective S1 students 4. The number of lecturers with doctoral degrees continues to increase 5. Lecturers' willingness to pursue S3 studies is increasing 6. Lecturers' knowledge, willingness, and competence to publish nationally and internationally are increasing 7. The number of joint lecturer-student scientific publications is growing 8. The faculty's RKAT continues to increase 9. Revenue targets continue to increase 10. Revenue realization meets targets 11. *A social media-based branding system has been established* 12. The number of active students over the last 5 years has been substantial and stable, reaching approximately 1,300	1. The S2 (Science) Study Program is accredited GOOD (not yet Excellent) 2. No Professional Psychologist Study Program, S3 Program, International Undergraduate Program, or Double Degree Program yet 3. Of the 47 lecturers, 80% still hold the academic position of Lektor (Senior Lecturer) or below. 4. Lecturers with doctoral degrees account for only 33.3% 5. There is only 1 Professor, who serves as Dean, so the Faculty of Psychology has no representative on the Council of Professors 6. Of the 31 administrative staff, 60% have senior high school education or below. 7. Lecturers' *areas of expertise* have begun to be organized but are not yet widely publicized 8. Research groups have been formed but are not yet functioning optimally 9. Strategies to achieve the faculty's performance targets have been developed but need to be optimized

	13. Has a national journal, Jurnal Psikologi, accredited SINTA 2 14. Some lecturers have special expertise with international publications and networks 15. Many lecturers are invited as speakers at events outside the university 16. Most lecturers hold lecturer certification 17. The S2 Study Program has begun admitting foreign students 18. The management quality of Psychological Services as an RGA unit has begun to improve 19. The S1 Study Program is a destination for high school student visits owing to its good reputation 20. An alumni association has been formed, although its performance in supporting the faculty is not yet optimal	10. Digitalization has been implemented but needs to be optimized 11. Facilities and infrastructure have been organized but need to be optimized 12. Lecturers' international networks are growing but are not yet evenly shared by all lecturers 13. The number of lecturers able to win international grants is still limited 14. The number of students participating in international forums is still limited 15. The number of students achieving national and international accomplishments is not yet optimal 16. Lecturers' competence in achieving PTNBH KPIs and Strategic Plan KPIs is uneven 17. Multidisciplinary research and community service collaboration between faculties has started but is not yet optimal 18. On-time graduation in the S1 and S2 Study Programs has not yet reached 100% 19. The faculty's budget for internationalization is limited 20. The number of international faculty is still limited 21. Employer reputation is not yet accurately monitored
OPPORTUNITIES 1. UNDIP is one of the best universities in Indonesia, with BAN PT Excellent accreditation and international accreditation 2. UNDIP is among the top 10 PTN-BH based on the Kemenristekdikti university cluster and QS WUR; ranked 2nd in the UI Greenmetric World University Ranking; ranked 2nd	**STRENGTH – OPPORTUNITY STRATEGIES** 1. Communicate the latest dynamics at the university, national, and international levels to the academic community, alumni, and stakeholders so that they can provide appropriate contributions and support 2. Build governance that is ready to face rapid change 3. Communicate and work toward synergy	**WEAKNESS – OPPORTUNITY STRATEGIES** 1. Improve student potential management and carry out student capacity development so that students can: a. Go through the learning process confidently and optimally, so that they complete their studies on time b. Actively participate in scientific forums and other student activities at national and international levels

in the THE World University Ranking - SDGs; ranked 3rd in the QS World Graduate Employability Ranking 3. UNDIP has set the vision of becoming an excellent research university and the tagline UNDIP Bermartabat dan Bermanfaat (UNDIP Noble and Valuable) in the UNDIP Strategic Plan 2025 – 2029 4. UNDIP's research and community service performance is in the Mandiri (Independent) Cluster 5. Changes in organizational structure at the university level affecting the faculty's organizational structure 6. UNDIP provides scholarships for lecturers and administrative staff to pursue further studies 7. Assessments at the university level enable the faculty to obtain managers and supervisors with long remaining tenure who are still enthusiastic about their work 8. UNDIP has begun offering research grants designed specifically for young lecturers 9. UNDIP has a Special Purpose Forest Area (KHDTK): it can serve as a practice setting for professional psychologist program students (community setting) 10. The increasing quantity and quality	with the university on an ongoing basis in order to: a. Obtain high-quality lecturers and administrative staff b. Establish a Professional Psychologist Program 4. Improve the quality of relationships with institutions/units at the university level to build synergy and produce distinctive UNDIP psychology innovations for mutual benefit 5. Improve the quality of relations with IKAPSI to optimize its role as a collaborator in achieving performance targets and faculty branding	c. Actively participate in national and international competitions d. Achieve national and international accomplishments 2. Carry out lecturer capacity development, including improving competencies to: a. Keep up with the university's development as a dynamic organization b. Carry out their duties confidently and produce outputs that meet various global demands and performance indicators c. Continuously update academic competencies so as to equip students with knowledge that is relevant and applicable in society d. Teach and supervise students so that their potential develops and they graduate on time e. Produce scientific publications in their areas of expertise in national and international outlets f. Win research and community service grants at national and international levels g. Build national and international networks h. Complete S3 studies on time i. Handle functional position promotions more capably and tactically j. Brand the faculty continuously k. Conduct multidisciplinary research and community service l. Develop programs – programs that benefit society m. Obtain national and international recognition

PTNBH KPI targets and UNDIP Strategic Plan KPIs 11. Law No. 23 of 2022 on Psychology Education and Services opens the way for establishing a professional psychologist program in the near future 12. Permendikbud No. 53 of 2023, Article 38 paragraph 1 point b and paragraph 2: Guidance and counseling services may be provided by a special unit or integrated into university management, raising hopes for a University Student Counseling Agency (BKMU) that could become one of the practice sites for professional psychologist program students (education *setting*) 13. Improved quality of AP2TPI – HIMPSI relations in designing psychology higher education and managing professional psychologist, specialist, and sub-specialist programs 14. The Faculty of Psychology UNDIP has had a representative on the AP2TPI Executive Board from 2021 to the present. 15. Mental health issues and society's need for psychological scientists and psychologists 16. Many international meetings on rankings and higher education management		n. Become an academic leader 3. Improve administrative staff potential management and capacity development strategies so that administrative staff can: a. Carry out daily tasks optimally and efficiently b. Improve performance quality in carrying out tasks related to internationalization c. Continuously build a professional work culture 4. Improve potential management and capacity development strategies for prospective graduates and fresh graduates so that they can: a. Obtain employment/start a business/be accepted for further study within 6 months of graduation b. Become speakers, donors, stakeholders, and collaborators in activities and in realizing the outputs of the Faculty of Psychology UNDIP 5. Increase the intensity of communication with international networks in order to: Attract foreign students to register for the S2 (science) by research program b. Establish a double degree program for the S2 study program c. Have foreign students participate in student exchanges, international seminars, and international events held by the faculty d. Increase the number of collaborators to: (1) serve as visiting professors, (2) participate in post-doctoral programs, (3) cooperate in joint research, (4)

enabling UNDIP to send university and unit leaders to support leadership as *academic leaders* and *structural leaders* in the current context and to accelerate information and internationalization programs 17. Growing scholarship opportunities for lecturers to pursue further studies at home and abroad 18. More partner universities that can serve as destinations for lecturers' S3 studies 19. Many research and community service grant schemes within UNDIP and at national and international levels that lecturers can access 20. Considerable potential for alumni to play a role in various academic and non-academic activities 21. Foreign universities have shown interest in collaborating with UNDIP to increase their value 22. Learning in lectures is not only face to face but can also be conducted online in certain proportions 23. Collaboration with stakeholders is getting stronger		produce joint publications

THREATS	STRENGTH – THREAT STRATEGIES	WEAKNESS – THREAT STRATEGIES
1. Other universities have developed their main distinctive features through psychology research groups and became known to the public earlier 2. LPDP provides scholarships for S2 studies abroad, attracting many outstanding S1 graduates 3. Generation Z is becoming lecturers and students with specific characteristics 4. Global geopolitical change, political and policy dynamics at the national level, and information technology disruption are changing the employment landscape for university graduates 5. Gap between the *minimum requirements* in recruiting lecturers and administrative staff and the performance targets of the faculty and university, particularly in internationalization 6. Mental health issues among Gen Z, including students 7. Changing national policies on requirements for lecturers' academic promotion 8. There are 19 universities in Indonesia that had opened professional psychologist study programs by 2024, including 2 universities in	1. Optimize lecturers' networks to increase Tri Dharma and RGA partnerships 2. Increase lecturer participation in faculty branding through the "Everyone is a marketer" movement 3. Provide university administrators with information on the latest developments in the science and practice of psychology, as well as faculty – university collaboration and integration in supporting psychology education 4. Develop various learning approaches suited to students' needs and characteristics	1. Regularly evaluate the RPS (Semester Learning Plans) and curriculum for adjustment and reorientation to meet the challenges of changing times. 2. Increase the involvement of alumni, stakeholders, and practitioners in preparing the RPS and curriculum 3. Gradually develop integrated technology-based information systems to support work efficiency and optimal achievement of outputs 4. Increase partnerships with government agencies and industry for S1 student internship placements and to prepare internships in health, education, work, and community settings for the professional psychologist program

Central Java, namely Universitas Muhammadiyah Surakarta and Unika Soegijapranata 9. There is 1 PTNBH in Central Java, Universitas Sebelas Maret (UNS), which has a Faculty of Psychology and a BKN-accredited assessment institute 10. Faculties of Psychology at several PTNBH such as UI, UGM, and UNAIR already have an International Undergraduate Program (IUP) 11. Several PTNBH with a Faculty of Psychology already have: a. A *psychology-based revenue generating unit* at the faculty (psychology) and university levels, with profits directly felt by the faculty's academic community b. Free mental health services for students at the university level with non-lecturer psychologists, which also serve as a laboratory for the professional psychologist program c. Budget allocations to send unit and faculty leaders, including psychology, to *academic-based* and *management-based conferences* continuously each year to support their role as *academic and structural leaders* d. Develop assessment innovations		

distinctive psychology for the benefit of the university e. Have a *career center* at the Faculty of Psychology connected with the university f. Have research ethics committees at the university and the Faculty of Psychology g. Became a ZI/WBK (Integrity Zone/Corruption-Free Area) in 2021 h. Increased number of professors in psychology 12. Very large number of competing psychology providers (around 130 public/private universities offer higher education in psychology) 13. Foreign universities and foreign lecturers are beginning to enter Indonesia		

2.4 *Critical Success Factors*

In navigating the changing dynamics of higher education and realizing the vision of the Faculty of Psychology UNDIP as an excellent, inclusive, and globally impactful institution, a focus is needed on a number of strategic aspects that are key to the successful implementation of the Strategic Plan. *Critical success factors* are the key aspects that are *most critical in determining the success* of a strategy, project, or activity in an organization. These factors are an important foundation for directing policy, strengthening synergy, and ensuring the continued sustainability of the faculty's achievements.

The *critical success factors* of the Faculty of Psychology UNDIP include:

1. Synergy between the faculty and the university in formulating and carrying out a shared agenda to achieve institutional goals in alignment.

2. The ability to maintain international and Excellent accreditation and to strengthen academic and research reputation at national and international levels, as a benchmark of quality and global competitiveness.
3. Implementation of a quality assurance system that is adaptive, measurable, and responsive to change, both in national policy and in global challenges.
4. Developing the capacity and adaptability of lecturers and administrative staff to prioritize the Faculty of Psychology, achieve performance indicators efficiently, build careers, build the institution, and deliver optimal sustainable impact to society.
5. Building a collaborative work climate and harmonious interpersonal relations among the entire academic community of the Faculty of Psychology, as the foundation of a healthy, inclusive, and productive organizational culture supporting the achievement of institutional goals.
6. Consistently meeting the welfare needs of all lecturers, administrative staff, and students, in order to create a productive, healthy, and sustainable working and learning environment.
7. Developing students' academic competencies so that they can follow and adapt to outcome-based learning.
8. Professionalism and efficiency of administrative staff in supporting excellent governance, administrative services, and academic operations.
9. Quality and relevance of the curriculum, aligned with the needs of society, the world of work, and national policy directions.
10. Strategic and sustainable collaboration with national and international partners to expand networks, support Tri Dharma programs, and strengthen graduates' competitiveness.
11. Implementation of integrated, accountable, and transparent digital-based governance to strengthen academic services and institutional management efficiently.

CHAPTER III VALUES, VISION, MISSION, GOALS, AND STRATEGIC TARGETS

3.1 Educational Values
3.2 Faculty Vision
3.3 Faculty Mission
3.4 Faculty Strategic Goals
3.5 Faculty Strategic Targets

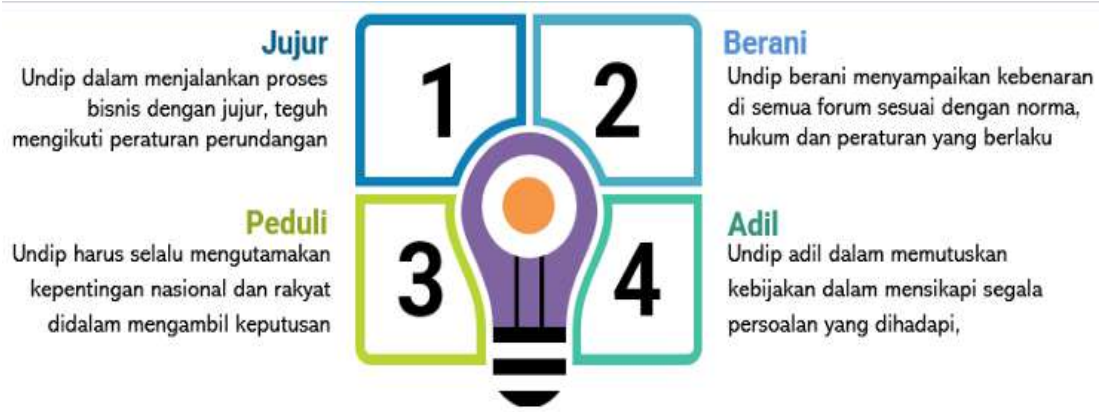
CHAPTER III

VALUES, VISION, MISSION, GOALS, AND STRATEGIC TARGETS

3.1 Educational Values

The values of Universitas Diponegoro, as presented in Figure 10, provide the foundation for pursuing and achieving the vision, mission, goals, and targets of Universitas Diponegoro, including at the Faculty of Psychology UNDIP.

Figure 11. UNDIP Values



The strategic plan of the Faculty of Psychology UNDIP cannot be separated from the core values firmly upheld by Universitas Diponegoro. These values are not only the university's moral identity but also a solid foundation for realizing the faculty's vision, mission, goals, and strategic targets. These values are deeply rooted in the fighting spirit of Prince Diponegoro and are now brought to life in modern academic practice and governance:

1. **Honest**

   Honesty is an attitude reflecting consistency between heart, words, and deeds, or steadfastness in one's convictions. This attitude is in line with the values of Prince Diponegoro, who prioritized honesty, integrity, and steadfastness, as reflected in his struggle against falsehood and wrongdoing. This integrity is realized in the implementation of the Tri Dharma of Higher Education, accompanied by clean and responsible governance with an emphasis on integrity.

   The Faculty of Psychology supports teaching and learning

and all supporting administrative activities carried out honestly and steadfastly in compliance with laws and regulations, prioritizing transparency and high accountability.

2. Courageous

Courage is a steady attitude accompanied by great self-confidence and fearlessness in facing problems and difficulties. This is in line with the values of Prince Diponegoro, who prioritized courage, firmness of conviction, perseverance, and willingness to sacrifice.

The Faculty of Psychology encourages actions that uphold the principle of truth, observing applicable laws and regulations and prevailing norms. Courage born of conviction in the truth should be shown through creative efforts that encourage the open expression of opinions.

3. Caring

Caring is an attitude of always heeding, paying attention to, and being mindful of one's surroundings. This is in line with the values of Prince Diponegoro, who prioritized the interests of the people, as reflected in his wise, empathetic, trustworthy, and down-to-earth character, living among the people and fighting to free them from suffering.

The Faculty of Psychology pays attention to national and public interests. This is embodied in every decision, such as in the area of the Tri Dharma, which always takes the interests of the people into account.

4. Fair

Fairness is understood as an attitude that is impartial, holds to the truth, and is not arbitrary. This is in line with the noble values of Prince Diponegoro worth emulating, namely always prioritizing togetherness and justice for all.

The Faculty of Psychology strives to apply the principle of fairness (based on truth and applicable laws and regulations) underlying

decision-making, both in policy and in responding to the problems it faces.

3.2 Vision of the Faculty of Psychology UNDIP

The vision of the Faculty of Psychology cannot be separated from the vision of UNDIP. As a PTN-BH, Universitas Diponegoro has a vision set out in the Statute of Universitas Diponegoro, which states that the **Vision of Universitas Diponegoro** is **"To Be an Excellent Research University"** (Government Regulation No. 52 of 2015, Article 2 paragraph 1)**.**

This vision is strongly aligned with the National Vision in the National Medium-Term Development Plan (RPJMN) and the Golden Indonesia 2045 Vision, in support of the synergy of national higher education development.

Excellent means that Universitas Diponegoro becomes a barometer and example for other universities in education, research, and community service, and a reference for universities worldwide. Furthermore, UNDIP Board of Trustees Regulation Number 07 of 2016 on the General Policy of Universitas Diponegoro sets out the stages of achieving the vision toward a *World Class University* that serves as a global reference by 2039.

