

2016-2020

THE STRATEGIC PLAN FACULTY OF SPORT SCIENCE 2016-2020



**THE STRATEGIC PLAN
FACULTY OF SPORT SCIENCE
UNIVERSITAS NEGERI SURABAYA
(2016-2020)**

Glossary

1. **Vision** is a way of looking ahead. FIK UNESA's vision is to make the Faculty "Excellent in Sports Science and prioritizes Sportsmanship."
2. **Mission** is something that must be carried out by the Faculty of Sport Science UNESA so that the faculty's vision can be implemented and succeed well; FIK UNESA's mission is:
 - a. Improving education, research, and community service activities that are competitive and sporty and build Indonesian culture
 - b. To make the Faculty of Sports Science independent and have good faculty governance
3. **Purpose** is an elaboration/implementation of the mission statement. Goals are essentially something to be achieved within a period of 1 to 5 years.
4. **Target** is a description of the goal, which will be achieved/produced in an annual, semi-annual, quarterly, or monthly period. The target is attempted in a quantitative form so that it can be measured.
5. **Principles** are the philosophy and core values that describe how the Faculty of Sports Science can control and motivate itself in carrying out its mission.
6. **Strategic Planning** is process-oriented towards the results to be achieved over 1 to 10 years by considering the potential, opportunities, and constraints that exist or may arise. The strategic plan contains a realistic vision, mission, goals, objectives, and programs that anticipate the desired and achievable future.
7. **Action Plan** is the description of strategy in the form of a plan of activities to be carried out to achieve each objective that has been set.
8. **SWOT (Internal & External Assessment) analysis** is an analysis and evaluation both internally of the current strengths and weaknesses of the Faculty of Sports Science and externally on opportunities and challenges. from the outside.
9. **Strategic Issues** are difficulties or problems that need to be anticipated because they have a significant impact on the function and performance of the institution. Strategic issues are directly related to (1) outputs or outcomes that are the impact of overall organizational performance; (2) controversy among members

of the academic community regarding the impact; and (3) the consequences of an issue in the form of differences of opinion on the allocation of resources and variations in planned outputs.

10. **Leading Strategy** is strategy that prioritizes its achievement in the next 5-10 years based on the availability of supporting resources.

CHAPTER 1 PRELIMINARY

1.1. Background

Universities have a huge role in nation-building. The transformation of human, science, technology and social resources places universities in a strategic position in changing society. A big challenge for the Indonesian nation is the implementation of the ASEAN Economic Community (AEC). Aspects of life resulting from the needs of life, development, and MEA require a systematic and continuous solution in the quality of human resources.

In the ASEAN Economic Community (MEA) era, higher education will experience a swift and dynamic development as a consequence of the dynamics of opportunities and challenges that must be faced both on a local, national and international scale. Therefore, universities, including the Faculty of Sports Science, UNESA, must be able to answer these future challenges by carrying out their duties, functions, and roles as well as possible. Furthermore, so that the efforts carried out in the next five years are following the conditions and developments of the Faculty accurately, it is necessary to prepare strategic plans and operational plans.

Traditionally, higher education institutions develop themselves with a long-term planning mechanism, often stated in the form of a Master Plan (Master Plan for Development). However, in the era of the ASEAN Economic Community (AEC), information and communication that takes place rapidly, a situation that leads to the swift, unpredictable and short-term changes occurs, this planning model is no longer appropriate, so it is necessary to develop a Strategic Planning model that is considered As a more flexible approach in anticipating these changes, it is felt the need for strategic planning.

Strategic planning is essentially a framework that is oriented towards overcoming issues so that work plans are prepared based on the central issues. The issues are described from internal and external conditions. Internal conditions indicate possible strengths and weaknesses, while external conditions indicate possible opportunities and challenges to be faced. The strategic planning of the Faculty of Sports Science is a long-term (5 years) planning, future-oriented, goal setting, and strategy formulation explicitly that maps the current activity flow with

the desired future picture based on careful consideration of organizational capabilities and trends in environmental change.

