



UNIVERSITAS UDAYANA

**ACCOUNTABILITY REPORT
FACULTY OF HUMANITIES
UDAYANA UNIVERSITY
2021**

ACCOUNTABILITY REPORT



**FACULTY OF HUMANITIES
UDAYANA UNIVERSITY
DENPASAR, 2022**

FOREWORD

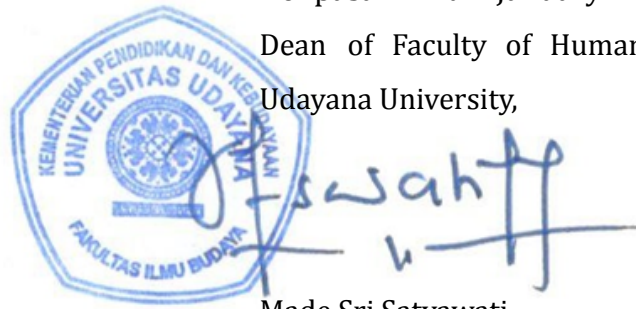
Praise and gratitude we pray to God Almighty/Ida Sang Hyang Widhi Wasa for His Asung Kerta Wara Nugraha so that

The Accountability Report on the performance of the Faculty of Humanities, Udayana University (FIB Unud) for 2021 can be completed properly. This Accountability Report on performance must be carried out in the context of implementing the Minister of Education, Culture and Higher Education Regulation Number 39 of 2020 concerning the Government Agency Performance Accountability System at the Ministry of Education, Culture and Higher Education and Presidential Regulation Number 29 of 2014 concerning the Government Agency Performance Accountability System which mandates each government agency to prepare performance report every year.

This Accountability Report on the performance of FIB Udayana University 2021 presents performance achievements in accordance with the Performance Contract Agreement between the Dean and Chancellor and accordance with the targets listed in the Targets of the 2020-2024 FIB Unud Strategic Plan, namely increasing the quality of learning and student affairs, increasing the institutional quality of Udayana University, increasing quality, and the quantity of Udayana University resources, increasing the relevance and productivity of research, service, and technology. Performance submitted at the beginning of the year and evaluated at the end of this year is calculated by measuring the achievements that have been realized. Performance measurement is supported by a system based on a single sign-on, namely the Integrated Management Information System the Strategic of Udayana (IMISSU).

This accountability report on performance in 2021 is a document or accountability report on the performance of the Dean of FIB Unud to the Government. The information provided can be used to measure the level of achievement and used as input for stakeholders. Useful suggestions for the progress of FIB Unud are highly expected.

Denpasar 24th January 2022,
Dean of Faculty of Humanities
Udayana University,



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EXECUTIVE SUMMARY

The Accountability Report on the performance of FIB Unud 2021 is prepared to realize accountability by what is mandated in the Regulation of the Minister of Education, Culture and Higher Education Number 39 of 2020 concerning the Performance Accountability System of Government Agencies at the Ministry of Education, Culture and Higher Education and Presidential Regulation Number 29 of 2014 concerning the Performance Accountability System Government agency that mandates every government agency to compile a performance report every year. The accountability report on the performance of FIB Unud in 2021 shows a description of the results that have been achieved along with the process of attaining them, the level of success/failure as well as their evaluation from the planning stage to the stage of achieving the performance of FIB Unud against the performance targets that have been planned in the FIB Unud Strategic Plan 2020-2024.

The strategic target for the development of FIB Unud 2020-2024 has performance indicators and the level of achievement is measured every year. Performance measurement results are shown from the level of achievement of each Key Performance Indicator (KPI). The success rate of performance achievement is measured by analyzing the achievements of each performance indicator set in the 2021 performance agreement in accordance with the 2020-2024 FIB Unud Strategic Plan.

Unud has entered into a performance agreement with the Director-General of Higher Education which sets out 5 strategic targets which are revealed in the 2021 performance agreement between the Chancellor and the Dean of FIB Unud which is described using 12 indicators. The strategic goals of the Director-General of Higher Education consist of the following:

Strategic target #1 Improving the quality of higher education graduates, this target is measured using 2 KPIs including (1) the percentage of S1 and D4/D3/D2 graduates who managed to get a job, continue their studies or become self-employed; and (2) the percentage of S1 and D4/D3/D2 students who spend at least 20 (twenty) credits off-campus, or achieve the lowest achievement at the national level; with 1 KPI that has been achieved according to the target.

Strategic target #2 Improving the quality of higher education lecturers, this target is measured by 3 KPIs including (1) the percentage of lecturers who carry out the University's Three Main Services at other campuses in *QS100* based on the field of science (*QS100 by subject*) working as practitioners in the industrial world, or fostering students who managed to achieve the lowest achievement at the national level in the last 5 (five) years; and (2) the percentage of permanent lecturers with doctoral academic qualifications, having competency/professional certificates recognized by industry and the world of work, or coming from professional practitioners, industry, or the world of work; The number of research and community service outputs that have successfully received international recognition or been implemented by the community per number of lecturers, with all KPIs that have been achieved according to the target.