The achievement of the Undip Vision for 2025 – 2029 is directed at the *World Class University (WCU)* Maturation stage, adapted to Undip's orientation and characteristics and to scientific competencies relevant to education and community service, namely the sustainable development of tropical, coastal, and shoreline environments, and making UNDIP Noble and Valuable. The research university criteria used by UNDIP are:

a. Paying serious attention to research and international publications

b. Being active in solving the nation's problems

c. Having doctoral programs as centers of learning

d. Having many technologies/products/services applied in industry

e. Having many professors active in research and publication

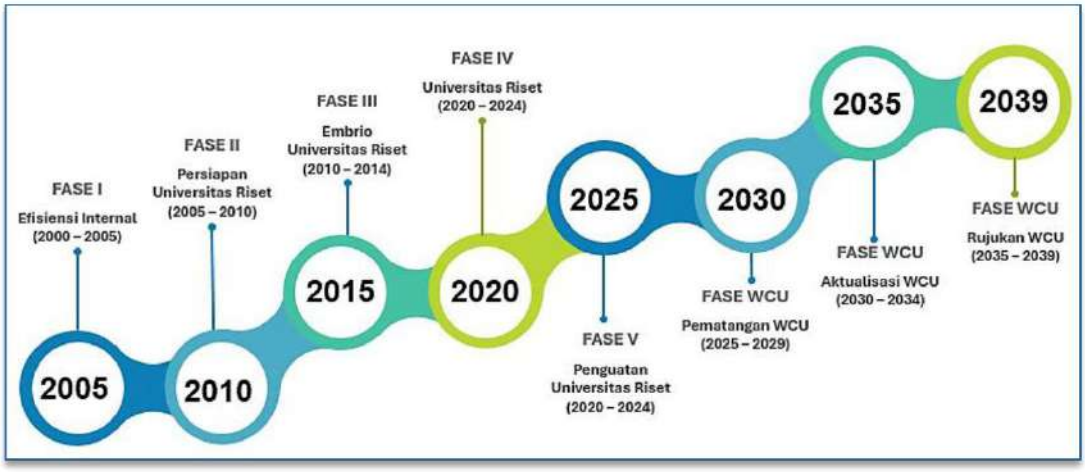
f. Having many students involved in research

Having many administrative staff supporting research activities

h. Allocating a large budget for research

The next stages of achieving the Undip Vision, namely World Class University Maturation (2025-2029), World Class University Actualization (2030-2034), and World Class University Reference (2034 – 2039), are shown in Figure 12.

Figure 12. Stages of Achieving the UNDIP Vision



In this WCU Maturation phase and the 2024-2025 strategic plan program, UNDIP will carry out various programs aimed at improving its performance as a world-class research university that has entered the world's top 500 in the QS WUR, rising to the world's top 200, while adopting the tagline "UNDIP Bermartabat dan UNDIP Bermanfaat" (Noble UNDIP and Valuable UNDIP). The tagline means UNDIP not only pursues WCU achievement programs (Noble UNDIP) but also carries out programs that contribute to solving problems through direct interventions in society, particularly in Central Java (Valuable UNDIP).

A strategic plan (Renstra) is a reference or guide describing the ideal condition of an organization to be achieved together within a certain time frame and with certain strategies, along with indicators of successful implementation. This Strategic Plan of the Faculty of Psychology UNDIP 2025-2029 was prepared as an effort

to ensure that the transformation of the Faculty of Psychology synergistically strengthens UNDIP's vision as a Research University.

The vision was carefully formulated through several stages that gathered diverse aspirations from the academic community, alumni, and stakeholders, while maintaining its relevance to the changes, needs, and challenges in the focus areas of the Faculty of Psychology as part of UNDIP as a PTN-BH. The Vision of the Faculty of Psychology UNDIP 2025 – 2029 is:

"To be an excellent, research-based provider of higher education in psychology that creates impact for families, communities, and the global society."

This vision underscores the importance of being prepared for increasingly rapid, complex, and unpredictable change at national and global scales. Building flexibility and connectivity is key to creating an adaptive and collaborative academic ecosystem in line with the ongoing social transformation in society.

3.3 Mission of the Faculty of Psychology UNDIP

The Mission of the Faculty of Psychology UNDIP has been formulated not only as an embodiment of the faculty's established vision, but also as an implementation of UNDIP's mission, as shown in Figure 13.

Figure 13. UNDIP Mission



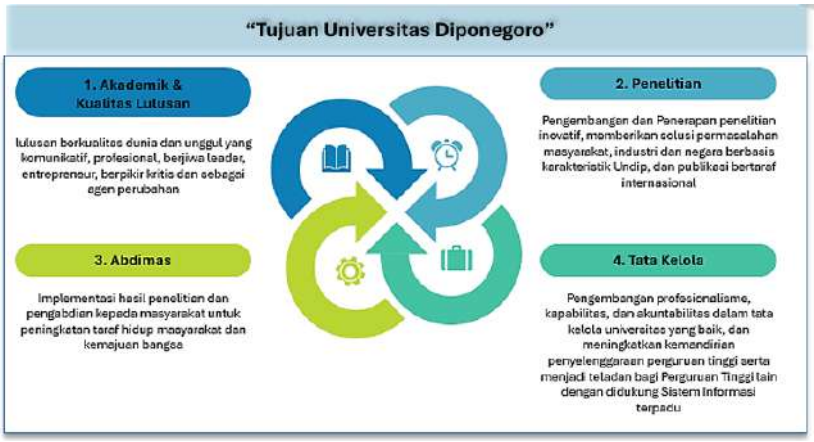
To realize the established vision, the Faculty of Psychology

has formulated a number of strategic missions as the direction for implementing the tri dharma of higher education:

1. To deliver transdisciplinary psychology education that is adaptive to global dynamics, in order to produce excellent graduates who are internationally competitive, professional, and of integrity, with leadership qualities and a commitment to lifelong learning.
2. To develop innovative and collaborative research in psychology oriented toward the advancement of science, technology, and the arts (IPTEKS), grounded in humanitarian values and with real impact on families, communities, and the global society.
3. To carry out community service based on research and real needs, in order to drive social transformation, psychological well-being, and the empowerment of families, communities, and the global society.
4. To strengthen strategic partnership networks with national and global partners in order to expand access, build the capacity of the academic community, and enrich the quality of education, research, and community service in support of a real contribution to civilization.
5. To build modern institutional governance with integrity that is transparent, accountable, fair, and responsible.

3.4 Strategic Goals of the Faculty of Psychology UNDIP

Figure 14. UNDIP Goals



The Goals of the Faculty of Psychology UNDIP are based on UNDIP's goals, which are aligned with national education goals. This is very important in supporting UNDIP's strategic role in national development. UNDIP's goals are:

1. To produce world-class, excellent graduates who are communicative, professional, with a *leader* and *entrepreneur* spirit, critical thinkers, and agents of change;
2. To develop and apply innovative research, provide solutions to the problems of society, industry, and the state based on UNDIP's characteristics, and produce international-standard publications;
3. To implement research and community service results to improve people's living standards and national progress, and to foster the spirit and practice of *entrepreneurship* based on science, technology, and the arts, supported by an integrated Information System;
4. To develop professionalism, capability, and accountability in good university governance, increase autonomy in managing the university, and become a role model for other universities.

The Educational Goal of UNDIP is to produce graduates with the COMPLETE profile, detailed as follows:

1. *Communicator* (able to communicate orally and in writing);
2. *Professional* (works according to principles, merit-based development, upholds the code of ethics);
3. *Leader* (adaptive, responsive to the environment, proactive, motivator, able to cooperate);
4. *Entrepreneur* (strong work ethic, entrepreneurial skills, innovative, independent);
5. *Thinker* (critical thinking, lifelong learning, researcher);
6. *Educator (able to be an agent of change).*

The Goals of the Faculty of Psychology support UNDIP's role in national development. Specifically, the goals formulated prioritize

improving the quality of education, research, and community service, oriented toward graduate excellence. The Goals of the Faculty of Psychology UNDIP include:

1. **To produce competent and globally competitive psychology graduates** through transdisciplinary education responsive to developments in science, technology, and the arts (IPTEKS) and global dynamics, while instilling the values of professionalism, integrity, leadership, and a spirit of lifelong learning.
2. **To improve the quality and quantity of innovative and collaborative psychology research** focusing on the development of knowledge based on humanitarian values and real benefits for families, society, and business/industry.
3. **To implement evidence-based community service grounded in field needs**, using transformative psychological approaches to promote mental well-being, community empowerment, and sustainable social change.
4. **To expand and strengthen national and international strategic partnership networks** to support knowledge exchange, capacity development of lecturers and students, and far-reaching collaboration in education, research, and community service.
5. **To realize professional, transparent, and accountable faculty governance**, with a management system based on principles of fairness and efficiency, and a commitment to continuous improvement and excellent public service. The Faculty of Psychology has set out the graduate profiles to be achieved through its learning. These graduate profiles are as follows:

1. **Human resources and education professionals**

   Roles involving the management of human resources in organizations and educational institutions.
2. **Psychologist assistants**

   Roles involving assisting psychologists in providing psychological services to service users, including

administration, assessment, intervention, and evaluation in accordance with the Indonesian Psychology Code of Ethics.

3. **Independent entrepreneurs and creative economy actors**

   Roles involving creativity, innovation, risk-taking, decision-making, managerial skills, understanding of consumer behavior, and marketing strategies to generate profit and create jobs, by connecting human resources, ideas, capital, and technology, with a focus on tangible/intangible capital and the production of conventional and unconventional goods and services.

4. **Entry-Level Researchers**

   Roles in conducting basic psychological research that can be presented in writing or orally.

5. **Family and Community Empowerment Facilitators**

   Roles involving community empowerment activities and providing Psychological First Aid (PFA), as well as the ability to provide family support regarding everyday psychological problems.

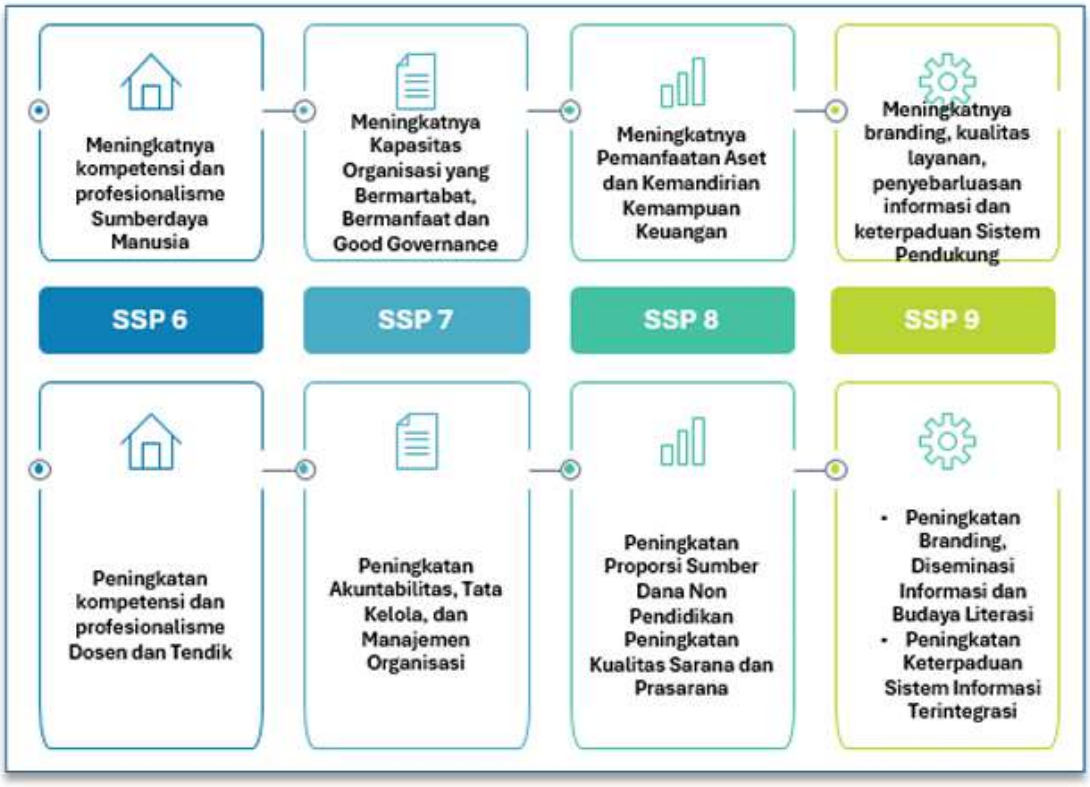
6. **Marketing and Public Relations professionals**

   Roles involving the ability to build networks, manage communication with stakeholders, and identify market needs, in order to build an organization's image and market products and services.

3.5 Strategic Targets of the Faculty of Psychology UNDIP

Figure 15. UNDIP Strategic Targets





The strategic targets of the Faculty of Psychology refer to UNDIP's strategic targets, which are aligned with national education targets, as shown in Figure 15. UNDIP's strategic targets are formulated as follows:

1. Improved student competencies and graduate quality.
2. Improved quality and reputation of excellent higher education.
3. Improved quality of research and publication of research results based on UNDIP's characteristics.
4. Increased innovation and downstreaming of research results.
5. Increased contribution to solving community problems.
6. Improved competence and professionalism of human resources.
7. Improved organizational capacity that is noble, valuable, and characterized by good governance.
8. Improved asset utilization and financial self-sufficiency.
9. Improved branding, service quality, dissemination of information, and integration of support systems.

The relationship between the mission, goals, and strategic targets of the Faculty of Psychology is presented in Table 10.

Table 10. Mission, Goals, and Strategic Targets of the Faculty of Psychology UNDIP

Mission of the Faculty of Psychology UNDIP	Goals of the Faculty of Psychology UNDIP	Strategic Targets of the Faculty of Psychology UNDIP
1. To deliver psychology education that is transdisciplinary and adaptive to global dynamics, in order to produce excellent graduates — internationally competitive, professional, of integrity, with leadership qualities and a commitment to lifelong learning.	**To produce competent and globally competitive psychology graduates** through transdisciplinary education responsive to developments in science, technology, and the arts (IPTEKS) and global dynamics, while instilling the values of professionalism, integrity, leadership, and a spirit of lifelong learning.	Improved student competencies, competitiveness, and achievements.
		Improved quality of graduates who are up to date with global dynamics
2. To develop innovative and collaborative research in psychology oriented toward the advancement of science, technology, and the arts (IPTEKS), grounded in humanitarian values and with real impact on families, society, and the industrial sector.	**To improve the quality and quantity of innovative and collaborative psychology research** focusing on the development of knowledge based on humanitarian values and real benefits for families, society, and business/industry.	**Improved quality and quantity of innovative and collaborative psychology research**
		Improved quality and quantity of psychology research outputs
		Increased real benefits of research results for families, society, and business/industry.
3. To carry out community service based on research and real needs, in order to drive social transformation, psychological well-being, and community empowerment.	**To implement evidence-based community service grounded in field needs,** using transformative psychological approaches to promote mental well-being, community empowerment, and sustainable social change.	Increased implementation of evidence-based community service grounded in field needs.
		Increased use of transformative psychological approaches to promote mental well-being, community empowerment, and sustainable social change.

4. To strengthen strategic partnership networks with national and global partners in order to expand access, build the capacity of the academic community, and enrich the quality of education, research, and community service in support of a real contribution to civilization.	**To expand and strengthen national and international strategic partnership networks** to support knowledge exchange, capacity development of lecturers and students, and far-reaching collaboration in education, research, and community service.	**Expanded scope and strengthened national and international strategic partnership networks to support knowledge exchange and capacity development of lecturers and students.** Increased far-reaching collaboration in education, research, and community service.
5. To build institutional governance that is modern and of integrity — based on the principles of transparency, accountability, fairness, and responsibility.	**To realize professional, transparent, and accountable faculty governance,** with a management system based on principles of fairness and efficiency, and a commitment to continuous improvement and excellent public service.	**Improved quality of professional, transparent, and accountable faculty governance, with a management system based on principles of fairness and efficiency** Increased commitment to continuous improvement and excellent public service.

CHAPTER IV POLICY DIRECTIONS, STRATEGIES, PERFORMANCE INDICATORS, PERFORMANCE TARGETS AND PROGRAMS

- Policy Directions
- Strategies
  - Strategy for Academic and Student Affairs
  - Strategy for Resources
- Performance Indicators, Work Targets and Programs

CHAPTER IV
POLICY DIRECTIONS, STRATEGIES, PERFORMANCE INDICATORS, PERFORMANCE TARGETS AND PROGRAMS

This chapter describes the policy directions, development strategies of the Faculty of Psychology UNDIP, work programs, and achievement indicators for the 2025-2029 period, prepared based on the 2024 Self-Evaluation of the Faculty of Psychology UNDIP and the analysis of internal and external environmental conditions. The policy directions are derived from an inventory of the problems that have generally been identified. These policy directions determine the strategies formulated to achieve the desired targets.

4.1 Policy Directions

Based on the analysis carried out, the policy directions of the Faculty of Psychology are as follows:

1. Continuous improvement and assurance of academic quality that is transformative, effective, adaptive, and innovative.
2. *Affirmative action* in the management of lecturers and administrative staff through strengthening character, competence, and governance.
3. Improving the quality of student resources with excellent and adaptive character.
4. Increasing graduate employability and career development in entrepreneurship, employment, and industry.
5. *Strengthening ABCG (Academician, Business, Community, and Government) collaboration.*
6. Developing the internationalization of the Faculty through Tri Dharma performance.
7. Transparent and accountable management of assets and finances.

4.2 Strategies

The main policies described above are further elaborated into strategies formulated in light of the SWOT (*Strength, Weakness, Opportunity, and Threat*) analysis that has been carried out. Strategy formulation takes into account the strategic goals and targets to be achieved as well as existing strategic issues. Based on the SWOT analysis, the strategies of the Faculty of Psychology for achieving its strategic goals are presented

for each field, namely Academic and Student Affairs and Resources.

4.2.1 Strategy for Academic and Student Affairs

1. Improve the quality and innovation of the learning process.
2. Carry out academic quality assurance that adapts to changing times.
3. Develop excellent, resilient student competencies that adapt to changing times.
4. Shorten study duration to open career opportunities for alumni.
5. Increase synergistic collaboration with alumni and stakeholders.
6. Enhance the reputation, partnerships, and branding of the Faculty of Psychology at national and global scales.
7. Increase lecturers' research and publication capacity.
8. Improve the quality and quantity of lecturer research.
9. Increase reputable publication outlets.
10. Encourage lecturers' Tri Dharma contributions at other universities at home and abroad as an effort to improve lecturer competence and develop networks.
11. Increase partnerships, relevance, and commercialization of research results.
12. Increase the contribution of the Faculty of Psychology to various community service programs at various scales in support of Valuable Undip.
13. Increase student diversity through various admission tracks

4.2.2 Strategy for Resources

1. HR development (*staff with Ph.D*), *Early Career Jam Session*, improving the Quality and Competence of Lecturers and Administrative Staff
2. Asset Development (facilities and infrastructure, including greenmetric)
3. Information System Development
4. Improving Organizational Governance
5. Increasing Financial Accountability
6. Improve the Quality and Competence of Lecturers and Administrative Staff at All Levels.
7. Improve the Quality of Facilities and Infrastructure.

8. Improve Accountability, Governance, Management, and Organizational Streamlining.
9. Increase Financial Accountability.

4.3 Performance Indicators, Work Targets and Programs

Based on the Strategic Plan of Universitas Diponegoro for 2025-2029, the Faculty of Psychology has been assigned to achieve the Strategic Plan Key Performance Indicators and the Activity Key Performance Indicators. These assignments then form the basis for projecting assignment targets for 2025-2029, as set out in Table 11.