1.2. Legal basis

- a. Pancasila and the 1945 Constitution
- b. UU no. 20 About SIKDIKNAS
- c. Statute of the State University of Surabaya 2015
- d. Regulation of the Minister of Research, Technology and Higher Education Number 13 of 2015 concerning the Strategic Plan of the Ministry of Research, Technology and Higher Education for 2015-2019
- e. Strategic Planning of the State University of Surabaya 2015 - 2019.
- f. Dean's Letter of Assignment Number 0011.1/UN38.6/KP/2016, dated January 7, 2016.
- g. Dean's Letter of Assignment Number 0032.1/UN38.6/KP/2016, dated January 13, 2016.
- h. Dean's Letter of Assignment Number 0095.1/UN38.6/KP/2016, dated January 19, 2016.
- i. Results of the UNESA Faculty of Sports Senate working meeting, January 22, 2016.

1.3. Purpose and objectives

The strategic planning of the Faculty of Sports Science is intended to:

- a. Ensuring continuity and continuity of activities/programs towards achieving the goals of the Faculty.
- b. Prepare a coherent framework for the growth and development of the Faculty.
- c. Prepare strategies for resource allocation.

The objectives of the strategic planning of the Faculty of Sport Science UNESA are:

- a. As a tool to anticipate developments and dynamics of community needs and demands.
- b. As a guide in carrying out activities or actions within a certain period.
- c. As a guide in allocating and utilizing resources efficiently.

- d. As a tool to realize the mission of the Faculty of Sports Science.
- e. As a means to maintain the continuity of the development of the Faculty of Sports Science.
- f. As a tool to assess the performance of the Faculty of Sports Science.

1.4. Scope

The strategic planning of the Faculty of Sports Science 2016-2020 covers various aspects of the implementation of education, research, community service, and the development of facilities and infrastructure. This strategic planning is also intended to encourage new ideas and ideas in anticipating the Asean Economic Community (MEA) while still upholding service to the community, nation, and state. No matter how good a plan is, to make the plan a reality, it is essential to prepare, prepare, commit, and have moral responsibility from all the Faculty of Sports Science academics.

CHAPTER II STRATEGIC PLANNING BASIS

2.1. Vision

Excelling in Sports Science and promoting sportsmanship

2.2. Missions are:

- a. Improving education, research, and community service activities that are competitive and sporty and build Indonesian culture budaya
- b. To make the Faculty of Sports Science independent and have good faculty governance

2.3. Motto, Principles, and Philosophy

Motto: Rational, Energetic, Creative, and Competitive.

Principles: Achievement, togetherness, and responsibility.

Philosophy: Providing the best, quality, and professional service.

2.4. Destination

The educational objectives at the Faculty of Sports Science are directed at producing graduates who have the following qualifications:

- a. Pancasila spirit and have high personality integrity.
- b. Be open, responsive to changes and advances in science and technology and the dynamics of social and social change, especially those related to their field of expertise.
- c. Have the ability to apply their knowledge and technological skills.
- d. Mastering scientific basics and knowledge and methodologies so that they can find, understand, explain and formulate solutions within their area of expertise.
- e. Mastering scientific basics to be able to think, behave and act like a scientist.
- f. Able to follow the development of knowledge and skills by the field.

CHAPTER III

SITUATION ANALYSIS

3.1. Internal Environmental Analysis

3.1.1. Number of Teachers

The number of permanent lecturers whose areas of expertise are by each PS in the Faculty/High School environment, based on available positions and highest education, by following the following table format:

Number	Things	Number of Permanent Lecturers on duty in managed Study Programs			Total in Faculty
		Department of Sports Education	Department of Sports Coaching Education	Department of Health and Recreation Education	
(1)	(2)	(3)	(4)	(5)	(6)
A. Functional :					
1	Expert Assistant	8	5	1	14
2	Assistant Professors	11	15	10	36
3	Associate Professors	9	9	9	27
4	Professors	2	2	1	5
5	Teaching staff	3	4	9	16
	TOTAL	33	35	30	98
B. Pendidikan Tertinggi :					
1	S1	-	-	2	2
2	Profession	-	-	-	-
3	S2/Sp-1	24	22	18	63
4	S3/Sp-2	9	13	10	32
	TOTAL	33	35	30	98

replacement and recruitment and development of permanent lecturers whose areas of expertise are following the study program at the Faculty / College in the last three years by following the following table format:

Number	Things	Department of Sports Education	Department of Sports Coaching Education	Department of Health and Recreation Education	Total in Faculty
(1)	(2)	(3)	(4)	(5)	(6)
1	Number of lecturers retiring/quitting	2	2	-	4
2	The number of new lecturer recruitment	4	4	2	10
3	The number of lecturers learning assignments S2/Sp-1	-	1	1	2
4	The number of lecturers with study permits S2/Sp-1	4	4	-	8
5	The number of lecturers learning assignments S3/Sp-2	4	4	5	13
6	The number of lecturers with study permits S3/Sp-2	2	1	-	3

3.1.2 Supporting Facilities

a. Sports Science Laboratory

The Faculty of Sports Science has sports laboratory facilities including:

Number	Laboratory Name	Explanation
1.	SSFC (Sport Science and Fitness Centre)	International Standard
2.	Swimming pool	International Standard
3.	Youth Center	International Standard
4.	Synthetic Athletic Field	International Standard
5.	Sports Center (BIMA)	National Standard
6.	Hockey	National Standard
7.	Soft Ball	National Standard
8.	Indoor Tennis	Completion Process (Completed 2016)
9.	Indoor Basketball	Completion Process (Completed 2017)
10.	Indoor Futsal	Completion Process (Completed 2016)
11.	Computer laboratory	50 Student Capacity
12.	Learning laboratory	Department of Sports Education
13.	Training laboratory	Department of Sports Coaching Education

14.	Sport Science laboratory	Department of Health and Recreation Education
15.	Fitness	Aerobic gymnastic etc

b. Library

The Faculty of Sports Science Library has a collection consisting of books, magazines, and faculty documents. The services provided include inter-library book lending, photocopying services, media centers, and professional assistance.

d. Auditorium

The faculty auditorium is used as a center for student and academic staff activities. These activities include guest lectures, seminars, workshops, sports, and graduations.

Research and Development Center

The fundamental objective of the Faculty of Sports Science is to research in the field of sports, especially in terms of basic research and applied research.

3.1.2. Strengths and Weaknesses Analysis (Strengths):

- a. Have students with high SNMPTN score qualifications.
- b. It has an integrated laboratory and internet facilities used to support the learning and teaching process.
- c. Having teaching staff who have various fields of expertise with qualifications of S.1 (2.04%), S.2 (61.74%), and S.3. (36.22%).
- d. The high interest in researching and serving both by teaching staff and students (research activities each year an average of 20 titles while community service activities average ten titles per year).
- e. Have a complete study program and level of study (bachelor, professional teacher education, master and doctorate).
- f. Have sufficient trained administrative personnel.
- g. Has a vast network of cooperation/partnerships.
- h. Have adequate educational facilities.
- i. Obtaining an accreditation score for the Physical and Health Education

Study Program and the Export Development Study Program with a score of A, the study program with a B

- j. It has a comfortable and beautiful campus environment.

Weaknesses:

- a. Not yet ideal ratio between teaching staff and students.
- b. Lack of quantity and quality of library materials.
- c. The education curriculum is still less dynamic.
- d. The teaching and learning process is still not ideal.
- e. Work culture and academic culture need improvement.
- f. Career advancement, regeneration of structural and functional positions are relatively slow.
- g. Mastery of foreign languages for lecturers and students needs improvement.
- h. The role and involvement of the Faculty Senate in setting institutional policies has not been optimal.
- i. The sense of togetherness and sense of belonging to the Faculty is not yet strong.
- j. Graduate marketing efforts are less structured and planned.
- k. Utilization of information and communication technology has not been optimal.
- l. Limited funds for the development of the Faculty.
- m. The role of alumni has not been optimal in participating in developing the Faculty.

3.2. External Environmental Analysis

3.2.1. Identification of External Environmental Factors

Remote Environmental Analysis:

Economic Factors:

Economic factors have a strong enough influence on the progress of an educational institution. This factor has a large enough impact on changes in the community's wishes, especially for educational services. Economic factors that must be taken into account include ease of obtaining external sources of funds, people's

ability to spend their money, interest rates, economic growth rates, and people's income levels. At this time, the Faculty of Sports Science UNESA is faced with uncertain economic conditions, where the income level of the community continues to decline, the unemployment rate continues to increase, people's purchasing power continues to decline, economic growth is still low, interest rates are still unstable, the rupiah exchange rate which is still fluctuating. The existence of this economic downturn can, of course, be considered a threat to the existence of the Faculty of Sports Science, considering that the majority of students are in the middle economic strata position.