Strategic Target #3 Improving the quality of curriculum and learning. This target is measured using 3 KPIs including (1) the percentage of S1 and D4/D3/D2 Study Programs that collaborate with partners; the Percentage of S1 and D4/D3/D2 courses that use case-solving learning methods or project-based group learning as part of the evaluation weights; and (2) the percentage of S1 and D4/D3/D2 study programs that have an international accreditation or certificate recognized by the government, with 1 KPI that has been achieved by the specified target.

Strategic Target #4 Improved governance of work units within Udayana University. This target is measured using 2 KPIs: The average work unit budget absorption is at least 98%; The percentage of non-tax revenues outside UKT is at least 20%, with 1 KPI that has been achieved per the specified target.

Strategic target #5 Improved governance of work units within the Directorate General of Higher Education, this target is measured using 2 KPIs including: (1) the average working unit SAKIP predicate is at least BB; and (2) the average value of Budget Performance for the Implementation of the RKA-K/L Satker is at least 80, there is no KPI that is the target of FIB Unud.

The achievement of Unud's performance targets was strongly supported by the absorption of funds of Rp. 4,619,363,047 or 84.8% of the total revised budget (POK) of Rp. 5,447,259,000. with details of realization (QEI) Institutional Assistance Rp 2,136,296,060 (98.6 %), (RAA) Education Sector Rp 205,494,340 (62.92% %), (RBJ) Higher Education Sector Rp 258,069,289 (50.22 %), (RCA) OM Facilities for Education Rp 115,096,483 (54.46% %), (SBA) Higher Education Rp 1,476,396,758 (88.24 %), (TAA) Office Services Rp 382,491,267 (76.13% %), (TAM) Internal Education and Training Services IDR 45,518,850 (85.45%).

Based on the performance achievements of the 10 KPIs that are the targets of FIB Unud, 6 indicators have been achieved, while 4 indicators have not been achieved. Thus, it can be concluded that the programs and activities implemented in 2021 as a whole have reached 60% of the set targets.

TABLE OF CONTENTS

FOREWORD	1
EXECUTIVE SUMMARY	3
TABLE OF CONTENTS	6
LIST OF IMAGES	8
LIST OF TABLES	9
CHAPTER I INTRODUCTION	1
1.1 General Description	1
1.2 Legal Basis	5
2.1 Development Plan	11
2.2 Legal Foundation of Renstra	12
2.3 Strategic Pillar	14
2.4 2021 Performance Agreement	17
CHAPTER III PERFORMANCE ACCOUNTABILITY	23
3.1 Performance Control	23
3.2 Performance Measurement	23
3.3 Achievement of Key Performance Indicators (IKU)	23
3.4 Achievement Description	29
CHAPTER IV CLOSING	38

LIST OF IMAGES

Image 1.1 Organizational Structure of the Faculty of Humanities

19

LIST OF TABLES

Table 2.1 Target of Faculty of Humanities Performance Contract 2021	27
Table 2.2 Program and Budget 2021	31
Table 3.1 Performance Achievement Data in 2021	33
Table 3.2 Realization of Indicators 1.1	38
Table 3.3 Realization of Indicators 1.2	39
Table 3.4 Realization of Indicators 2.1	40
Table 3.5 Realization of Indicators 2.2	42
Table 3.6 Realization of Indicators 2.3	43

CHAPTER I INTRODUCTION

1.1 General Description

Various factors drove the birth of the Faculty of Humanities in the middle of Bali Island. These factors include:

- 1) The fact that Bali, in terms of cultural and religious heritage, has its uniqueness;
- 2) Bali has long been known as a place that holds and maintains what elsewhere no longer exists. Thus Stutterheim referred to Bali as a "**living museum**."
- 3) There is a tempestuous will of the Balinese people, who want to show their identity and personality amid the Indonesian and international community.
- 4) The awareness of the founders to establish a Foundation for the Faculties of Nusa Tenggara (Yayasan Fakultas-Fakultas Nusa Tenggara), which is expected to act as the initiator concerning the Bali area, then initiated by prioritizing the establishment of the Faculty of Humanities; and
- 5) The factual conditions above raised the idea of establishing this Faculty of Humanities, which was the forerunner of Udayana University.

The idea of establishing the Faculty of Humanities can be traced to the speeches delivered by the following figures: (1) The First President of the Republic of Indonesia, Dr. Ir. Sukarno; (2) The Minister of Higher Education and Science, Prof. DR. Prijono that was delivered at the inauguration and opening of the Udayana Faculty of Letters in 1958, and (3) an expert on Ancient Javanese language and literature, Prof. Dr. RM Ng. Poerbatjaraka. The essence of the three speeches is as follows.

- 1) It is hoped that the Faculty of Humanities will one day become a revelation for the people, by exploring love for the homeland for later days, and a revelation for the people who are struggling to free themselves from all forms of poverty (RI President, Dr. Ir. Soekarno).
- 2) We regard the Faculty of Humanities as a testamentary key to scientifically opening the treasury of Bali, as a well-known island, as a storage chest for ancient literary and cultural treasures (Prof. Dr. R. M. Ng. Poerbatjaraka).
- 3) The Faculty of Humanities is expected to play the role of "Kadi bahni ring pahoman, dumilah mangde sukanikang rat"; it means, "Like a fire in the place where the offering is lit and brings happiness to the world" (K. Prof. DR. Prijono, quoted from Kakawin Ramayana).