Table 11. Strategic Plan Key Performance Indicators and World Class University Outputs, Faculty of Psychology 2025 – 2029

Target Area	Key Performance Indicators	Unit	Target				
			2025	2026	2027	2028	2029
Improved Competencies of Students & Quality of Graduates	Graduates employed; pursuing further studies; or becoming entrepreneurs	%	80	80	80	80	80
	Employment Outcomes (EO)	score	17	18	18	20	*20*
	Alumni success stories on website	Number	12	15	15	20	20
	Employer Reputation (ER):	score	49	49	50	49	50
	Alumni as peers	Number	14	14	15	15	15
	Alumni network activities	Number	2	2	3	3	3
	Students studying outside their study program or gaining achievements	%	40	45	45	50	50
	Students serving as international delegates	Number	11	15	15	20	20
	International MBKM students	Number	3	5	5	7	7
	International Student Ratio (ISR):	%	3.3	3.5	3.7	3.9	3.9
	Summer course activities	Number	2	2	2	2	2
	Internatio degree students nal degree	Number	4	4	4	5	5
	International non-degree students	Number	50	50	60	60	60
Improved Quality and Reputation	Learning based on case method or team-based project	%	78	80	80	90	90

Target Area	Key Performance Indicators	Unit	Target				
			2025	2026	2027	2028	2029
Higher Education of Excellence	International accreditation or certification of Study Programs	%	45	45	45	45	45
	Academic Reputation (AR):	Score	30	30	30	32	32
	National academic peers	Number	6	6	6	8	8
	Academic peers degree students	Number	10	10	10	12	12
	Lecturer serving as speakers in national/ international mass media in line with their expertise	Number	4	4	4	5	5
	International Events	Number	1	1	1	1	1
Improved Quality of Research and Publication of Research based on UNDIP characteristics	Paper per Faculty	publications international/lecturer	2	2	2	2	2
	International conference	Number	1	1	1	1	1
	Papers in international publications	Number	70	70	70	70	70
	Indexed books/chapters degree students	Number	3	3	3	3	3
	Development of environment of tropical, coastal, and sustainable shoreline areas	%	20	20	20	20	20
	Citation per Faculty (CF)	%	1.7	1.7	1.7	1.7	1.7
	Review papers published	Number	12	12	12	12	12
	Papers in Q1/Q2 journals	Number	19	19	20	20	25

Target Area	Key Performance Indicators	Unit	Target 2025	2026	2027	2028	2029
	International Research Network (IRN)	Score	40	40	40	40	40
	Joint publications in international journals	Number	13	13	13	13	13
	International partner affiliations in journal articles	Number	3	3	3	3	3
	Research clusters	Number	2	2	2	2	2
	Study program partnerships	Partnerships/program	1.4	1.4	1.4	1.4	1.4
		Rp (Billion)	1,565,700,000	1,597,014,000	1,628,954,280	1,661,533,366	1,694,764,033
Increased innovation and downstreaming of research results	Lecturer outputs applied by society/ industry/ government	%	2.85	2.85	2.85	2.85	2.85
	Downstreaming of innovation products	products	1	1	1	1	1
Improved contribution to solving problems of society	Contribution to alleviating poverty, food security and disaster management	%	1.5	1.5	1.5	1.5	1.5
Improved competence and professionalism of Human Resources	Lecturers conducting tri dharma activities at other universities, serving as practitioners or supervisors outside their study program	%	72.8	74	76	78	80
	Faculty Student Ratio (FSR)	score	25	25	25	25	25

Target Area	Key Performance Indicators	Unit	Target				
			2025	2026	2027	2028	2029
	Lecturers with S3 education	Number	16	18	21	23	25
	International Faculty Ratio (IFR)	score	34	35	36	37	38
	Visiting professors	Number	11	13	15	17	20
	Adjunct professors	Number	1	2	2	2	2
	Postdocs degree students	Number	1	1	2	2	2
	Lecturers with competency/ professional certification and practitioner lecturers	%	25	55	60	70	75
	Certified Administrative Staff Competencies	%	40	40	40	40	40
Improved Organizational Capacity that is Noble, Valuable and Good Governance	Work Unit SAKIP Rating	Rating	A	A	A	A	A
	Budget Performance Score	score	93	100	100	100	100
	Compliance, Internal Control and Resolution of Findings	%	75	100	100	100	100
	Technical management and services	%	82	100	100	100	100
Improved Utilization of Assets and Self-Sufficiency	Non-academic revenue relative to total revenue	%	22	22	22	22	22
	Endowment Fund and Investment Returns	Rp (Billion)	1,961,220,000	2,000,444,400	2,040,453,288	2,081,262,354	2,122,887,601
	Asset Value	Rp (Billion)	0,013	0,013	0,013	0,013	0,013
			3,406,830,000	3,312,906,600	3,223,587,132	3,138,704,343	3,058,098,092

Target Area	Key Performance Indicators	Unit	Target 2025	2026	2027	2028	2029
Financial Capacity Management	*Sustainability*						
	Student activity groups related to the SDGs	Number	1	1	1	1	1
	Industry (DUDI) partnerships producing policies or papers	Number	1	1	2	2	2
	Community service degree students	Number	1	1	2	2	2
Improved branding, quality of service, dissemination of information and integration of Support Systems	Branding and dissemination in the media	%	75	75	75	75	75
	Repository and literacy	%	80	80	80	80	80
	Information systems and governance support	%	90	90	90	90	90

CHAPTER V REGULATORY FRAMEWORK, INSTITUTIONAL FRAMEWORK, RISK ANALYSIS AND PROGRAMS BY FIELD

- Regulatory Framework
- Institutional Framework
- Risk Analysis
  - Risk Analysis for Academic and Student Affairs
  - Risk Analysis for Resources
- Programs and Activity Plans by Field
  - Programs and Activity Plans for Academic and Student Affairs
  - Programs and Activity Plans for Resources

CHAPTER V

REGULATORY FRAMEWORK, INSTITUTIONAL FRAMEWORK, RISK ANALYSIS AND PROGRAMS BY FIELD

5.1 Regulatory Framework

The regulatory framework used for the development of the Faculty of Psychology, Universitas Diponegoro, as part of UNDIP, a Legal-Entity State University, takes into account the strengthening of the Faculty of Psychology UNDIP as an excellent family-based research center, as well as the goal of ranking UNDIP among the world's top 500 universities.

1. Government Regulations
   a. Government Regulation Number 81 of 2014 on the Designation of Universitas Diponegoro as a Legal-Entity State University

   b. Government Regulation (PP) No. 52 of 2015 on the Statute of Universitas Diponegoro.
2. Board of Trustees Regulations

   Board of Trustees Regulation Number 7 of 2016 on the General Policy of Universitas Diponegoro 2015-2039
3. Academic Senate Regulations

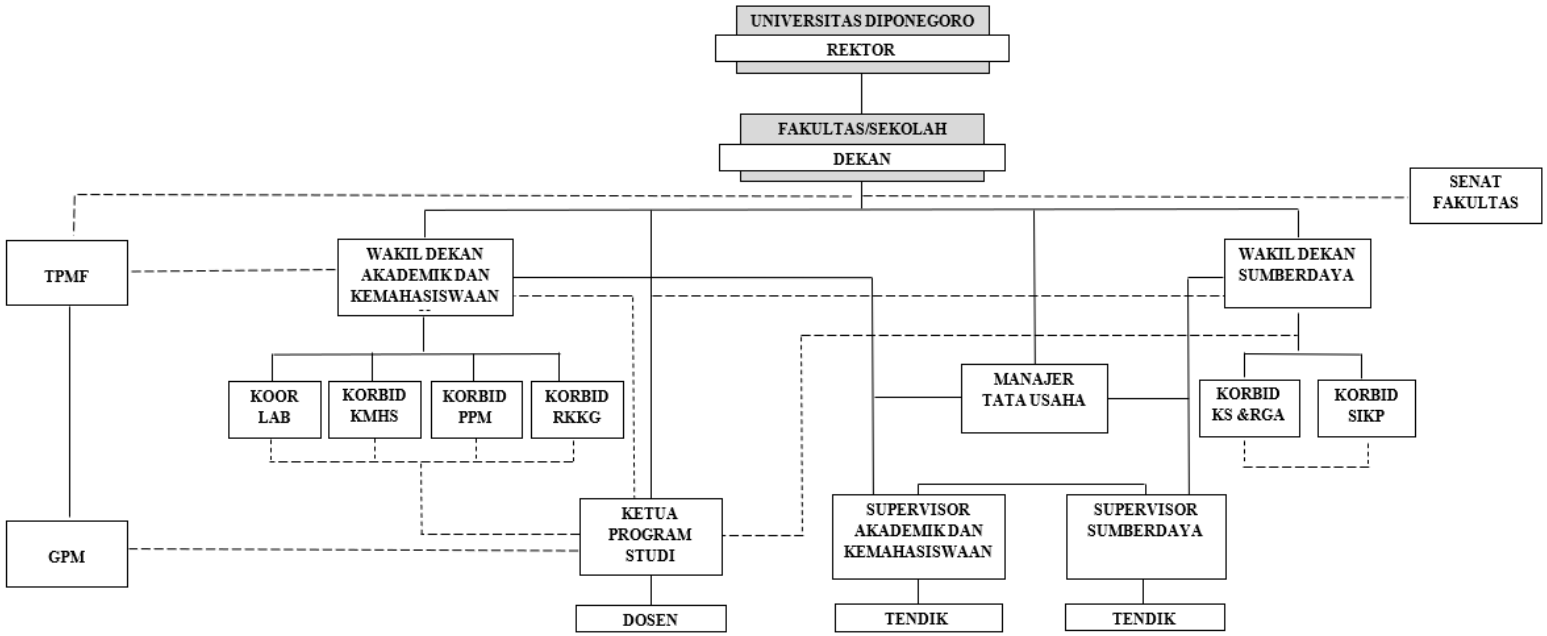
   Universitas Diponegoro Academic Senate Regulation Number 1 of 2020 on the Amendment to Academic Senate Regulation Number 5 of 2017 on the Proportion of Lecturer Representatives in the Academic Senate of Universitas Diponegoro

4. Rector Regulations
    a. Regulation of the Rector of Universitas Diponegoro Number 4 of 2020 on Academic Regulations for Undergraduate Education at Universitas Diponegoro
    b. Regulation of the Rector of Universitas Diponegoro Number 20 of 2024 on the Strategic Plan (Renstra) of Universitas Diponegoro 2025 – 2029
    c. Regulation of the Rector of Universitas Diponegoro Number 8 of 2019 on Procedures for Filling Leadership Positions at the Faculty/School Level within Universitas Diponegoro, as amended by Rector Regulation Number 37 of 2019 dated 31 December 2019 on the amendment to Rector Regulation Number 8 of 2019.

    d. Regulation of the Rector of Universitas Diponegoro Number 13 of 2024 on the Organization and Work Procedures of Units under the Rector of Universitas Diponegoro
    e. Decree of the Rector of UNDIP No. 28/SK/J07/2007 dated 24 April 2007 stating that the Psychology Study Program officially became a Faculty

5.2 Institutional Framework

Figure 16. Organizational Structure of the Faculty of Psychology UNDIP



5.3 Risk Analysis

5.3.1 Risk Analysis for Academic and Student Affairs

Table 12. Risk Analysis of Target Achievement in Academic and Student Affairs

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
Academic and Student Affairs				
1.	Graduates employed; pursuing further studies; or becoming entrepreneurs	a. Not all graduates yet have competencies matching labor market needs b. Curriculum design not yet fully a curriculum matched to labor market needs c. Link and match activities by the faculty not yet optimal d. Not all curricula are relevant to the needs of business and industry e. Low rate of graduate entrepreneurship	a. Employers impose minimum requirements whose standards keep rising b. No guarantee of obtaining better employment	a. Hold a workshop to optimize the tracer study b. Give souvenirs to alumni who complete it
2.	Employment Outcomes (EO)	a. The number of high-*impact* alumni has not yet reached the target b. Staff assigned to manage alumni relations are not yet working optimally. c. The alumni database is not updated regularly.	a. No guarantee that alumni are willing to stay connected with the faculty.	a. Identify and record alumni and develop success stories on the Faculty website

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
3.	Employer Reputation (ER)	a. Link and match activities by the faculty and match with alumni carried out by the faculty	a. Lack of response from employer peers, so the employer target indicator is not fully achieved	a. Communication with national and international alumni and users is always maintained b. Increase joint events with alumni
4.	Students studying outside their study program or gaining achievements	a. Low student achievement motivation b. Limited number of SBUB students c. Lack of information on national and international competitions d. Limited financial support from the faculty e. Student achievements are not yet optimal	a. Changing internship scheme policies b. Lack of information on national and international competitions	a. Implement the MBKM program policy in a Structured manner b. Optimize partnerships with agencies and other universities to implement the program c. Design a conversion system for high-achieving students
5.	International Student Ratio (ISR)	a. Limited foreign language skills of teaching staff b. Demand to design summer course activities lasting one month. c. Matching with other internationalization activities that require better management (various resources). d. The number of foreign students has not yet reached the target	a. Non-degree programs that match the curricula of universities interested in registering. b. The number of partnerships with other universities, especially in Southeast Asia, needs to be increased.	a. Increase promotion abroad of the Study Programs and the Faculty's flagship research b. Increase the number of summer course activities

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
6.	*Learning based on the case method or team-based projects*	a. Learning is still largely teacher-centered. b. Learning through presentations that are not well managed. c. Implementation of learning plans not yet as intended d. Planning, organizing, directing, and monitoring of teaching and learning by the faculty not yet effective	a. Demand for graduates to have specific competencies	a. Increase lectures using the case method/project based learning model b. Regular evaluation of RPS
7.	International accreditation or certification of Study Programs	a. High accreditation costs degree students b. Qualified human resources to prepare for international accreditation	a. Change of international accreditation body	a. Seek a replacement international accreditation body in accordance with Kepmendikbudristek Number 236/O/2024
8.	Academic Reputation (AR)	a. Academic Reputation target indicator Low Academic Reputation due to low academic peer response b. Approaches to academic peers, both Approaches to academic peers, both national and international	a. Low response from academic-peer respondents	a. Always maintain communication with academic peers through faculty newsletters and other up-to-date information b. Use non-scientific media publication channels (popular media), both national and international, to enhance the Faculty's reputation c. Hold more international-scale activities

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
		Research and Innovation		
9.	Paper per Faculty	a. Low number of publications in reputable journals b. Not all lecturers are first authors in indexed international journals. c. Not all lecturers have a Scopus ID. d. Lecturers' academic writing and methodology skills need improvement.	a. The demand to publish in indexed journals (especially Scopus) is a critical factor in the QS WUR assessment and other rankings.	a. Initiate research collaboration with the top 100 QS By subject b. Improve laboratory facilities supporting research c. Funding assistance for publication fees d. Revive a culture of writing and collaboration among lecturers and between lecturers and students e. Foster a positive self-concept as researchers.
10.	Development of sustainable tropical, coastal, and shoreline environments	a. Low level of research and community service oriented toward developing sustainable tropical, coastal, and shoreline environments.	a. Coastal area development is a distinctive feature of Undip.	a. A policy is needed requiring lecturers to carry out research or community service in line with the Faculty's strengths
11.	Citation per Faculty (CF)	a. Citation target not achieved because the number of publications in high-reputation journals (Q1/Q2) is insufficient b. Lecturers' interest in publishing in reputable international journals is not yet optimal c. Limited financial support from the faculty	a. The QS WUR spirit or culture is not yet shared by all teaching staff at UNDIP. b. Mentors/assistance for manuscript drafts are limited.	a. Publish more in review-article-based journals and in journals with high impact factors (Q1/Q2) b. Use research consortium partnerships to increase citations c. Strengthen the role of the faculty's/school's flagship research d. Initiate research collaboration with the top 100 QS by subject

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
12.	International Research Network (IRN)	a. Branding of the Faculty of Psychology UNDIP at the international level is not yet optimal b. International networks have not been formed optimally c. The reach of lecturers' and students' scientific works and expertise is not yet widely known at the international level d. The number of international scientific events is still limited to summer courses; there are no international classes or international scientific activities yet.	a. Interest from potential universities invited to network needs to keep increasing	a. Provide funding for promotion abroad to increase research and education partnerships b. Improve the website to showcase lecturers' expertise
13.	Study program partnerships	a. Some education partnerships established at the university level have not been operationalized at the faculty level b. Cooperation Agreements held by the faculty are not yet optimal in their implementation c. Lecturer profiles and competencies are not yet optimal to attractively draw other universities into partnerships	a. Other programs at UNDIP are more progressive in seizing partnership opportunities b. Other psychology programs/faculties outside UNDIP, mainly those with sufficient quantity and quality of human resources, are actively promoting partnerships with other universities	a. Assistance in preparing and periodically monitoring and evaluating the faculty's PKS and IA
14.	Lecturer outputs applied by society/industry/government	a. Lecturer competencies are not yet optimal to align with industry needs	a. Allocation of research funding from DRPTM funds has decreased	a. Optimize output targets in research b. Mandatory innovation outputs per faculty c. Increase partnerships with industry (DUDI)

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
		b. Lecturers' expertise has not been optimally communicated to industry c. There is a missing link/ gap/ unreliability between researchers and technology users (business, industry, government)		
15.	Downstreaming of Innovation Products	a. Lecturers' interest in joining Downstreaming Funding Programs is still low	a. Dynamic market needs and trends	a. Socialization, assistance, and searching for Partners able to provide funding (in cash and in kind) for proposed downstreaming funding programs
16.	Contribution to alleviating poverty, food security, and disaster management	a. No implementation guideline policy yet b. Partnerships with stakeholders are not yet optimal		
17.	Lecturers conducting tri dharma activities at other universities, serving as practitioners or supervisors outside their study program	a. Lecturers already have full schedules with Tri Dharma duties; b. Few learning activities involve practitioners yet	a. Potential universities abroad as partners need to keep being explored.	a. Policy on fulfilling and converting (rewarding) lecturers' tri dharma activities into performance incentives b. Optimize partnerships or alumni networks with practitioners/professionals in tri dharma activities of higher education
18.	Faculty Student Ratio (FSR)	a. Funding needs from UKT (tuition) remain high b. The ratio of lecturers to students has not reached the target	a. Not all lecturers have S3 education	a. Identify the number of Undip partnerships with educational institutions and industry so that instructors and supervisors can be recognized as lecturers