Social Factors:

As a result of the economic crisis, the impact will be seen in changes in social behavior in society, and these changes are more directed to things that are less favorable for the existence of the Faculty of Sports Science. For example, initially, many parents sent their children to school, then due to the economic crisis, the demand for educational services was reduced.

Political Factors:

Political factors involve matters relating to regulations, policies, or legislation imposed by the government. For example, regarding accreditation (BAN-PT), tax regulations, and the strengthening of bureaucratic elements. There is a tendency for a stronger push for regional autonomy and increasingly sharp disputes between political elites, all of which will impact the development of the UNESA Faculty of Sports Science in the future.

Technology Factor:

The existence of technological developments and changes both in the field of learning technology and technology in the field of informatics has a very large influence on the development of the UNESA Faculty of Sports Science, especially to take advantage of these technological developments and changes to support the existence of the UNESA Faculty of Sports Science. This factor essentially also has an impact on the need for funds and the preparation of human resources.

Environmental factor:

This factor impacts the campus environment's arrangement because generally, campuses are required to have a conducive, comfortable, beautiful, and quiet environment and have adequate learning facilities and infrastructure.

Industrial Environmental Analysis:

About industrial environmental analysis, several possible threats must be anticipated, including:

Competitors between PTS, PTN, and PTA:

The government's policy of providing leeway for private universities to establish and open sports faculties in various cities and the convenience for other state universities to open Extension Programs and Diploma Programs further adds to the strength of competition. In addition, there is also a policy from the Director-General of Higher Education that provides opportunities for Foreign Universities (PTA) to open special classes in Indonesia; this will certainly increase the intensity of competition in capturing students.

Reduced Buyer Power:

The high absorption of tertiary education graduates on job opportunities is an indicator of educational success. The more graduates can be absorbed or channeled into employment, the more established and more trusted the university graduates are. Unfortunately, with the continuing economic crisis, job opportunities are still very limited and selective.

3.2.2. Opportunity Analysis and Opportunity Threats:

- a. The community's high interest to follow further studies, while the capacity of the Faculty is only about 10-20% of the total registrants.
- b. Increased community needs for educational output, research, and community service due to regional autonomy policies.
- c. Many Faculty of Sport Sciences UNESA later turned out to follow further studies and get a regular job.
- d. The Asean Economic Community (MEA), with all its aspects, provides an opportunity for the Faculty to collaborate with national and international institutions in education, research, and community service.

Threats:

- a. The rapid growth of the Faculty of Sports Science and business training institutions, both public and private, has encouraged intense competition.
- b. There are still many educational development projects sponsored by outside parties that have not been successfully obtained.
- c. The emergence of education deregulation policies that allow foreign universities (PTA) in Indonesia.
- d. The increasing demand for certification for all professions in economics.

CHAPTER IV STRATEGIC ISSUES

In order to maintain and improve the quality of graduates of the Faculty of Sports Science, it is necessary to understand the existence of strategic issues that can be used as the basis for preparing a strategic plan for the development of the Faculty of Sports Science at Unesa. The existence of various issues related to the enactment of the ASEAN Economic Community (MEA) and the Indonesian National Qualifications Framework (KKNI) demands an increase in the quality and relevance of FIK Unesa graduates according to market needs. In addition, access and affordability and organizational governance are also needed to support the established vision and mission. The expected result is customer satisfaction, namely the fulfillment of the community's needs or interested parties (stakeholders), including students, the community, the business and industrial environment, and the government. Another environment that also needs attention is the internal environment, namely academic staff, and administrative staff. In such a perspective, the faculty must always monitor and anticipate changes in environmental factors (both internal and external).