No.	Key Performance Indicators	Risk Analysis		Risk Mitigation
		Internal	External	
		ideal based on QS criteria WUR/THE		b. Encourage lecturers to pursue S3 studies abroad
19.	International Faculty Ratio (IFR)	a. Number of lecturers as adjunct or visiting professors in does not reach the target b. No HR capacity building program specifically organized by the University to improve lecturer competence	a. Potential universities abroad as partners need to keep being explored.	a. Increase the number of international lecturers in the Faculty's education and research activities in adjunct, visiting professor, and postdoctoral activities

5.3.2 Risk Analysis for Resources

Table 13. Risk Analysis of Target Achievement in Resources

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
Resources					
1.	Information Systems Supporting Governance (KPI 32) (Undip Characteristic)	Number of information systems supporting governance	a. Information system security not yet optimal and no DSS yet b. Application databases at the Faculty are still fragmented c. The number of access points is not yet sufficient to cover all faculty areas	a. Network restructuring at the university level has caused some disruptions to the faculty's information system services	b. Improve information systems and technology policies to be more comprehensive and integrated in support of governance and services Optimize the institutional arrangements for systems and information

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
			d. The computer network's router gateway and firewall are not yet able to handle increasing traffic e. Use of integrated information systems in the faculty not yet optimal f. Lecturers' and staff's mastery of information technology not yet optimal, so reliance on particular personnel is more prominent than development of the information system g. Lack of independence among lecturers and staff, which is important in information system development	b. Other universities already have information systems supporting their university governance c. Other universities recruit administrative staff who are IT-literate from the outset	d. Increase training and workshops on the use of up-to-date information systems
2.	Branding and Dissemination in the Media (KPI 30) (Undip Characteristic)	Number of study program web pages in English and up to date	a. Limited English proficiency among the managers of the relevant web pages b. Capacity to produce news and other media products for faculty branding is still limited c. Limited knowledge of managing the relevant web pages d. Lack of dissemination of faculty information and publications in mainstream media	a. The web pages of psychology programs/faculties at other universities are more attractive, up to date, and informative b. Administrative staff of other programs/faculties at UNDIP are able to manage websites and social media independently c. Lack of dissemination of Faculty information and publications in Undip media	a. Increase traffic to the faculty's website and social media b. Increase the faculty's partnership network with mainstream media (television, newspapers, other mass media) at regional, national, and international levels c. Improve the faculty's public relations operating standards

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
1.	18. Faculty Student Ratio (FSR) (WCU)	Number of Professors	a. Academic promotion is not yet a priority for lecturers, due to limited knowledge or other distractions b. Not all lecturers are interested in or prioritize reaching the highest possible academic position c. Lecturers' capacity to meet the special promotion requirements is insufficient d. Few role models within the faculty have met the latest requirements e. Only one professor in the faculty who can review scientific works within the faculty, which could speed up the administrative process at the initial stage f. A climate enabling regular academic promotion has not yet been established g. Research groups are not yet functioning optimally to facilitate research and the writing of scientific works h. The aspiration to achieve the academic position of professor has not been instilled	a. Requirements for professorship applications are increasingly demanding b. The number of professors is a performance and ranking indicator for universities c. Potential improvements to the bureaucracy of professorship applications and the funding of professorial allowances d. Efforts to increase the number of professors in other programs/faculties at UNDIP are no longer personal efforts but systematic efforts of the faculty and university as organizations	d. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Professor (KJ GB) e. Assistance for Professor (KJ GB) promotion from the HR Directorate (DSDM) and the Faculty f. Publication assistance as a special promotion requirement in cooperation with the LPPM Undip journal house g. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 - 2029

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
			in lecturers' minds from the start of their careers i. Lecturers' career development goal-setting has not been systematically communicated to their families so that they can provide appropriate support j. Changes in university policy on academic promotion have not been systematically communicated to families so that they can provide optimal support k. Lecturers lack independence in documenting and managing the data needed to complete promotion forms		
2.	18. Faculty Student Ratio (FSR) (WCU)	Number of Associate Professors (Lektor Kepala) (with doctoral degrees)	a. Academic promotion is not yet a priority, due to limited knowledge or other distractions b. Not all lecturers are interested in or prioritize reaching the highest possible academic position Lecturers' capacity to meet the special promotion requirements is not yet optimal	a. Requirements for LK applications are increasingly demanding b. The number of LK is a performance and ranking indicator for universities c. Potential improvements to LK administration bureaucracy at the university level d. Efforts to increase the number of LK in other programs/faculties at UNDIP are no longer personal efforts but	a. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Associate Professor (KJ LK) b. Assistance for Associate Professor (KJ LK) promotion from DSDM and the Faculty c. Publication assistance as a special requirement for KJ LK

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
			d. Few LK with doctoral degrees in the faculty who can review scientific works within the faculty, which could speed up the administrative process at the initial stage e. Research groups are not yet functioning optimally to facilitate research and the writing of scientific works f. Lecturers' career development *goal-setting* has not been systematically communicated to their families so that they can provide appropriate support g. The importance of functional promotion and attaining the highest level of education has not been systematically communicated to lecturers' families so that they can provide optimal support h. Lecturers holding the LK position with the rank of Pembina are not yet optimally mentoring lecturers in lower academic positions in pursuing academic promotion i. Lecturers lack independence in documenting and managing	systematic efforts of the faculty as an organization	in cooperation with the LPPM Undip journal house d. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 - 2029

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
			the data needed to complete promotion forms j. Not all lecturers have yet found their research road map		
3.	18. Faculty Student Ratio (FSR) (WCU) 19. International Faculty Ratio (IFR) (WCU)	Number of lecturers with S3 and Sp2 qualifications	Career path choices are not a priority for the lecturers concerned Not all lecturers aspire to or are interested in pursuing S3 studies at universities ranked in the world's top 500 c. The aspiration to pursue S3 studies at a world top-500 university has not been systematically promoted as a goal at the start of a lecturer's career d. Lecturers' career development goal-setting, especially the importance of attaining the highest level of education, has not been systematically communicated to families so that they can provide appropriate support e. Changes in university policy encouraging lecturers to pursue S3 studies at world top-500 universities have not been systematically communicated to families so that they can provide optimal support	HR career development in other programs/faculties at UNDIP is more structured b. The number of doctorate holders is a faculty performance indicator at UNDIP, so most faculties strive to meet high targets	a. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029 b. Assistance for young lecturers in the form of: further study consultation, early career jam sessions, young lecturer capacity development, and foreign language coaching

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
			f. Lecturers' initiative to seek funding for S3 studies at world top-500 universities, convince their families, and decide to pursue such studies has not yet fully developed		
4.	20. Lecturers with Competency / Professional Certification and Practitioner Lecturers (PTN)	Percentage of lecturer performance achievement of 16 credits (according to composition)	a. Some lecturers do not yet have the capacity to achieve optimal performance in the Tri Dharma and supporting activities b. Lecturers' interest in conducting structured research and community service is not yet optimal c. Lecturers lack independence in managing the data needed to complete the related forms d. A climate of governance and discipline in following data collection deadlines for performance achievement records has not yet been established, requiring constant monitoring	In other programs/faculties at UNDIP, a climate of governance and discipline in following data collection deadlines for performance achievement records has begun to be established	a. Encourage or require lecturers to obtain competency certificates and involve practitioners in academic activities b. Conduct internal coordination among Faculty/School leaders regarding competency testing activities c. Conduct assistance activities for lecturers on filling in competency certification data
5.	20. Lecturers with Competency / Professional Certification and	Percentage of lecturers relative to number of students	a. Few lecturer applicants with S3 degrees, especially graduates of world top-500 universities b. Few opportunities for lecturers with S2 degrees to apply	a. The allocation of new civil-servant (PNS) lecturers has decreased drastically b. Opportunities for S3 lecturers as non-ASN have not been communicated	Increase partnerships and networks with other universities at home and abroad

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
	Practitioner Lecturers (PTN)		c. The number of ASN lecturers is decreasing due to retirement	openly to prospective applicants	to find new lecturer candidates with S3 degrees
6.	21. Administrative Staff with Competency Certification (Undip Characteristic)	Percentage of administrative staff with functional positions	Limited number of administrative staff with functional positions	a. Government policy limiting functional positions at state universities b. Policy restricting civil-servant (PNS) recruitment	a. Map the need for administrative staff with functional positions b. Request administrative staff with PNS functional positions from the University
7.	21. Administrative Staff with Competency Certification (Undip Characteristic)	Percentage of administrative staff with competency certification	a. Limited number of administrative staff with competency certification b. The cost of certifying administrative staff is quite high	Competency certification requirements for certain positions	Mandatory policy for every administrative staff member to hold a competency certificate
8.	28. Asset Value (Undip Characteristic) 31. Repository and Literacy (Undip Characteristic)	Availability of standardized teaching and learning facilities (equipment)	a. Available teaching and learning facilities are not yet optimal b. Limited funds for providing and maintaining facilities	a. Demand for state-of-the-art equipment in teaching and learning b. Demand for budget efficiency in providing teaching and learning facilities	Policy of optimizing the arrangement of assets and BMU (the Faculty implements University policy)
9.	28. Asset Value (Undip Characteristic)	Availability of supporting facilities (infrastructure)	a. Limited supporting facilities of international standard b. Limited funds for providing and maintaining disability facilities	a. Supporting facilities in other programs/faculties at UNDIP are provided by leveraging partnership networks	a. Policy of optimizing the arrangement of assets and BMU (the Faculty implements University policy)

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
				The availability of facilities and infrastructure is a university performance assessment indicator	
	23. Asset Value (Undip Characteristic)	Asset development	a. Assets not yet utilized to the fullest b. Limited land for buildings and structures	University policy on regulating and managing assets	b. Optimizing the arrangement of assets and BMU (the Faculty implements University policy)
10.	24. Compliance, Internal Control and Resolution of Findings (Undip Characteristic)	Financial statement opinion	a. Spending is concentrated in the fourth quarter b. Activity and budget planning not yet fully mature, so budget absorption is uneven across quarters c. Activity PICs are not orderly in submitting accountability reports on time	Demands for budget transparency and accountability	a. Minimize audit findings b. Strengthen implementable regulations
11.	25. Technical Management and Services (Undip Characteristic)	Administrative and office services	a. Administrative governance SOPs are not regularly updated and socialized b. Existing information systems do not yet optimally support office administration services	a. Other programs/faculties at UNDIP and other universities have made more optimal use of information systems and technology b. Rapid development of information technology	Regular and institutionalized supervision and monitoring/evaluation of services
12.	22. Work Unit SAKIP Rating (PTN)	Timeliness of Report Submission	a. Coordination between units within the faculty not yet optimal b. Mastery of information technology in collecting reports and supporting data not yet optimal	a. Demand for rapid submission of documents b. Rapid development of information technology	a. Periodically coordinate with the university to monitor implementation and validate SAKIP supporting data

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
	23. Budget Performance Score (PTN) 24. Compliance, Internal Control and Resolution of Findings (Undip Characteristic)			c. Adjusting to developments in information technology	b. Evaluate budget performance every quarter c. Coordinate with other divisions and PICs in the faculty
13.	26. Non-Academic Revenue relative to Total Revenue (Undip Characteristic)	Increase in the proportion of non-APBN revenue relative to government funds	The Net Asset Increase Generating Unit (UPKAB) is not yet fully functioning optimally b. Partnerships with industry have not yet generated optimal revenue c. The faculty is still highly dependent on government funds	Limited government funds for universities	a. Optimize the utilization of assets and BMU b. Optimize the commercialization of innovation products b. Increase profit-oriented partnerships with stakeholders and other agencies
14.	26. Non-Academic Revenue relative to Total Revenue (Undip Characteristic)	Percentage of non-academic revenue to total revenue	The Net Asset Increase Generating Unit (UPKAB) is not yet fully functioning optimally b. Partnerships with industry have not yet generated optimal revenue	Adjust to University policies related to Revenue Generating Activities (RGA)	a. Optimize the utilization of assets and BMU b. Optimize the commercialization of innovation products c. Increase profit-oriented partnerships with stakeholders and other agencies

No.	KPI 2025 - 2029 (Cluster)	Key Performance Indicators	Risk Analysis		Risk Mitigation
			Internal	External	
15.	27. Endowment Fund and Investment Returns (Undip Characteristic)	Amount of investment	-	Investment policy only at the University level	More optimal endowment fund policy and development at the university level

5.4 Programs and Activity Plans by Field

The programs and activity plans are divided into two main fields, namely academic and student affairs, and resources. The programs and activity plans are detailed as follows.

5.4.1 Programs and Activity Plans for Academic and Student Affairs

Table 14. Activity Plan for Academic and Student Affairs 2025-2029

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
Improve the quality and innovation of the learning process	Increase the Faculty's accreditation score: 1. Organize administration and complete the quality manual documents 2. Implement SPMI (Internal Quality Assurance System) through the Faculty's Internal Quality Audit (AMI) / Internal Academic Quality Audit (AIMA) regularly every year in accordance with the standards in the accreditation forms 3. Optimize the faculty quality assurance team and the	Increase the Faculty's accreditation score: 1. Apply for international accreditation for the S1 Study Program, which expires in 2026 2. Implement SPMI (Internal Quality Assurance System) through the Faculty's Internal Quality Audit (AMI) / Internal Academic Quality Audit (AIMA) regularly every year in accordance with the standards in the accreditation forms 3. Optimize the faculty quality assurance team and the	Increase the Faculty's accreditation score: 1. Admit students to the S2 Joint/ double degree program 2. Increase the Faculty's accreditation score by 50 points.	Increase the Faculty's accreditation score: Open a Doctoral Program in Psychology by Research 2. Increase the Faculty's accreditation score by 50 points.	Increase the Faculty's accreditation score: 1. Open an IUP class 2. Increase the Faculty's accreditation score by 100 points.

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	study program quality assurance units 4. Increase the Faculty's accreditation score by 50 points. 5. Apply for accreditation of the Master of Psychology Study Program toward Excellent accreditation	study program quality assurance units 4. Increase the Faculty's accreditation score by 50 points. 5. Open a Professional Psychology Study Program			
	Increase the internationalization of the Faculty: 1. Sign MoUs/MoAs with foreign universities for *joint research, joint teaching,* and *student exchange*. 2. Encourage students to join *exchange* or *internship* programs abroad. 3. Initiate an *English-taught program* (ETP) in several courses 4. Increase the number of online courses (MOOCs) 5. Develop the foreign language skills of teaching and administrative staff	Increase the internationalization of the Faculty: 1. Develop a curriculum based on international standards 2. Increase the number of online courses (MOOCs) 3. Add more *English-taught program* (ETP) classes in several courses 4. Develop the foreign language skills of teaching and administrative staff	Increase the internationalization of the Faculty: 1. Implement a curriculum based on international standards 2. Admit students to the S2 *joint/ double degree* program. 3. Increase the number of online courses (MOOCs) 4. *English-taught program* (ETP) in several courses 5. Develop the foreign language skills of teaching and administrative staff	Increase the internationalization of the Faculty: 1. Implement a curriculum based on international standards 2. Increase the number of online courses (MOOCs) 3. *English-taught program* (ETP) in several courses 4. Develop the foreign language skills of teaching and administrative staff	Increase the internationalization of the Faculty: 1. Open an IUP class 2. Increase the number of online courses (MOOCs) 3. Develop the foreign language skills of teaching and administrative staff

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	Increase learning based on the case method or team-based projects: 1. Provide guide modules for implementing the case method and project-based learning 2. Exchange good practices among lecturers who have already applied these methods.	Increase learning based on the case method or team-based projects: 1. Develop clear assessment rubrics for teamwork, case presentations, and project results. 2. Designate several flagship courses that must use team-based projects as the main form of assessment	Increase learning based on the case method or team-based projects: 1. Invite practitioners/industry to develop and provide *real case studies* 2. Develop project based learning modules	Increase learning based on the case method or team-based projects: 1. Give awards/incentives to lecturers who develop innovative case methods.	Increase learning based on the case method or team-based projects: 1. Routine monitoring & evaluation of the effectiveness of the case method/team projects through student feedback.
Improve academic quality assurance that adapts to changing times.	1. Review SPMI documents (manual, standards, forms). 2. Hold basic training for lecturers & staff on quality assurance. 3. Strengthen the PPEPP cycle 4. Conduct tracer studies for stakeholders	1. Develop SOPs for adaptive learning. 2. Prepare an annual quality report published within the faculty.	1. Establish partnerships with at least 1 external partner for quality benchmarking. 2. Hold a curriculum evaluation forum every 2 years. 3. Prepare an annual quality report published within the faculty.	1. Benchmark academic quality against 1 – 2 excellent universities (national/regional). 2. Evaluate the annual quality report published within the faculty.	1. Develop a quality assurance roadmap for the next 5 years. 2. Target at least one external recognition (ISO certificate / national quality award).
Develop excellent, resilient student competencies that adapt to	Number of student entrepreneurs 1. Identify opportunities and potential	Number of student entrepreneurs 1. Increase the number of students actively engaged in entrepreneurship.	Number of student entrepreneurs 1. Increase the number of students actively engaged in entrepreneurship.	Number of student entrepreneurs 1. Increase the number of students actively engaged in entrepreneurship.	Number of student entrepreneurs 1. Increase the number of students actively engaged in entrepreneurship.

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
changing times.	in student entrepreneurship. 2. Increase the number of students actively engaged in entrepreneurship. 3. Provide mentoring so that entrepreneurial activities develop into start-ups. 4. Facilitate entrepreneurship training programs through collaboration with alumni and industry. 5. Provide incentive programs to support entrepreneurial activities.	2. Provide mentoring so that entrepreneurial activities develop into start-ups. 3. Facilitate entrepreneurship training programs through collaboration with alumni and industry. 4. Provide incentive programs to support entrepreneurial activities. 5. Facilitate student participation in entrepreneurship exhibitions, expos, and bazaars.	2. Provide mentoring so that entrepreneurial activities develop into start-ups. 3. Facilitate entrepreneurship training programs through collaboration with alumni and industry. 4. Provide incentive programs to support entrepreneurial activities. 5. Facilitate student participation in entrepreneurship exhibitions, expos, and bazaars.	2. Provide mentoring so that entrepreneurial activities develop into start-ups. 3. Facilitate entrepreneurship training programs through collaboration with alumni and industry. 4. Form a community of campus alumni entrepreneurs as ongoing mentors. 5. Facilitate partnerships with the campus cooperative, local MSMEs, and digital marketplaces. 6. Hold student business idea competitions.	2. Provide mentoring so that entrepreneurial activities develop into start-ups. 3. Facilitate entrepreneurship training programs through collaboration with alumni and industry. 4. Form a community of campus alumni entrepreneurs as ongoing mentors. 5. Facilitate partnerships with the campus cooperative, local MSMEs, and digital marketplaces. 6. Hold student business idea competitions.
	Increase the Number of Student Creativity Program (PKM) Proposals: 1. Hold an integrated and sustained Research School	Increase the Number of Student Creativity Program (PKM) Proposals: 1. Hold an integrated and sustained Research School	Increase the Number of Student Creativity Program (PKM) Proposals: 1. Hold an integrated and sustained Research School	Increase the Number of Student Creativity Program (PKM) Proposals: 1. Hold an integrated and sustained Research School	Increase the Number of Student Creativity Program (PKM) Proposals: 1. Hold an integrated and sustained Research School

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	2. Hold training and mentoring on preparing PKM Proposals 3. Provide a reward program for successful PKM Proposals 4. Facilitate PKM programs to become business incubators 5. Increase the number of PKM funded by DIKTI.	2. Hold training and mentoring on preparing PKM Proposals 3. Provide a reward program for successful PKM Proposals 4. Facilitate PKM programs to become business incubators 5. Increase the number of PKM funded by DIKTI.	2. Hold training and mentoring on preparing PKM Proposals 3. Provide a reward program for successful PKM Proposals 4. Facilitate PKM programs to become business incubators 5. Increase the number of PKM funded by DIKTI.	2. Hold training and mentoring on preparing PKM Proposals 3. Provide a reward program for successful PKM Proposals 4. Facilitate PKM programs to become business incubators 5. Increase the number of PKM funded by DIKTI.	2. Hold training and mentoring on preparing PKM Proposals 3. Provide a reward program for successful PKM Proposals 4. Facilitate PKM programs to become business incubators 5. Increase the number of PKM funded by DIKTI.
	Increase graduates with competency and professional certification. 1. Facilitate competency-based training. 2. Increase the number of graduates with competency and professional certification.	Increase graduates with competency and professional certification. 1. Facilitate competency-based training. 2. Increase the number of graduates with competency and professional certification 3. Maintain the number of active partnerships with LSP (professional certification b odies)/industry/professional associations.	Increase graduates with competency and professional certification. 1. Facilitate competency-based training. 2. Increase the number of graduates with competency and professional certification 3. Maintain the number of active partnerships with LSP (professional certification bodies)/industry/professional associations.	Increase graduates with competency and professional certification. 1. Facilitate competency-based training. 2. Increase the number of graduates with competency and professional certification 3. Maintain the number of active partnerships with LSP (professional certification bodies)/industry/professional associations.	Increase graduates with competency and professional certification. 1. Facilitate competency-based training. 2. Increase the number of graduates with competency and professional certification 3. Maintain the number of active partnerships with LSP (professional certification bodies)/industry/professional associations.

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
Shorten study duration to open career opportunities for alumni.	Increase the number of students graduating on time: 1. Increase and strengthen the monitoring and evaluation (monev) role of academic advisors 2. Optimize the role of supervisors in mentoring students and completing their final projects 3. Send the results of PMB monitoring/evaluation and final project supervision to lecturers 4. Send the Faculty newsletter every semester to students' parents/guardians 5. Involve final-year students in lecturers' research/community service and/or study centers 6. Increase the number of students graduating on time	Increase the number of students graduating on time: 1. Increase and strengthen the monitoring and evaluation (monev) role of academic advisors 2. Optimize the role of supervisors in mentoring students and completing their final projects 3. Send the results of PMB monitoring/evaluation and final project supervision to lecturers 4. Send the Faculty newsletter every semester to students' parents/guardians 5. Involve final-year students in lecturers' research/community service and/or study centers 6. Increase the number of students graduating on time	Increase the number of students graduating on time: 1. Increase and strengthen the monitoring and evaluation (monev) role of academic advisors 2. Optimize the role of supervisors in mentoring students and completing their final projects 3. Send the results of PMB monitoring/evaluation and final project supervision to lecturers 4. Send the Faculty newsletter every semester to students' parents/guardians 5. Involve final-year students in lecturers' research/community service and/or study centers 6. Increase the number of students graduating on time	Increase the number of students graduating on time: 1. Increase and strengthen the monitoring and evaluation (monev) role of academic advisors 2. Optimize the role of supervisors in mentoring students and completing their final projects 3. Send the results of PMB monitoring/evaluation and final project supervision to lecturers 4. Send the Faculty newsletter every semester to students' parents/guardians 5. Involve final-year students in lecturers' research/community service and/or study centers 6. Increase the number of students graduating on time	Increase the number of students graduating on time: 1. Increase and strengthen the monitoring and evaluation (monev) role of academic advisors 2. Optimize the role of supervisors in mentoring students and completing their final projects 3. Send the results of PMB monitoring/evaluation and final project supervision to lecturers 4. Send the Faculty newsletter every semester to students' parents/guardians 5. Involve final-year students in lecturers' research/community service and/or study centers 6. Increase the number of students graduating on time

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	Increase graduates obtaining employment within 6 months: 1. Increase alumni and stakeholder participation in Faculty activities (career talks with alumni, alumni teaching) 2. Increase partnerships with stakeholders 3. Hold more training to improve students' soft skills 4. Optimize tracer study completion with an effective and efficient format integrated into the Faculty information system. 5. Coordinate with IKAPSI on completing the Tracer Study and sending alumni user satisfaction surveys	Increase graduates obtaining employment within 6 months: 1. Increase alumni and stakeholder participation in Faculty activities (career talks with alumni, alumni teaching) 2. Increase partnerships with stakeholders 3. Hold more training to improve students' soft skills 4. Optimize tracer study completion with an effective and efficient format integrated into the Faculty information system. 5. Coordinate with IKAPSI on completing the Tracer Study and sending alumni user satisfaction surveys	Increase graduates obtaining employment within 6 months: 1. Increase alumni and stakeholder participation in Faculty activities (career talks with alumni, alumni teaching) 2. Increase partnerships with stakeholders 3. Hold more training to improve students' soft skills 4. Optimize tracer study completion with an effective and efficient format integrated into the Faculty information system. 5. Coordinate with IKAPSI on completing the Tracer Study and sending alumni user satisfaction surveys	Increase graduates obtaining employment within 6 months: 1. Increase alumni and stakeholder participation in Faculty activities (career talks with alumni, alumni teaching) 2. Increase partnerships with stakeholders. 3. Hold more training to improve students' soft skills. 4. Optimize tracer study completion with an effective and efficient format integrated into the Faculty information system. 5. Coordinate with IKAPSI on completing the Tracer Study and sending alumni user satisfaction surveys 6. Increase graduates obtaining employment within 6 months	Increase graduates obtaining employment within 6 months: 1. Increase alumni and stakeholder participation in Faculty activities (career talks with alumni, alumni teaching) 2. Increase partnerships with stakeholders 3. Hold more training to improve students' soft skills 4. Optimize tracer study completion with an effective and efficient format integrated into the Faculty information system 5. Coordinate with IKAPSI on completing the Tracer Study and sending alumni user satisfaction surveys

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	6. Increase graduates obtaining employment within 6 months	6. Increase graduates obtaining employment within 6 months	6. Increase graduates obtaining employment within 6 months		6. Increase graduates obtaining employment within 6 months
	Increase student achievements at national and international levels: 1. Increase mentoring of competition teams/delegations 2. Increase synergistic collaboration with student activity units and alumni in training and preparing students for competitions 3. Encourage the BEM Research School to become a center for training and preparing students for competitions 4. Give awards and incentives to high-achieving students 5. Increase the number of student achievements	Increase student achievements at national and international levels: 1. Increase mentoring of competition teams/delegations 2. Increase synergistic collaboration with student activity units and alumni in training and preparing students for competitions 3. Encourage the BEM Research School to become a center for training and preparing students for competitions 4. Give awards and incentives to high-achieving students 5. Increase the number of student achievements	Increase student achievements at national and international levels: 1. Increase mentoring of competition teams/delegations 2. Increase synergistic collaboration with student activity units and alumni in training and preparing students for competitions 3. Encourage the BEM Research School to become a center for training and preparing students for competitions 4. Give awards and incentives to high-achieving students 5. Increase the number of student achievements	Increase student achievements at national and international levels: 1. Increase mentoring of competition teams/delegations 2. Increase synergistic collaboration with student activity units and alumni in training and preparing students for competitions 3. Encourage the BEM Research School to become a center for training and preparing students for competitions 4. Give awards and incentives to high-achieving students 5. Increase the number of student achievements	Increase student achievements at national and international levels: 1. Increase mentoring of competition teams/delegations 2. Increase synergistic collaboration with student activity units and alumni in training and preparing students for competitions 3. Encourage the BEM Research School to become a center for training and preparing students for competitions 4. Give awards and incentives to high-achieving students 5. Increase the number of student achievements

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	first place at national level 6. Increase the number of student first-place achievements at international level	first place at national level 6. Increase the number of student first-place achievements at international level	first place at national level 6. Increase the number of student first-place achievements at international level	first place at national level 6. Increase the number of student first-place achievements at international level	first place at national level 6. Increase the number of student first-place achievements at international level
	Increase the Number of international students 1. Hold summer courses 2. Hold English-language MOOC programs 3. Increase the involvement of international students 4. Increase the number of students participating in student mobility	Increase the Number of international students 1. Hold summer courses 2. Hold English-language MOOC programs 3. Increase the involvement of international students 4. Increase the number of students participating in student mobility	Increase the Number of international students 1. Hold summer courses 2. Hold English-language MOOC programs 3. Increase the involvement of international students 4. Increase the number of students participating in student mobility	Increase the Number of international students 1. Hold summer courses 2. Hold English-language MOOC programs 3. Increase the involvement of international students 4. Increase the number of students participating in student mobility	Increase the Number of international students 1. Hold summer courses 2. Hold English-language MOOC programs 3. Increase the involvement of international students 4. Increase the number of students participating in student mobility
Increase synergistic collaboration with alumni and stakeholders.	1. Map alumni and build an integrated alumni database. 2. Develop alumni scholarship programs for high-achieving and underprivileged students. 3. Synergistic collaboration with alumni through	1. Map alumni and build an integrated alumni database. 2. Develop alumni scholarship programs for high-achieving and underprivileged students. 3. Synergistic collaboration with alumni through	1. Map alumni and build an integrated alumni database. 2. Develop alumni scholarship programs for high-achieving and underprivileged students. 3. Synergistic collaboration with alumni through	1. Map alumni and build an integrated alumni database. 2. Develop alumni scholarship programs for high-achieving and underprivileged students. 3. Synergistic collaboration with alumni through	1. Map alumni and build an integrated alumni database. 2. Develop alumni scholarship programs for high-achieving and underprivileged students. 3. Synergistic collaboration with alumni through

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	alumni Mentorship programs. 4. Hold an annual alumni gathering forum to strengthen networks 5. Hold career expo programs involving alumni and stakeholders. 6. Student internships at alumni businesses/alumni workplaces.	alumni Mentorship programs. 4. Hold an annual alumni gathering forum to strengthen networks 5. Hold career expo programs involving alumni and stakeholders. 6. Student internships at alumni businesses/alumni workplaces.	alumni Mentorship programs. 4. Hold an annual alumni gathering forum to strengthen networks 5. Hold career expo programs involving alumni and stakeholders. 6. Student internships at alumni businesses/alumni workplaces.	alumni Mentorship programs. 4. Hold an annual alumni gathering forum to strengthen networks 5. Hold career expo programs involving alumni and stakeholders. 6. Student internships at alumni businesses/alumni workplaces.	alumni Mentorship programs. 4. Hold an annual alumni gathering forum to strengthen networks 5. Hold career expo programs involving alumni and stakeholders. 6. Student internships at alumni businesses/alumni workplaces.
Increase student diversity through various admission tracks	1. Create inclusive student admission brochures/website 2. Provide admission information in English for prospective foreign students.	1. Socialization on inclusion and diversity in education for the entire academic community 2. Carry out *outreach programs* to 3T (frontier, outermost, and disadvantaged) regions and schools outside Java.	1. Provide academic & non-academic support for affirmative-track students and students with disabilities 2. Develop socialization of the inclusive campus in schools	1. Provide academic & non-academic support for students on affirmative tracks and with disabilities 2. Develop socialization of the inclusive campus in schools	1. Improve inclusive campus facilities and infrastructure 2. International inclusive campus certification 3. Increase partnerships with disability organizations and education foundations

Table 15. Activity Plan for Research and Innovation 2025 - 2029

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
Enhance reputation, partnerships, and branding at national and global scales	1. Increase the number of online and offline visiting professors. 2. Invite adjunct professors 3. Increase the number of joint research projects with institutions at home and abroad 4. Improve writing skills targeting reputable international journals. 5. Hold international conferences 6. Hold conventional and bilateral summer courses 7. Hold training on writing publications for mass media. 8. Number of research and community service activities funded by national funding (outside UNDIP)	1. Increase the number of online and offline visiting professors. 2. Invite adjunct professors 3. Increase the number of joint research projects with institutions at home and abroad 4. Improve writing skills targeting reputable international journals. 5. Hold international conferences 6. Hold conventional and bilateral summer courses 7. Hold training on writing publications for mass media. 8. Number of research and community service activities funded by national funding (outside UNDIP)	1. Increase the number of online and offline visiting professors. 2. Invite adjunct professors 3. Increase the number of joint research projects with institutions at home and abroad 4. Improve writing skills targeting reputable international journals. 5. Hold international conferences 6. Hold conventional and bilateral summer courses 7. Hold training on writing publications for mass media. 8. Number of research and community service activities funded by national funding (outside UNDIP) 9. Increase the Number of accredited	1. Increase the number of online and offline visiting professors. 2. Invite adjunct professors 3. Increase the number of joint research projects with institutions at home and abroad 4. Improve writing skills targeting reputable international journals. 5. Hold international conferences 6. Hold conventional and bilateral summer courses 7. Hold training on writing publications for mass media. 8. Number of research and community service activities funded by national funding (outside UNDIP)	1. Increase the number of online and offline visiting professors. 2. Invite adjunct professors 3. Increase the number of joint research projects with institutions at home and abroad 4. Improve writing skills targeting reputable international journals. 5. Hold international conferences 6. Hold conventional and bilateral summer courses 7. Hold training on writing publications for mass media. 8. Number of research and community service activities funded by national funding (outside UNDIP)

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
			laboratory scopes		
Increase lecturers' research and publication capacity	1. Hold training on writing research and community service grant proposals 2. Develop faculty-level researchers into national- and international-level researchers 3. Hold writing camps 4. Provide mentoring and facilitation for article writing from submission to publication 5. Improve writing skills targeting reputable international journals. 6. Develop a faculty research roadmap 7. Collaborate on publications with high h-index authors 8. Increase the number and quality of articles in reputable international journals	1. Hold training on writing research and community service grant proposals 2. Develop faculty-level researchers into national- and international-level researchers 3. Hold writing camps 4. Provide mentoring and facilitation for article writing from submission to publication 5. Improve writing skills targeting reputable international journals. 6. Develop a faculty research roadmap 7. Collaborate on publications with high h-index authors 8. Increase the number and quality of articles in reputable international journals	1. Hold training on writing research and community service grant proposals 2. Develop faculty-level researchers into national- and international-level researchers 3. Hold writing camps 4. Provide mentoring and facilitation for article writing from submission to publication 5. Improve writing skills targeting reputable international journals. 6. Develop a faculty research roadmap 7. Collaborate on publications with high h-index authors 8. Increase the number and quality of articles in reputable international journals	1. Hold training on writing research and community service grant proposals 2. Develop faculty-level researchers into national- and international-level researchers 3. Hold writing camps 4. Provide mentoring and facilitation for article writing from submission to publication 5. Improve writing skills targeting reputable international journals. 6. Develop a faculty research roadmap 7. Collaborate on publications with high h-index authors 8. Increase the number and quality of articles in reputable international journals	1. Hold training on writing research and community service grant proposals 2. Develop faculty-level researchers into national- and international-level researchers 3. Hold writing camps 4. Provide mentoring and facilitation for article writing from submission to publication 5. Improve writing skills targeting reputable international journals. 6. Develop a faculty research roadmap 7. Collaborate on publications with high h-index authors 8. Increase the number and quality of articles in reputable international journals

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	9. Strengthen Study Centers through collaborative research and community service programs 10. Hold socialization on national and international research funding 11. Strengthen the role of study centers and departments in submitting research proposals for national and international funding	9. Strengthen Study Centers through collaborative research and community service programs 10. Hold socialization on national and international research funding 11. Strengthen the role of study centers and departments in submitting research proposals for national and international funding	9. Strengthen Study Centers through collaborative research and community service programs 10. Hold socialization on national and international research funding 11. Strengthen the role of study centers and departments in submitting research proposals for national and international funding	9. Strengthen Study Centers through collaborative research and community service programs 10. Hold socialization on national and international research funding 11. Strengthen the role of study centers and departments in submitting research proposals for national and international funding	9. Strengthen Study Centers through collaborative research and community service programs 10. Hold socialization on national and international research funding 11. Strengthen the role of study centers and departments in submitting research proposals for national and international funding
Improve the quality and quantity of research and community service	1. Increase the number of citations 2. Publication citations are used as a consideration in meeting lecturer performance achievements (IKW) 3. Map and identify lecturers with potential to increase publications 4. Increase the amount of research with the distinctive characteristics of	1. Increase the number of citations 2. Publication citations are used as a consideration in meeting lecturer performance achievements (IKW) 3. Map and identify lecturers with potential to increase publications 4. Increase the amount of research with the distinctive characteristics of	1. Increase the number of citations 2. Publication citations are used as a consideration in meeting lecturer performance achievements (IKW) 3. Map and identify lecturers with potential to increase publications 4. Increase the amount of research with the distinctive characteristics of	1. Increase the number of citations 2. Publication citations are used as a consideration in meeting lecturer performance achievements (IKW) 3. Map and identify lecturers with potential to increase publications 4. Increase the amount of research with the distinctive characteristics of	1. Increase the number of citations 2. Publication citations are used as a consideration in meeting lecturer performance achievements (IKW) 3. Map and identify lecturers with potential to increase publications 4. Increase the amount of research with the distinctive characteristics of