The essence of strategic planning is a proactive effort to adapt to internal and external changes to survive, grow and develop by increasing sustainable competitiveness. Based on this perspective, changes to the strategic environment can be determined as follows:

1. Changes in the limited ability of the government and universities to provide adequate budgets for routine needs and faculty development.
2. Changes in community demands so that the output is more relevant to the community's needs, especially related to the demands of the IQF and the enactment of the MEA.
3. Changes in the educational environment, the increasing number of new universities, and the near future will also be foreign universities offering their services in Indonesia. This requires the faculty to be able to continuously improve the quality in order to be able to compete with other universities or faculties.
4. Changes in science and technology that increasingly rapidly demand mastery and use of technology to be utilized both in education and teaching, research,

and community service.

5. Changes in the internal environment, especially changes in academic staff and administrative staff who are more skilled according to the times.

After reviewing various internal and external conditions, three main strategic issues were determined: those related to the quality and relevance of education, access and affordability, and higher education governance. Based on these three strategic issues, the Faculty of Sports Science UNESA has determined 7 (seven) strategic issues, namely: (1) Faculty Image (2) Quality of graduates; (3) Relevance of Graduates with the World of Business and Industry; (4) Lecturer Qualification; (5) Culture of research and scientific publications; (6) Access to education; (7) Management and faculty autonomy. The details of these strategic issues are as follows:

4.1. Faculty Image Improvement

To improve the image of the Faculty, it is necessary to ask the following questions:

- a. How to maintain accreditation of study programs.
- b. How to organize the Department / Program that is relevant to the needs.
- c. How to create an atmosphere of campus life that is conducive to the success of PBM.
- d. How to establish a more intense and continuous relationship with alumni.
- e. How to identify superior products that the Faculty can produce.
- f. How to create a reporting mechanism and accountability for Stakeholders.
- g. How to improve the Home Page of the Faculty of Sports Science, UNESA.
- h. How to establish cooperation with other agencies/institutions both domestically and abroad.

4.2. Quality Improvement of Graduates

To improve the quality of graduates, it is necessary to ask the following questions:

- a. How to improve the quality of PBM.
- b. How to increase the intensity of mastery of foreign languages, especially

English and information technology, for students and teaching staff.

- c. How to set graduate competency standards.
- d. How to assess the performance of Lecturers and Employees with peer review.
- e. How to develop and review curriculum according to the demands of KKNI and MEA

4.3. Relevance of Graduates to the Business World and the Industrial World

To increase the relevance of graduates to the world of business and industry, it is necessary to ask the following questions:

- a. How to cultivate an entrepreneurial spirit in students
- b. How to build communication with the business world and the sports industry
- c. How to build synergy with the education office
- d. How to build synergy with youth and sports services
- e. How to analyze customer satisfaction results

4.4. Lecturer Qualification Improvement

To improve the qualifications of lecturers, it is necessary to ask the following questions:

- a. How to plan and develop the teaching profession
- b. How to improve the career and welfare of lecturers
- c. How to build morale and work ethic.
- d. How to improve the mastery of foreign languages for lecturers, especially English
- e. How to improve the mastery of information technology for lecturers
- f. How to activate regular seminars and discussions in English.
- g. How to improve employee skills to be more professional.

4.5. Improving the Culture of Research and Scientific Publications

To improve the culture of research and scientific publications, it is necessary to ask the following questions:

- a. How to improve the discipline and quality of work of Lecturers and

Employees.

- b. How to motivate lecturers to participate in scientific activities at local, national, and international levels.
- c. How to create a reward system for outstanding lecturers, employees, and students.
- d. How to improve the professionalism of teaching staff, academic support staff, and administrative staff.

4.6. Education Access Development

To improve access to education, it is necessary to ask the following questions:

- a. How to increase the percentage of student admissions from the underprivileged
- b. How to increase scholarships for outstanding students from underprivileged families
- c. How to increase the socialization of study programs in schools

4.7. Improved Faculty Management and Autonomy

4.7.1. Excavation of Funding Sources This problem relates to:

How the Faculty can seek internal and external funding sources (SPP and DPP Extension Students/D.3, IKOMA, Project QUE/DUE, Fees from collaboration with other agencies/institutions, funds from PPS). How to seek a fair sharing of funds with the University.