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	UNDIP/ Indonesia or an Archipelagic/ Maritime/Tropical Nation 5. Create a Research, Publication, and Community Service Information System 6. Publication requirement for Doctorate holders: at least 2 indexed international journal publications per year. 7. Publication requirement for Master's holders: at least 1 indexed international journal publication per year.	UNDIP/ Indonesia or an Archipelagic/ Maritime/Tropical Nation 5. Create a Research, Publication, and Community Service Information System 6. Publication requirement for Doctorate holders: at least 2 indexed international journal publications per year. 7. Publication requirement for Master's holders: at least 1 indexed international journal publication per year.	UNDIP/ Indonesia or an Archipelagic/ Maritime/Tropical Nation 5. Create a Research, Publication, and Community Service Information System 6. Publication requirement for Doctorate holders: at least 2 indexed international journal publications per year. 7. Publication requirement for Master's holders: at least 1 indexed international journal publication per year.	UNDIP/ Indonesia or an Archipelagic/ Maritime/Tropical Nation 5. Create a Research, Publication, and Community Service Information System 6. Publication requirement for Doctorate holders: at least 2 indexed international journal publications per year. 7. Publication requirement for Master's holders: at least 1 indexed international journal publication per year.	UNDIP/ Indonesia or an Archipelagic/ Maritime/Tropical Nation 5. Create a Research, Publication, and Community Service Information System 6. Publication requirement for Doctorate holders: at least 2 indexed international journal publications per year. 7. Publication requirement for Master's holders: at least 1 indexed international journal publication per year.
Increase reputable publication outlets	1. Hold 2. international seminars 3. Facilitate participation in international seminars 4. Facilitate the publication of reputable international proceedings 5. Increase the Number of DIKTI-accredited scientific journals	1. Hold 2. international seminars 3. Facilitate participation in international seminars 4. Facilitate the publication of reputable international proceedings 5. Cooperate with reputable indexing institutions	1. Hold 2. international seminars 3. Facilitate participation in international seminars 4. Facilitate the publication of reputable international proceedings 5. Cooperate with reputable indexing institutions	1. Hold 2. international seminars 3. Facilitate participation in international seminars 4. Facilitate the publication of reputable international proceedings 5. Cooperate with reputable indexing institutions	1. Hold 2. international seminars 3. Facilitate participation in international seminars 4. Facilitate the publication of reputable international proceedings 5. Cooperate with reputable indexing institutions

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	6. Increase the Number of scientific journals indexed in reputable international databases	6. Increase the Number of DIKTI-accredited scientific journals 7. Increase the Number of scientific journals indexed in reputable international databases	6. Increase the Number of DIKTI-accredited scientific journals 7. Increase the Number of scientific journals indexed in reputable international databases	6. Increase the Number of DIKTI-accredited scientific journals 7. Increase the Number of scientific journals indexed in reputable international databases	6. Increase the Number of DIKTI-accredited scientific journals 7. Increase the Number of scientific journals indexed in reputable international databases
Lecturers carry out tri dharma at other universities at home and abroad	1. Increase the number of lecturers involved in research/joint research with national and international funding 2. Develop international networks by attending conferences abroad 3. Carry out joint supervision of S3 students 4. Serve as visiting professors 5. Develop case-based methods with national and international peers	1. Increase lecturers involved in research/joint research with national and international funding 2. Develop international networks by attending conferences abroad 3. Carry out joint supervision of S3 students 4. Serve as visiting professors 5. Develop case-based methods with national and international peers	1. Increase lecturers involved in research/joint research with national and international funding 2. Develop international networks by attending conferences abroad 3. Carry out joint supervision of S3 students 4. Serve as visiting professors 5. Develop case-based methods with national and international peers	1. Increase lecturers involved in research/joint research with national and international funding 2. Develop international networks by attending conferences abroad 3. Carry out joint supervision of S3 students 4. Serve as visiting professors 5. Develop case-based methods with national and international peers	1. Increase lecturers involved in research/joint research with national and international funding 2. Develop international networks by attending conferences abroad 3. Carry out joint supervision of S3 students 4. Serve as visiting professors 5. Develop case-based methods with national and international peers
Increase partnerships, relevance, and	1. Attend university socialization on opportunities to increase IPR.	1. Attend university socialization on opportunities to increase IPR.	1. Attend university socialization on opportunities to increase IPR.	1. Attend university socialization on opportunities to increase IPR.	1. Attend university socialization on opportunities to increase IPR.

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
commercialization of research results	2. Promote research and community service with potential for IPR registration 3. Apply for competitive research and community service grants that produce IPR. 4. Initiate partnerships with industry for Faculty research and community service results that can be produced 5. Monitor IPR acquisition 6. Increase the use of the Faculty's intellectual resources by institutions/ the private sector/other universities	2. Promote research and community service with potential for IPR registration 3. Apply for competitive research and community service grants that produce IPR. 4. Initiate partnerships with industry for Faculty research and community service results that can be produced 5. Monitor IPR acquisition 6. Increase the use of the Faculty's intellectual resources by institutions/ the private sector/other universities	2. Promote research and community service with potential for IPR registration 3. Apply for competitive research and community service grants that produce IPR. 4. Initiate partnerships with industry for Faculty research and community service results that can be produced 5. Monitor IPR acquisition 6. Increase the use of the Faculty's intellectual resources by institutions/ the private sector/other universities	2. Promote research and community service with potential for IPR registration 3. Apply for competitive research and community service grants that produce IPR. 4. Initiate partnerships with industry for Faculty research and community service results that can be produced 5. Monitor IPR acquisition 6. Increase the use of the Faculty's intellectual resources by institutions/ the private sector/other universities	2. Promote research and community service with potential for IPR registration 3. Apply for competitive research and community service grants that produce IPR. 4. Initiate partnerships with industry for Faculty research and community service results that can be produced 5. Monitor IPR acquisition 6. Increase the use of the Faculty's intellectual resources by institutions/ the private sector/other universities
Increase contributions to community service programs at various scales in support of	1. Increase the number of community service and/or lecturer expertise partnerships with government agencies/ the private sector/other universities 2. Increase partnerships based on community service results	1. Increase the number of community service and/or lecturer expertise partnerships with government agencies/ the private sector/other universities 2. Increase partnerships based on community service results	1. Increase the number of community service and/or lecturer expertise partnerships with government agencies/ the private sector/other universities 2. Increase partnerships based on community service results	1. Increase the number of community service and/or lecturer expertise partnerships with government agencies/ the private sector/other universities 2. Increase partnerships based on community service results	1. Increase the number of community service and/or lecturer expertise partnerships with government agencies/ the private sector/other universities 2. Increase partnerships based on community service results

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
Valuable Undip	through product introduction and promotion 3. Improve product quality through intensive mentoring and facilitation from UNDIP 4. Create community service programs for villages in coastal areas that empower communities	through product introduction and promotion 3. Improve product quality through intensive mentoring and facilitation from UNDIP 4. Create community service programs for villages in coastal areas that empower communities	through product introduction and promotion 3. Improve product quality through intensive mentoring and facilitation from UNDIP 4. Create community service programs for villages in coastal areas that empower communities	through product introduction and promotion 3. Improve product quality through intensive mentoring and facilitation from UNDIP 4. Create community service programs for villages in coastal areas that empower communities	through product introduction and promotion 3. Improve product quality through intensive mentoring and facilitation from UNDIP 4. Create community service programs for villages in coastal areas that empower communities

5.4.2 Programs and Activity Plans for Resources

Table 16. Activity Plan for Communication and Business 2025 – 2029

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
1. Increase Non-Academic Revenue relative to Total Faculty Revenue (KPI 26)	**Increase the Financial Revenue Contribution of Business Units to the Faculty** 1. Improve the professionalism of partner employees in the UPP 2. Strengthen the role of the Faculty UPP	**Increase the Financial Revenue Contribution of Business Units to the Faculty** 1. Develop the UPP's professionalism into a nationally certified institution	**Increase the Financial Revenue Contribution of Business Units to the Faculty** 1. Maintain the professionalism of the UPP as an institution and of its partner employees	**Increase the Financial Revenue Contribution of Business Units to the Faculty** 1. Maintain the professionalism of the UPP as an institution and of its partner employees	**Increase the Financial Revenue Contribution of Business Units to the Faculty** 1. Maintain the professionalism of the UPP as an institution and of its partner employees

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	3. Develop the contribution of the Faculty UPP 4. Increase the financial revenue contribution from UPKAB to at least Rp 1,000,000,000 in 1 year	2. Strengthen the role of the Faculty UPP within the University 3. Develop the contribution of the Faculty UPP at regional and national levels 4. Increase the financial revenue contribution from UPKAB to at least Rp 1,500,000,000 in 1 year	2. Strengthen the role of the Faculty UPP within the University 3. Develop the contribution of the Faculty UPP at regional and national levels 4. Increase the financial revenue contribution of business units to the Faculty to Rp 1,600,000,000 in 1 year	2. The UPKAB of the Faculty of Psychology becomes one of Undip's leading units in RGA 3. Develop the contribution of the Faculty UPP at regional and national levels and provide internationally recognized assessments 4. Increase the financial revenue contribution of business units to the Faculty to Rp 1,750,000,000 in 1 year	2. Strengthen the role of the UPKAB of the Faculty of Psychology as one of Undip's leading units in RGA 3. Develop the contribution of the Faculty UPP at regional and national levels and provide internationally recognized assessments 4. Increase the financial revenue contribution of business units to the Faculty to Rp 2,000,000,000 in 1 year
	Increase the Number of Alumni Business Networks connected to Campus Programs 1. Map Faculty alumni regularly 2. Synergistic collaboration with alumni through the Alumni Teaching program,	**Increase the Number of Alumni Business Networks connected to Campus Programs** 1. Map the Businesses of Faculty Alumni 2. Synergistic collaboration with alumni through the Alumni Teaching, Sharing with Alumni, and Career Talk programs	**Increase the Number of Alumni Business Networks connected to Campus Programs** 1. Map Faculty Alumni 2. Synergistic collaboration with alumni through the Alumni Teaching, Sharing with Alumni, and Career Talk programs	**Increase the Number of Alumni Business Networks connected to Campus Programs** 1. Map Faculty Alumni 2. Synergistic collaboration with alumni through the Alumni Teaching, Sharing with	**Increase the Number of Alumni Business Networks connected to Campus Programs** 1. Map Faculty Alumni 2. Synergistic collaboration with alumni through the Alumni Teaching, Sharing with

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	Sharing with Alumni, Career Talk 3. Student internships at alumni businesses	3. Student internships at alumni businesses 4. Develop 6 joint business network units with Alumni connected to Campus Programs in 1 year	3. Student internships at alumni businesses 4. Increase the Number of Alumni Business Networks connected to Campus Programs to 10 units in 1 year	Alumni, Career Talk 3. Alumni Teaching Student internships at alumni businesses 5. Optimize partnerships between Alumni Businesses and Campus Programs	Alumni, Career Talk 3. Student internships at alumni businesses 4. Optimize partnerships between Alumni Businesses and Campus Programs 5. Alumni equity participation in the Faculty UPP.
	Increase the proportion of non-APBN revenue and the percentage of non-academic revenue 1. Increase RGA revenue by 7.5%	**Increase the proportion of non-APBN revenue and the percentage of non-academic revenue** 1. Increase RGA revenue by 7.5%	**Increase the proportion of non-APBN revenue and the percentage of non-academic revenue** 1. Increase RGA revenue by 8%	**Increase the proportion of non-APBN revenue and the percentage of non-academic revenue** 1. Increase RGA revenue by 8%	**Increase the proportion of non-APBN revenue and the percentage of non-academic revenue** 1. Increase RGA revenue by 8%
2. Branding and Dissemination in the Media, Repository, and Information Systems Supporting Governance (KPI 30, 31, 32)	**Increase the Number of Information Systems Supporting Governance** 1. Map the areas that require integrated Information System applications	**Increase the Number of Information Systems Supporting Governance** 1. Develop an Integrated Information System that is easy for all users to apply	**Increase the Number of Information Systems Supporting Governance** 1. Refine the Integrated Information System that is easy for all users to apply	**Increase the Number of Information Systems Supporting Governance** 1. Optimally manage the Integrated Information System that is easy for all users to apply	**Increase the Number of Information Systems Supporting Governance** 1. Optimally manage the Integrated Information System that is easy for all users to apply

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	2. Create an Integrated Information System that is easy for all users to apply 3. Increase traffic to the faculty's website and social media 4. Increase the faculty's partnership network with mainstream media (television, newspapers, other mass media) at regional, national, and international levels 5. Improve the faculty's public relations operating standards 6. Increase the utilization of Information Systems supporting governance to 65% of all divisions	2. Increase traffic to the faculty's website and social media 3. Increase the faculty's partnership network with mainstream media (television, newspapers, other mass media) at regional, national, and international levels 4. Improve the faculty's public relations operating standards 5. Increase the utilization of Information Systems supporting governance to 75% of all divisions	2. Increase traffic to the faculty's website and social media 3. Increase the faculty's partnership network with mainstream media (television, newspapers, other mass media) at regional, national, and international levels 4. Improve the faculty's public relations standards 5. Increase the utilization of Information Systems supporting governance to 80% of all divisions	2. Increase traffic to the faculty's website and social media 3. Increase the faculty's partnership network with mainstream media (television, newspapers, other mass media) at regional, national, and international levels 4. Improve the faculty's public relations standards 5. Increase the utilization of Information Systems supporting governance to 85% of all divisions	2. Increase traffic to the faculty's website and social media 3. Increase the faculty's partnership network with mainstream media (television, newspapers, other mass media) at regional, national, and international levels 4. Improve the faculty's public relations standards 5. Increase the utilization of Information Systems supporting governance to 90% of all divisions

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	Increase the Number of study program web pages in English and up to date 1. Align the faculty website pages with university website standards 2. Regularly monitor web page management to keep it up to date 3. Encourage use of the web pages for all academic and non-academic information	**Increase the Number of study program web pages in English and up to date** 1. Regularly monitor web page management to keep it up to date 2. Integrate UPP information into the Faculty web pages 3. Improve the quality of *up-to-date* and informative web content 4. Increase the number of study program pages in English (bilingual) and *up to date* 5. Increase traffic to the faculty's website and social media	**Increase the Number of study program web pages in English and up to date** 1. Regularly monitor web page management to keep it up to date 2. Integrated information management of the Faculty web pages with UPP activities 3. Improve the quality of *up-to-date* and informative web content 4. Increase the number of study program pages in English and *up to date* 5. Increase the Number of study program pages in English and up to date to 100% of all study programs 6. Increase traffic to the faculty's website and social media	**Increase the Number of study program web pages in English and up to date** 1. Regularly monitor web page management to keep it up to date 2. Integrated information management of the Faculty web pages with UPP activities 3. Improve the quality of *up-to-date* and informative web content 4. Increase the number of study program pages in English and *up to date* 5. Increase the Number of study program pages in English and *up to date* to 100% of all study programs 6. Increase traffic to the faculty's website and social media	**Increase the Number of study program web pages in English and up to date** 1. Regularly monitor web page management to keep it up to date 2. Integrated information management of the Faculty web pages with UPP activities 3. Improve the quality of *up-to-date* and informative web content 4. Increase the number of study program pages in English and *up to date* to 100% of all study programs 5. Increase traffic to the faculty's website and social media

Table 17. Activity Plan for Resources 2025 – 2029

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
1. Faculty Student Ratio (KPI 18) and International Faculty Ratio (KPI 19)	**Increase the Number of Professors:** 1. Work in synergy with the faculty senate to provide assistance to accelerate promotion to Professor. 2. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Professor (KJ GB) 3. Regular assistance for Professor (KJ GB) promotion from DSDM and the Faculty 4. Publication assistance as a special promotion requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on the formation	**Increase the Number of Professors:** 1. Work in synergy with the faculty senate to provide assistance to accelerate promotion to Professor. 2. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Professor (KJ GB) 3. Regular assistance for Professor (KJ GB) promotion from DSDM and the Faculty 4. Publication assistance as a special promotion requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029	**Increase the Number of Professors:** 1. Work in synergy with the faculty senate to provide assistance to accelerate promotion to Professor. 2. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Professor (KJ GB) 3. Regular assistance for Professor (KJ GB) promotion from DSDM and the Faculty 4. Publication assistance as a special promotion requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029	**Increase the Number of Professors:** 1. Work in synergy with the faculty senate to provide assistance to accelerate promotion to Professor. 2. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Professor (KJ GB) 3. Regular assistance for Professor (KJ GB) promotion from DSDM and the Faculty 4. Publication assistance as a special promotion requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029	**Increase the Number of Professors:** 1. Work in synergy with the faculty senate to provide assistance to accelerate promotion to Professor. 2. Identify the number of Undip partnerships with educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the requirements for Professor (KJ GB) 3. Regular assistance for Professor (KJ GB) promotion from DSDM and the Faculty 4. Publication assistance as a special promotion requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	of functional positions for the Faculty of Psychology 2025 – 2029 6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers	6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers 8. In synergy with the faculty senate work program, increase the share of professors to 5.26%	6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers 8. In synergy with the faculty senate work program, increase the share of professors to 5.26%	6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers 8. In synergy with the faculty senate work program, increase the share of professors to 5.26%	6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers 8. In synergy with the faculty senate work program, increase the share of professors to 5.26%
	Increase the Number of Doctorate Holders as Associate Professors (Lektor Kepala): 1. Work in synergy with the faculty senate to provide assistance to accelerate KJ LK promotion. 2. Identify the number of Undip partnerships with	**Increase the Number of Doctorate Holders as Associate Professors (Lektor Kepala):** 1. Work in synergy with the faculty senate to provide assistance to accelerate KJ LK promotion. 2. Identify the number of Undip partnerships with educational institutions and	**Increase the Number of Doctorate Holders as Associate Professors (Lektor Kepala):** 1. Work in synergy with the faculty senate to provide assistance to accelerate KJ LK promotion. 2. Identify the number of Undip partnerships with educational institutions and	**Increase the Number of Doctorate Holders as Associate Professors (Lektor Kepala):** 1. Work in synergy with the faculty senate to provide assistance to accelerate KJ LK promotion. 2. Identify the number of Undip partnerships with educational institutions and	**Increase the Number of Doctorate Holders as Associate Professors (Lektor Kepala):** 1. Work in synergy with the faculty senate to provide assistance to accelerate KJ LK promotion. 2. Identify the number of Undip partnerships with educational institutions and

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	educational institutions and industry so that lecturers' and supervisors' activities can be recognized to support the KJ LK requirements 3. Regular assistance for KJ LK promotion from DSDM and the Faculty 4. Publication assistance as a special KJ LK requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029 6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion	industry so that lecturers' and supervisors' activities can be recognized to support the KJ LK requirements 3. Regular assistance for KJ LK promotion from DSDM and the Faculty 4. Publication assistance as a special KJ LK requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 - 2029 6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers	industry so that lecturers' and supervisors' activities can be recognized to support the KJ LK requirements 3. Regular assistance for KJ LK promotion from DSDM and the Faculty 4. Publication assistance as a special KJ LK requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029 6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers	industry so that lecturers' and supervisors' activities can be recognized to support the KJ LK requirements 3. Regular assistance for KJ LK promotion from DSDM and the Faculty 4. Publication assistance as a special KJ LK requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 – 2029 6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers	industry so that lecturers' and supervisors' activities can be recognized to support the KJ LK requirements 3. Regular assistance for KJ LK promotion from DSDM and the Faculty 4. Publication assistance as a special KJ LK requirement in cooperation with the LPPM Undip journal house 5. Renewal of the Rector's Decree on functional position formation for the Faculty of Psychology 2025 - 2029 6. Work in synergy with the faculty senate and optimize the role of the relevant administrative staff and the PAK (credit assessment) team in the faculty, specifically for PTU lecturers 7. Resources division work program to promote the importance of academic promotion as a priority for lecturers from the start of their careers as new lecturers

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	as a priority for lecturers from the start of their careers as new lecturers 8. Doctorate holders as Associate Professors 18%	8. Doctorate holders as Associate Professors 20%	8. Doctorate holders as Associate Professors 25%	8. Doctorate holders as Associate Professors 30%	8. Doctorate holders as Associate Professors 35%
	Increase the Number of lecturers with S3 and Sp2 qualifications 1. Work in synergy with the faculty senate to provide assistance and socialization programs to increase lecturers' interest in further study. 2. Identify the number of Undip partnerships with other higher education institutions at home and abroad as an effort to increase lecturers' opportunities for S3 studies 3. Publication assistance in cooperation with the LPPM Undip journal house 4. Renewal of the Rector's Decree on functional position formation	**Increase the Number of lecturers with S3 and Sp2 qualifications** 1. Work in synergy with the faculty senate to provide assistance and socialization programs to increase lecturers' interest in further study. 2. Identify the number of Undip partnerships with other higher education institutions at home and abroad as an effort to increase lecturers' opportunities for S3 studies 3. Publication assistance in cooperation with the LPPM Undip journal house 4. Renewal of the Rector's Decree on functional position formation	**Increase the Number of lecturers with S3 and Sp2 qualifications** 1. Work in synergy with the faculty senate to provide assistance and socialization programs to increase lecturers' interest in further study. 2. Identify the number of Undip partnerships with other higher education institutions at home and abroad as an effort to increase lecturers' opportunities for S3 studies 3. Publication assistance in cooperation with the LPPM Undip journal house 4. Renewal of the Rector's Decree on the formation	**Increase the Number of lecturers with S3 and Sp2 qualifications** 1. Work in synergy with the faculty senate to provide assistance and socialization programs to increase lecturers' interest in further study. 2. Identify the number of Undip partnerships with other higher education institutions at home and abroad as an effort to increase lecturers' opportunities for S3 studies 3. Publication assistance in cooperation with the LPPM Undip journal house 4. Renewal of the Rector's Decree on functional position formation	**Increase the Number of lecturers with S3 and Sp2 qualifications** 1. Work in synergy with the faculty senate to provide assistance and socialization programs to increase lecturers' interest in further study. 2. Identify the number of Undip partnerships with other higher education institutions at home and abroad as an effort to increase lecturers' opportunities for S3 studies. 3. Publication assistance in cooperation with the LPPM Undip journal house 4. Renewal of the Rector's Decree on functional position formation

Programs	Annual Means of Achievement				
	2025	**2026**	**2027**	**2028**	**2029**
	Faculty of Psychology 2025 - 2029 5. Resources division work program to promote the importance of further study as a priority for lecturers from the start of their careers as new lecturers 6. Socialization of S3 scholarships for PNS and PTU lecturers in cooperation with the University's DSDM or scholarship providers 7. Lecturers with doctoral degrees 35% **Increase the Percentage of Lecturer Performance Achievement of 16 credits (according to composition)** 1. Plan lecturer performance targets according to the minimum 16-credit composition at the faculty level every semester and at the start of the academic year	Faculty of Psychology 2025 - 2029 5. Resources division work program to promote the importance of further study as a priority for lecturers from the start of their careers as new lecturers 6. Socialization of S3 scholarships for PNS and PTU lecturers in cooperation with the University's DSDM or scholarship providers 7. Lecturers with doctoral degrees 40% **Increase the Percentage of Lecturer Performance Achievement of 16 credits (according to composition)** 1. Plan lecturer performance targets according to the minimum 16-credit composition at the faculty level every semester and at the start of the academic year	of functional positions for the Faculty of Psychology 2025 – 2029 5. Resources division work program to promote the importance of further study as a priority for lecturers from the start of their careers as new lecturers 6. Socialization of S3 scholarships for PNS and PTU lecturers in cooperation with the University's DSDM or scholarship providers 7. Lecturers with doctoral degrees 45% **Increase the Percentage of Lecturer Performance Achievement of 16 credits (according to composition)** 1. Plan lecturer performance targets according to the minimum 16-credit composition at the faculty level every semester and at the start of the academic year	Faculty of Psychology 2025 – 2029 5. Resources division work program to promote the importance of further study as a priority for lecturers from the start of their careers as new lecturers. 6. Socialization of S3 scholarships for PNS and PTU lecturers in cooperation with the University's DSDM or scholarship providers 7. Lecturers with doctoral degrees 50% **Increase the Percentage of Lecturer Performance Achievement of 16 credits (according to composition)** 1. Plan lecturer performance targets according to the minimum 16-credit composition at the faculty level every semester and at the start of the academic year	Faculty of Psychology 2025 - 2029 5. Resources division work program to promote the importance of further study as a priority for lecturers from the start of their careers as new lecturers 6. Socialization of S3 scholarships for PNS and PTU lecturers in cooperation with the University's DSDM or scholarship providers 7. Lecturers with doctoral degrees 55% **Increase the Percentage of Lecturer Performance Achievement of 16 credits (according to composition)** 1. Plan lecturer performance targets according to the minimum 16-credit composition at the faculty level every semester and at the start of the academic year

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	2. Regular quarterly monitoring and evaluation of lecturer performance achievement at the study program level 3. Improve the quality of lecturer performance achievement every year 4. Increase lecturer performance achievement so that 75% of lecturers meet 16 credits according to composition **Increase the Ratio of Lecturers to Students** 1. Make systematic efforts to recruit permanent ASN and Non-ASN lecturers (S2 - S3) 2. Maintain the number of inbound students among new students 3. Improve the lecturer-to-student ratio to 1:41	2. Regular quarterly monitoring and evaluation of lecturer performance achievement at the study program level 3. Improve the quality of lecturer performance achievement every year 4. Increase lecturer performance achievement so that 75% of lecturers meet 16 credits according to composition **Increase the Ratio of Lecturers to Students** 1. Make systematic efforts to recruit permanent ASN and Non-ASN lecturers (S2 - S3) 2. Maintain the number of inbound students among new students. 3. Improve the lecturer-to-student ratio to 1:40	2. Regular quarterly monitoring and evaluation of lecturer performance achievement at the department level 3. Improve the quality of lecturer performance achievement every year 4. Increase lecturer performance achievement so that 80% of lecturers meet 16 credits according to composition **Increase the Ratio of Lecturers to Students** 1. Make systematic efforts to recruit permanent ASN and Non-ASN lecturers (S2 - S3) 2. Maintain the number of inbound students among new students 3. Improve the lecturer-to-student ratio to 1:39	2. Regular quarterly monitoring and evaluation of lecturer performance achievement at the department level 3. Improve the quality of lecturer performance achievement every year 4. Increase lecturer performance achievement so that 82.5% of lecturers meet 16 credits according to composition **Increase the Ratio of Lecturers to Students** 1. Make systematic efforts to recruit permanent ASN and Non-ASN lecturers (S2 - S3) 2. Maintain the number of inbound students among new students 3. Improve the lecturer-to-student ratio to 1:38	2. Regular quarterly monitoring and evaluation of lecturer performance achievement at the department level 3. Improve the quality of lecturer performance achievement every year 4. Increase lecturer performance achievement so that 85% of lecturers meet 16 credits according to composition **Increase the Ratio of Lecturers to Students** 1. Make systematic efforts to recruit permanent ASN and Non-ASN lecturers (S2 - S3) 2. Maintain the number of inbound students among new students 3. Improve the lecturer-to-student ratio to 1:38

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	Increase the Percentage of Administrative Staff with Functional Positions a. Carry out *mapping* and *assessment* of administrative staff according to functional position needs in each unit b. Coordinate with the University's DSDM in organizing functional position training and staff procurement based on needs mapping **Increase the Percentage of Administrative Staff with Competency Certification** 1. Map administrative staff competencies in each unit 2. Facilitate and organize competency certification 3. Increase the Percentage of Administrative Staff with Competency Certification to 50% of all staff	**Increase the Percentage of Administrative Staff with Functional Positions** a. Carry out *mapping* and *assessment* of administrative staff according to functional position needs in each unit b. Coordinate with the University's DSDM in organizing functional position training and staff procurement based on needs mapping **Increase the Percentage of Administrative Staff with Competency Certification** 1. Map administrative staff competencies in each unit 2. Facilitate and organize competency certification 3. Increase the Percentage of Administrative Staff with Competency Certification to 75% of all staff	**Increase the Percentage of Administrative Staff with Functional Positions** a. Carry out *mapping* and *assessment* of administrative staff according to functional position needs in each unit b. Coordinate with the University's DSDM in organizing functional position training and staff procurement based on needs mapping **Increase the Percentage of Administrative Staff with Competency Certification** 1. Map administrative staff competencies in each unit 2. Facilitate and organize competency certification 3. Increase the Percentage of Administrative Staff with Competency Certification to 80% of all staff	**Increase the Percentage of Administrative Staff with Functional Positions** a. Carry out *mapping* and *assessment* of administrative staff according to functional position needs in each unit b. Coordinate with the University's DSDM in organizing functional position training and staff procurement based on needs mapping **Increase the Percentage of Administrative Staff with Competency Certification** 1. Map administrative staff competencies in each unit 2. Facilitate and organize competency certification 3. Increase the Percentage of Administrative Staff with Competency Certification to 85% of all staff	**Increase the Percentage of Administrative Staff with Functional Positions** a. Carry out *mapping* and *assessment* of administrative staff according to functional position needs in each unit b. Coordinate with the University's DSDM in organizing functional position training and staff procurement based on needs mapping **Increase the Percentage of Administrative Staff with Competency Certification** 1. Map administrative staff competencies in each unit 2. Facilitate and organize competency certification 3. Increase the Percentage of Administrative Staff with Competency Certification to 90% of all staff

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
2. Asset Value (KPI 28) and Sustainability (KPI 29)	**Increase the Availability of standardized teaching and learning facilities (equipment)** 1. Planning and consultancy for ISO 21001:2018 standards for higher education services and quality 2. Provide a classroom for the professional education program (1 class) 3. Renovate research group rooms (1 room) 4. Develop teaching and learning facilities of national standard 5. Increase the availability of standardized teaching and learning facilities (equipment) that function well and are up to date to 80% of all facilities owned by each unit	**Increase the Availability of standardized teaching and learning facilities (equipment)** 1. Assistance for ISO 21001:2018 standards for higher education services and quality 2. International accreditation for the S1 program 3. Provide a classroom for the professional education program (1 class) 4. Develop student study space (1 outdoor space) 5. Renovate research group rooms (2 rooms) 6. Develop teaching and learning facilities of national standard 7. Increase the availability of standardized teaching and learning facilities (equipment) that function well and are up to date to 81% of all facilities owned by each unit	**Increase the Availability of standardized teaching and learning facilities (equipment)** 1. ISO 21001:2018 accreditation for higher education services and quality 2. Provide a classroom for the S2 joint or double degree program (1 class) 3. Renovate research group rooms (2 rooms) 4. Renovate lecture rooms on the 20th floor of the Undip tower building 5. Develop teaching and learning facilities of national standard 6. Increase the availability of standardized teaching and learning facilities (equipment) that function well and are up to date to 82% of all facilities owned by each unit	**Increase the Availability of standardized teaching and learning facilities (equipment)** 1. Assistance for ISO 21001:2018 standards for higher education services and quality 2. Provide an S3 classroom and S3 student study space (1 class) 3. Renovate research group rooms (2 rooms) 4. Develop teaching and learning facilities of national standard 5. Increase the availability of standardized teaching and learning facilities (equipment) that function well and are up to date to 83% of all facilities owned by each unit	**Increase the Availability of standardized teaching and learning facilities (equipment)** 1. Assistance for ISO 21001:2018 standards for higher education services and quality 2. Provide an IUP classroom (1 class) and a professional education program classroom (1 class) 3. Develop student study space (1 indoor space) 4. Develop teaching and learning facilities of national standard 5. Increase the availability of standardized teaching and learning facilities (equipment) that function well and are up to date to 84% of all facilities owned by each unit

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	Increase the availability of supporting facilities (infrastructure) 1. Provide facilities for student activity units and other supporting facilities (student organization room and student health room) 2. Add a prayer room (mushola) 3. Provide other supporting facilities that support SDG activities 4. Provide other supporting facilities such as facilities for lecturers and administrative staff (community hub and art creation room) 5. Increase the availability of supporting facilities (infrastructure) to 75% in accordance with SNPT, UI GreenMetric, and Disability Facility standards (Regulation of the Minister of Public Works and Public Housing	**Increase the Availability of supporting facilities (infrastructure)** 1. Provide facilities for student activity units 2. Provide other adequate supporting facilities, such as facilities for lecturers and people with disabilities 3. Increase the availability of supporting facilities (infrastructure) to 76% in accordance with SNPT, UI GreenMetric, and Disability Facility standards (Regulation of the Minister of Public Works and Public Housing of the Republic of Indonesia Number 14/PRT/M/2017)	**Increase the Availability of supporting facilities (infrastructure)** 1. Provide facilities for student activity units 2. Provide other adequate supporting facilities, such as facilities for lecturers and people with disabilities 3. Increase the availability of supporting facilities (infrastructure) to 78% in accordance with SNPT, UI GreenMetric, and Disability Facility standards (Regulation of the Minister of Public Works and Public Housing of the Republic of Indonesia Number 14/PRT/M/2017)	**Increase the Availability of supporting facilities (infrastructure)** 1. Provide facilities for student activity units 2. Provide other adequate supporting facilities, such as facilities for lecturers and people with disabilities 3. Increase the availability of supporting facilities (infrastructure) to 80% in accordance with SNPT, UI GreenMetric, and Disability Facility standards (Regulation of the Minister of Public Works and Public Housing of the Republic of Indonesia Number 14/PRT/M/2017)	**Increase the Availability of supporting facilities (infrastructure)** 1. Provide facilities for student activity units 2. Build a canteen for students and staff 3. Provide other adequate supporting facilities, such as facilities for lecturers and people with disabilities 4. Increase the availability of supporting facilities (infrastructure) to 82% in accordance with SNPT, UI GreenMetric, and Disability Facility standards (Regulation of the Minister of Public Works and Public Housing of the Republic of Indonesia Number 14/PRT/M/2017)

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	of the Republic of Indonesia Number 14/PRT/M/2017) **Develop Faculty Assets** 1. Identify faculty assets 2. Develop a faculty asset development roadmap 3. Optimize the utilization of faculty assets 4. Maintain assets	**Develop Faculty Assets:** 1. Identify faculty assets 2. Develop a faculty asset development roadmap 3. Optimize the utilization of faculty assets 4. Maintain assets	**Develop Faculty Assets:** 1. Identify faculty assets 2. Develop a faculty asset development roadmap 3. Optimize the utilization of faculty assets 4. Maintain assets	**Develop Faculty Assets:** 1. Identify faculty assets 2. Develop a faculty asset development roadmap 3. Optimize the utilization of faculty assets 4. Maintain assets	**Develop Faculty Assets:** 1. Identify faculty assets 2. Develop a faculty asset development roadmap 3. Optimize the utilization of faculty assets 4. Maintain assets
3. Technical Management and Services (KPI 25)	Provide Administrative and Office Services	Provide Administrative and Office Services	Provide Administrative and Office Services	Provide Administrative and Office Services	Provide Administrative and Office Services
	1. Improve the skills and capacity of administrative staff in IT-based administrative and office services 2. Increase the quantity and quality of SOPs that can support administrative and office services to 80% of total services across all units	1. Improve the skills and capacity of administrative staff in IT-based administrative and office services 2. Increase the quantity and quality of SOPs that can support administrative and office services to 81% of total services across all units	1. Improve the skills and capacity of administrative staff in IT-based administrative and office services 2. Increase the quantity and quality of SOPs that can support administrative and office services to 82% of total services across all units	1. Improve the skills and capacity of administrative staff in IT-based administrative and office services 2. Increase the quantity and quality of SOPs that can support administrative and office services to	1. Improve the skills and capacity of administrative staff in IT-based administrative and office services 2. Increase the quantity and quality of SOPs that can support administrative and office services to 84% of total services across all units

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	3. Increase the capacity and skills of administrative staff in using office information systems integrated with the university 4. Improve the completeness of administrative and office databases and archives to make administrative services easier and faster and office services	3. Increase the capacity and skills of administrative staff in using office information systems integrated with the university 4. Improve the completeness of administrative and office databases and archives to make easier and faster administrative services and office services	3. Increase the capacity and skills of administrative staff in using office information systems integrated with the university 4. Improve the completeness of administrative and office databases and archives to make easier and faster administrative services and office services	83% of total services across all units 3. Increase the capacity and skills of administrative staff in using office information systems integrated with the university 4. Improve the completeness of administrative & office databases and archives to make administrative services easier and faster and office services	3. Increase the capacity and skills of administrative staff in using office information systems integrated with the university 4. Improve the completeness of administrative and office databases and archives to make administrative services easier and faster and office services
	Consolidate the main duties and functions of administrative staff to improve governance quality	**Consolidate the main duties and functions of administrative staff to improve governance quality**	**Consolidate the main duties and functions of administrative staff to improve governance quality**	**Consolidate the main duties and functions of administrative staff to improve governance quality**	**Consolidate the main duties and functions of administrative staff to improve governance quality**
	1. Monitor and evaluate the job duties and main functions of administrative staff to ensure that work is carried out in line with each position and unit. 2. Prepare job descriptions for	1. Monitor and evaluate the job duties and main functions of administrative staff to ensure that work is carried out in line with each position and unit.	1. Monitor and evaluate the job duties and main functions of administrative staff to ensure that work is carried out in line with each position and unit.	1. Monitor and evaluate the job duties and main functions of administrative staff to ensure that work is carried out in line with each position and unit.	1. Monitor and evaluate the job duties and main functions of administrative staff to ensure that work is carried out in line with each position and unit.