4.7.2. Development of Facilities and Infrastructure this problem relates to:

How to procure, utilize, optimize, and maintain facilities and infrastructure (designing an online computerized system, equipping laboratory facilities, improving the reading room and internet services quality, adding lecture rooms, equipping capital market laboratory computers).

4.7.3. Organizational Development and Management

This issue relates to:

- a. How to reconstruct the function and structure of the Faculty Senate.
- b. How to reconstruct the function and structure of the Department/ Program.
- c. How to form an internal auditor institution in the Faculty.

- d. How to strengthen the integrated program planning and budgeting system.

4.7.4 Management Information System Development

This problem is related to:

- a. How to design a financial information system.
- b. How to improve the academic information system (Siska).
- c. How to improve the Lecturer and Employee (Sisgawa) database system.
- d. How to create a research database system for Lecturers and Students.
- e. How to make a technology information stall and digital library service (digital library).

CHAPTER V DEVELOPMENT STRATEGY

5.1. Development Goal

The development of the UNESA Faculty of Sports Science is oriented to become a center of excellence for higher education and the development of sports science. Furthermore, the Faculty of Sport Sciences of Unesa develops disciplines related to morals and ethics and improves the quality of academic and administrative staff in providing the best quality and professional service.

5.2. Development Theme

Develop human resources to face the Asean Economic Community (MEA).

5.3. Basic Development Strategy

The faculty realizes its vision and mission by developing human resources, developing study programs, developing physical facilities, technology development, organizational development, and faculty management, excavating sustainable sources of funds, creating a conducive academic environment, and improving the quality of the faculty.

5.3.1. Human Resource Quality Development

Human Resource Development (HR):

- 1) Educative staff are directed to become professional staff, compete at the national level, participate in regional and international scientific forums, have good personal integrity, and have a strong commitment to educational institutions through further study and training research. Service, non-formal education, and seminars.
- 2) Administrative staff are directed to become ethical professionals and are more oriented towards service improvement through further studies, training, and courses.

5.3.2. Study Program Development

The Study Program must be adapted to the development of science and technology, the needs of the labor market is facing the MEA. Therefore, each Study Program has a curriculum that is oriented towards improving the quality of

reasoning, skills in applying and developing science and technology, and upholding moral and ethical values.

The development of study programs is also directed at opening new study programs by increasing lecturers who receive masters and doctoral education.

5.3.3. Development of Facilities and Infrastructure

Development of facilities and infrastructure to meet the needs of the teaching and learning process and support academic activities for lecturers and students in carrying out various activities and services to students.

5.3.4. Technology Utilization

Advances in technology in information systems and audio-visual must be utilized to improve the quality of teaching and learning processes, research, scientific publications, and administrative services.

5.3.5. Organizational Development and Management.

To realize an organization and management that is effective and efficient, the organization and management at the Faculty of Sport Sciences UNESA need to be developed based on professionalism, transparency, and accountability.

5.3.6. Enabling Environment Development

It is necessary to cultivate an academic culture for students and lecturers and a corporate culture for structural officials and administrative staff to create a conducive environment.

5.3.7. Fundraising

In anticipating higher education autonomy, it is necessary to intensify internal and external funding sources.

5.3.8. Faculty Image Improvement

Improving the image of the Faculty is needed to spread the existence of the Faculty of Sports Science UNESA with various program activities offered, and the output produced both academic and non-academic.

5.4. Development Policy

5.4.1. Human Resource Quality Development

The policy of developing the quality of human resources is directed at 1) Increasing the number of lecturers who take part in the S.2 and S.3 programs. 2) Promote seminars on a local, national and international scale. 3) Improving English

training programs, both passive and active. 4) Promote regular seminars for lecturers and students. 5) Assist in funding for TPA and TOEFL for lecturers who have met the requirements. 6) Opening a Discussion Forum in English. 7) Allocate funds directly from the Faculty or through funds allocated to the Department, assisting Lecturers in attending seminars, workshops, and training. 8) Conduct regular training for employees in the operation of academic information systems, personnel information systems, and take part in academic positions such as ADUM, SPAMA, etc.

THE STRATEGIC PLAN



FACULTY OF SPORT SCIENCE
UNIVERSITAS NEGERI SURABAYA
(2016-2020)