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
	each position to help administrative staff carry out their main duties and functions, covering 90% of all positions and units	2. Prepared job descriptions for each position to help administrative staff carry out their main duties and functions, covering 91% of all positions and units	2. Prepared job descriptions for each position to help administrative staff carry out their main duties and functions, covering 92% of all positions and units	2. Prepared job descriptions for each position to help administrative staff carry out their main duties and functions, covering 93% of all positions and units	2. Prepared job descriptions for each position to help administrative staff carry out their main duties and functions, covering 94% of all positions and units
4. Compliance, Internal Control and Resolution of Findings (KPI 24)	**Financial Statement Opinion**	**Financial Statement Opinion**	**Financial Statement Opinion**	**Financial Statement Opinion**	**Financial Statement Opinion**
	1. Monitor and evaluate financial statements regularly to ensure financial accountability in line with evolving needs and applicable regulations. 2. Use IT systems in preparing plans and implementing budget use to standardize financial expenditure processes at the university. 3. Financial statement opinion reaches WTP (Unqualified).	1. Monitor and evaluate financial statements regularly to ensure financial accountability in line with evolving needs and applicable regulations. 2. Use IT systems in preparing plans and implementing budget use to standardize financial expenditure processes at the university. 3. Financial statement opinion reaches WTP (Unqualified).	1. Monitor and evaluate financial statements regularly to ensure financial accountability in line with evolving needs and applicable regulations. 2. Strengthen the use of IT systems in preparing plans and implementing budget use to standardize financial expenditure processes at the university.	1. Monitor and evaluate financial statements regularly to ensure financial accountability in line with evolving needs and applicable regulations. 2. Strengthen the use of IT systems in preparing plans and implementing budget use to standardize financial expenditure processes at the university.	1. Monitor and evaluate financial statements regularly to ensure financial accountability in line with evolving needs and applicable regulations. 2. Strengthen the use of IT systems in preparing plans and implementing budget use to standardize financial expenditure processes at the university.

Programs	Annual Means of Achievement				
	2025	2026	2027	2028	2029
			Financial statement opinion reaches WTP (Unqualified).	Financial statement opinion reaches WTP (Unqualified).	Financial statement opinion reaches WTP (Unqualified).
	Timeliness of Financial Report Submission	**Timeliness of Financial Report Submission**	**Timeliness of Financial Report Submission**	**Timeliness of Financial Report Submission**	**Timeliness of Financial Report Submission**
	1. Monitor and evaluate finances as the basis for preparing quarterly financial reports and ensuring continuous data-based improvement. 2. Strengthen coordination with other divisions and activity PICs in the Faculty 3. Use IT systems in financial reporting to make it easier to report finances. 4. Timeliness of financial report submission at 100% of the set time targets.	1. Monitor and evaluate finances as the basis for preparing quarterly financial reports and ensuring continuous data-based improvement. 2. Strengthen coordination with other divisions and activity PICs in the Faculty 3. Use IT systems in financial reporting to make it easier to report finances. 4. Timeliness of financial report submission at 100% of the set time targets.	1. Monitor and evaluate finances as the basis for preparing quarterly financial reports and ensuring continuous data-based improvement. 2. Strengthen coordination with other divisions and activity PICs in the Faculty 3. Use IT systems in financial reporting to make it easier to report finances. 4. Timeliness of financial report submission at 100% of the set time targets.	1. Monitor and evaluate finances as the basis for preparing quarterly financial reports and ensuring continuous data-based improvement. 2. Strengthen coordination with other divisions and activity PICs in the Faculty 3. Use IT systems in financial reporting to make it easier to report finances. 4. Timeliness of financial report submission at 100% of the set time targets.	1. Monitor and evaluate finances as the basis for preparing quarterly financial reports and ensuring continuous data-based improvement. 2. Strengthen coordination with other divisions and activity PICs in the Faculty 3. Use IT systems in financial reporting to make it easier to report finances. 4. Timeliness of financial report submission at 100% of the set time targets.

CHAPTER VI FUNDING FRAMEWORK

- Overview of Revenue
- Overview of Expenditure
- Sources of Revenue
- Expenditure Needs
- Revenue Strategy
- Funding Policy

CHAPTER VI
FUNDING FRAMEWORK

Following the university's reference for its funding strategy, namely Government Regulation of the Republic of Indonesia No. 26 of 2015 on the Forms and Mechanisms of Funding for Legal-Entity State Universities, the Faculty of Psychology UNDIP cascades the university's funding strategy down to the faculty level. The funding strategy also refers to policies issued by the government and the university, taking into account development programs at UNDIP and the targets to be achieved over the next five years (2025-2029).

The budget use mechanism focuses on implementing work programs that have a direct impact on achieving the vision, mission, goals, and strategic targets of the Faculty of Psychology UNDIP. Allocation is determined using a scale of priorities, with attention to achieving optimal quality improvement.

6.1 Overview of Revenue

The Faculty of Psychology UNDIP has revenue from non-APBN sources, calculated from revenue targets and the expenditure needs of program activities. In 2025, the budget obtained from non-APBN sources was Rp 25,035,321,500.00. In the 2025 to 2029 period, funding obtained by the Faculty of Psychology UNDIP will come from non-APBN sources and will be adjusted to the Annual Work Plan and Budget (RKAT) in each current year.

In addition to the above revenue sources, the Faculty of Psychology UNDIP requires other funding to meet the financial needs set out in its expenditure plan. Expenditure will continue to increase every year, so the faculty cannot depend on a single source of revenue. The strategy is to develop funding potential by seizing opportunities identified through analysis of internal and external conditions.

The revenue policy takes several forms, including:

1. Seizing revenue opportunities from the APBN (State Budget), including government grants.
2. Strengthening non-APBN revenue sources by optimizing revenue from education funds and contributions to educational operating costs, as well as revenue from stakeholder funds in the form of partnerships.

3. Expanding and strengthening partnership networks with the potential to become sources of revenue for the faculty.
4. Strengthening and optimizing the existing Revenue Generating Units (UPP).
5. Developing networks with alumni to explore possible business ventures.

6. Increasing the optimal utilization of assets

6.2 Overview of Expenditure

Funding obtained by the Faculty of Psychology UNDIP is used to finance work programs and activities carried out to achieve the established performance indicator targets. Expenditure policy must be effective and efficient given limited revenue sources and ever-increasing budget needs. The Strategic Plan is also intended to serve as a reference for expenditure so that it is well targeted and achieves the expected goals.

The fund-use policy of the Faculty of Psychology UNDIP follows the policies established by the university, with the following emphases:

a. Expenditure on salaries and allowances of civil servants (PNS) is financed from the APBN as regulated by UNDIP.
b. Expenditure on implementing the Tri Dharma of Higher Education and

other supporting activities is financed from non-APBN sources.

c. Budget planning is carried out every year, taking into account the previous year's realization. The University has determined the percentage of budget use planning that faculties may carry out.
d. The faculty maximizes budget absorption with attention to quarterly reports and evaluations.
e. Prioritizing effectiveness and efficiency of expenditure while ensuring that planned faculty work programs and activities can be carried out.

6.3 Sources of Revenue

In the 2025 – 2029 period, the development funds of the Faculty of Psychology Undip come from Government funds (APBN) and public funds (non-APBN). In broad terms, the faculty's revenue source planning for 2025 – 2029 is calculated from program expenditure needs and revenue targets from APBN and non-APBN sources, presented in more detail in Table 18.

Table 18. Revenue Sources of the Faculty of Psychology, Universitas Diponegoro 2025 – 2029

No	Description	Year				
		2025	2026	2027	2028	2029
APBN		**4.551.752.100**	**4.551.752.100**	**4.551.752.100**	**4.551.752.100**	**4.551.752.100**
1	Civil Servant Salaries and Allowances	4.551.752.100	4.551.752.100	4.551.752.100	4.551.752.100	4.551.752.100
Non-APBN		**33.319.108.870**	**33.985.491.047**	**34.665.200.869**	**35.358.504.886**	**36.065.674.984**
1	Education Service Revenue	28.707.384.064	29.281.531.745	29.867.162.380	30.464.505.628	31.073.795.740
2	Education Support Service Revenue	51.200.000	52.224.000	53.268.480	54.333.850	55.420.527
3	PTNBH Business Revenue	1.961.220.000	2.000.444.400	2.040.453.288	2.081.262.354	2.122.887.601
4	Partnership Revenue	233.339.048	238.005.829	242.765.946	247.621.264	252.573.690
5	Use of Non-APBN - Surplus or Fiscal Surplus	2.365.965.758	2.413.285.073	2.461.550.775	2.510.781.790	2.560.997.426
Total		**37.870.860.970**	**38.537.243.147**	**39.216.952.969**	**39.910.256.986**	**40.617.427.084**

The Revenue Sources of the Faculty of Psychology, Universitas Diponegoro for 2025 – 2029 consist of revenue sources that can be used directly by the faculty and revenue sources managed by the University. The table above covers both. The total revenue managed directly by the faculty can be seen in the table Program Funding Framework of the Faculty of Psychology, Universitas Diponegoro 2025 – 2029 (Table on page 146).

6.4 Expenditure Needs

The funding needs of the Faculty of Psychology Undip for expenditure in the 2025 - 2029 period come from APBN and non-APBN sources. All figures for both planned revenue and planned expenditure are estimates and will be adjusted when preparing the annual work plan and budget (RKAT) in each current year in accordance with the PAGU set by the University.

Table 19. Recapitulation of Planned Revenue Sources and Expenditure Needs of the Faculty of Psychology, Universitas Diponegoro 2025 – 2029

No	Description	Year				
		2025	2026	2027	2028	2029
Planned Revenue		**37.870.860.970**	**38.628.278.189**	**39.400.843.754**	**40.188.860.629**	**40.992.637.841**
1	APBN	4.551.752.100	4.642.787.142	4.735.642.885	4.830.355.743	4.926.962.857
2	Non-APBN	33.319.108.870	33.985.491.047	34.665.200.869	35.358.504.886	36.065.674.984
Planned Expenditure		**18.758.136.948**	**18.971.239.687**	**19.195.086.881**	**19.429.634.087**	**19.674.846.430**
1	Capital Expenditure	**2.701.000.000**	**2.592.960.000**	**2.489.241.600**	**2.389.671.900**	**2.294.085.000**
	- Non-APBN - Current Year Revenue	917.480.000	935.829.600	954.546.192	973.637.116	993.109.858

No	Description	Year				
		2025	2026	2027	2028	2029
	- Non-APBN - Surplus or Fiscal Surplus	2.701.000.000	2.592.960.000	2.489.241.600	2.389.671.900	2.294.085.000
2	Operational and Other Non-Capital Expenditure	**16.057.136.948**	**16.378.279.687**	**16.705.845.281**	**17.039.962.187**	**17.380.761.430**
	- APBN	4.551.752.100	4.642.787.142	4.735.642.885	4.830.355.743	4.926.962.857
	- Non-APBN	11.505.384.848	11.735.492.545	11.970.202.396	12.209.606.444	12.453.798.573

The indicative budget needs of each program from 2025 – 2029 are detailed in Table 20.

Table 20. Funding Framework of the Faculty of Psychology UNDIP 2025-2029

No	Programs	Year				
		2025	2026	2027	2028	2029
1	Improving the quality of graduates through link and match with industry (DUDI)	961.625.000	980.857.500	1.000.474.650	1.020.484.143	1.040.893.827
2	Improving Student Competencies and Achievements	1.089.682.500	1.111.476.150	1.133.705.673	1.156.379.786	1.179.507.382
3	Improving the Quality of Learning and Academic Quality Assurance	444.455.000	453.344.100	462.410.982	471.659.202	481.092.386
4	Improving the Quality of Research and Reputable Publications	465.650.000	474.963.000	484.462.260	494.151.505	504.034.535
5	Increasing Research based on UNDIP characteristics	38.600.000	39.372.000	40.159.440	40.962.629	41.781.881

No	Programs	Year				
		2025	2026	2027	2028	2029
6	Increasing Partnerships and the Relevance of Research Results	1.565.700.000	1.597.014.000	1.628.954.280	1.661.533.366	1.694.764.033
7	Increasing innovation and downstreaming of research results	84.150.000	85.833.000	87.549.660	89.300.653	91.086.666
8	Increasing contribution to solving community problems	117.250.000	119.595.000	121.986.900	124.426.638	126.915.171
9	Improving the competence and professionalism of Lecturers and Administrative Staff	2.180.080.000	2.223.681.600	2.268.155.232	2.313.518.337	2.359.788.703
10	Improving Accountability, Governance, Management and Organizational Streamlining	2.084.722.348	2.126.416.795	2.168.945.131	2.212.324.033	2.256.570.514
11	Increasing the Proportion of Non-Education Funding Sources	1.965.920.000	2.005.238.400	2.045.343.168	2.086.250.031	2.127.975.032
12	Improving the Quality of Facilities and Infrastructure	3.406.830.000	3.312.906.600	3.223.587.132	3.138.704.343	3.058.098.092
13	Improving Branding, Information Dissemination and Literacy Culture	308.000.000	314.160.000	320.443.200	326.852.064	333.389.105
14	Improving the Integration of Integrated Information Systems	411.200.000	419.424.000	427.812.480	436.368.730	445.096.104
	TOTAL	**15.123.864.848**	**15.264.282.145**	**15.413.990.188**	**15.572.915.460**	**15.740.993.431**

Table 21. Funding Framework for the World Class University (WCU) Program, Faculty of Psychology, Universitas Diponegoro 2025 – 2029

No	Performance Indicator	Year				
		2025	2026	2027	2028	2029
1	Employment Outcomes (EO)	50.000.000	55.000.000	60.500.000	66.550.000	73.205.000
2	Employer Reputation (ER)	89.400.000	98.340.000	108.174.000	118.991.400	130.890.540
3	Students studying outside their study program or gaining achievements	785.292.500	863.821.750	950.203.925	1.045.224.318	1.149.746.749
4	International Student Ratio (ISR)	304.390.000	334.829.000	368.311.900	405.143.090	445.657.399
5	Academic Reputation (AR)	160.000.000	176.000.000	193.600.000	212.960.000	234.256.000
6	Paper per Faculty	35.000.000	38.500.000	42.350.000	46.585.000	51.243.500
7	Citation per Faculty (CF)	190.700.000	209.770.000	230.747.000	253.821.700	279.203.870
8	International Research Network (IRN)	295.000.000	324.500.000	356.950.000	392.645.000	431.909.500
9	Faculty Student Ratio (FSR)	1.242.300.000	1.366.530.000	1.503.183.000	1.653.501.300	1.818.851.430
10	International Faculty Ratio (IFR)	459.100.000	505.010.000	555.511.000	611.062.100	672.168.310
11	Sustainability	226.000.000	248.600.000	273.460.000	300.806.000	330.886.600
	TOTAL	**3.837.182.500**	**4.220.900.750**	**4.642.990.825**	**5.107.289.908**	**5.618.018.898**

Note: the WCU budget is estimated to increase by approximately 10% per year

6.5 Revenue Strategy

Strategies are needed to secure various sources of revenue to meet funding needs that tend to increase. These include developing funding potential comprehensively by taking advantage of the various funding scheme opportunities from the two main sources, namely APBN and non-APBN. These strategies are based on the results of continuous monitoring and evaluation of the faculty's internal and external conditions.

1. APBN Sources
    a. Increase the amount of revenue from BPPTNBH (Legal-Entity State University Operational Assistance).
    b. Increase grant funds (block grants) from the government as well as private and foreign parties.
2. Non-APBN Sources
    a. Optimize revenue from education funds from various sources and contributions to educational operating costs in other forms, while continuing to provide assistance or subsidies for students in accordance with the University's affirmative policies.
    b. Develop Revenue Generating Units (UPP)
    c. Develop partnerships with stakeholders (Government, Industry, Institutions, Foreign parties) based on the expertise of the resources at the Faculty of Psychology Undip.
    d. Develop networks and optimize the role of alumni.

Corporate Social Responsibility (CSR) from companies in Indonesia.

    f. Explore opportunities for commercializing research results and innovations.
    g. Increase domestic partnerships with regional governments, state-owned and regional-owned enterprises (BUMN/BUMD), and private and foreign institutions/companies
    h. Optimize the utilization of faculty assets.

6.6 Funding Policy

Funding is used to finance programs and activities to achieve the faculty performance indicators set by the university. In seeking to meet these funding needs, it must be considered that government subsidies through the APBN tend to keep declining. Therefore, the Faculty of Psychology seeks its own sources of financing. In addition, financial governance requires allocation policies so that funding is used effectively and efficiently. Based on these policies, the Faculty's planning and determination of program activities refer to the priorities set in the RENSTRA and approved through a management hierarchy in order to achieve good governance. The expenditure policies of the Faculty of Psychology Undip for the 2025-2029 period are as follows:

1. Expenditure on the basic needs of the Faculty of Psychology Undip, including employee salaries and allowances, office operating costs, and other routine costs, will be financed from the APBN, with non-APBN funds as supplementary funds.
2. Expenditure on priority faculty development programs, particularly infrastructure investment and flagship research, is financed by the University competitively or through assignments from Ministries/Agencies.
3. Expenditure on achieving PTNBH KPIs, RENSTRA KPIs, WCU, and other supporting activities is financed from non-APBN funds and BPPTNBH.
4. Maximize absorption of budgets from APBN sources and assistance or grants from national or international donor agencies, while continuing to observe the principles of effectiveness and efficiency.
5. Optimize expenditure from non-APBN funds for operational program activities, institutional management, and welfare, particularly for lecturers and administrative staff.

CHAPTER VII
CLOSING

The Strategic Plan of the Faculty of Psychology UNDIP for 2025-2029 is a document that serves as the reference for planning, implementing, and evaluating the faculty's activities. In-depth analysis of internal and external environmental conditions, with attention to very rapid changes, will help to provide appropriate strategies for anticipating or overcoming obstacles that may arise.

This Strategic Plan of the Faculty of Psychology UNDIP for 2025-2029 emphasizes Priority, Synergy, and Adaptability. Priority means that the Faculty of Psychology is placed by lecturers, administrative staff, and students as something more important and taking precedence over other matters. Synergy is harmonious and mutually reinforcing cooperation to achieve shared goals within the faculty and between the faculty and the university. Adaptability is flexibility, willingness to learn, and resilience in the face of change, so that lecturers, administrative staff, students, and the faculty as an organization can endure and continue to grow.

Planning that involves critical and comprehensive analysis will help the Faculty of Psychology UNDIP determine its policy directions, goals, targets, and strategies for achieving optimal performance targets. It is hoped that this Strategic Plan of the Faculty of Psychology UNDIP 2025-2029 will support the realization of the faculty's vision and mission, while making the maximum contribution to achieving UNDIP's performance targets.