The forerunner of Unud was the Udayana Faculty of Letters branch of Airlangga University which was inaugurated by P. J. M. President of the Republic of Indonesia Ir. Soekarno, opened by J. M. Minister P.P and K. Prof. Dr. Prijono on 29 September 1958 as written on the inscription at the Faculty of Literature Jalan Nias Denpasar. Udayana University was legally established on August 17, 1962, and is the oldest state university in the Province of Bali. Previously, since September 29, 1958, a faculty had been established in Bali called the Udayana Faculty of Letters as a branch of Airlangga University, Surabaya. This Udayana Faculty of Letters is the embryo of the founding of Udayana University. Based on the Decree of the Minister of PTIP No.104/1962, August 9, 1962, Udayana University was legally established on August 17, 1962. But because the birthday of Udayana University fell on the day of the Proclamation of Independence of the Republic of Indonesia, the celebration of Udayana University's birthday was transferred to September 29 by taking the date of the inauguration of the Faculty of Letters which had been established since 1958.

The Faculty of Humanities was founded on the initiative of the Nusa Tenggara Faculties Foundation, which was founded by Lt. Col. Minggoe and Deputy Chair I, Governor of the Lesser Sundas, Teuku Mochamad Daoedsjah. This foundation works with people who have special expertise in the field of literature, such as Dr. R. Goris, Dr. Ida Bagus Mantra, and I Gusti Ketut Ranuh. These figures, in addition to preparing matters relating to the physical aspect, also act as a liaison, to get people who will become lecturers (teaching staff), especially people who will become leaders in the Faculty that will be formed. The person who was successfully contacted, who will be the leader, is Prof. Dr. R.M.Ng. Poerbatjaraka, who at that time was the Dean of the Faculty of Literature and Culture at Gadjah Mada University. The teaching staff who were successfully contacted, especially staff who had doctoral degrees and had earned international names because of their scientific achievements at that time, were (1) Prof. Dr. R.M.Ng. Poerbatjaraka, (2) Dr. R. Goris, (3) Prof. Dr. Ida Bagus Mantra, and (4) Prof. Dr. Swami Ajarananda.

After all the preparations were completed, the opening day was set for September 29, 1958. The name given at that time was the Udayana Faculty of Letters. However, the original plan was named Udayana Faculty of Humanities. The word Culture was then removed at the suggestion of K. Prof. Dr. Prijono because the word literature already implies culture. So, the term 'literature' has a very broad meaning.

At its inception (September – December 1958), the Udayana Faculty of Letters was cared for by the Nusa Tenggara Faculties Foundation. However, starting on January 1, 1959, it officially became part of Universitas Airlangga. Since then the Udayana Faculty of Letters changed its name to the Faculty of Humanities. In the following developments, based on the Chancellor's Decree No. 62/UN14/HK/2013 dated 2 May 2013, the name of the Faculty of Letters changed again to the Faculty of Letters and Culture. Then based on Rector's Decree No. 309/UN.14/HK/2016 dated 27 June 2016 the name of the Faculty of Letters and Culture again changed to the Faculty of Humanities and its designation was determined in English as the Faculty of Humanities which was inaugurated by the Chancellor's Decree No. B/4181/UN14.1.B.1/HK.02/2020.

Based on the Decree of the Chancellor of Udayana University Number

592/UN14/PP.03.01/2016, regarding the Determination of the Scope of the Mono-Discipline and Multi-Discipline Study Programs for the Management of Masters and Doctoral Programs, on December 23, 2016, the Masters and Doctoral Programs in Linguistics and Studies Culture is officially under the auspices of the Faculty of Humanities. Currently, the Faculty of Humanities has 12 study programs (prodi), which are as follows.

Table 1. 1 List of Study Programs

No	Study Program	Level Academic
1	Indonesian Literature	S1
2	Balinese Literature	S1
3	Ancient Javanese Literature	S1
4	English Literature	S1
5	Japanese Literature	S1
6	Archaeology	S1
7	History	S1
8	Anthropology	S1
9	Linguistics	S2
10	Cultural Studies	S2
11	Linguistics	S3
12	Cultural Studies	S3

In order to improve the quality of education, the Faculty of Humanities always tries to improve the educational process of its students accompanied by an increase in Human Resources (HR). In The long-term journey of developing education and teaching at the Faculty of Humanities, it is possible to open new study programs, namely French Language Study Program, Korean Language and Culture Study Program, Chinese Language and Culture Study Program, and English Translation Study Program to support tourism in the Bali area.

1.2 Legal Basis

The legal basis for providing education at the Faculty of Humanities, Udayana University is as follows.

1. Decree of the Minister of Higher Education and Science (PTIP) number 104 of 1962, dated August 9, 1962, regarding the establishment of Unud on August 17, 1962, and confirmed by Decree of the President of the Republic of Indonesia Number 18 of 1963, dated January 13, 1963.
2. Unud's anniversary coincided with the day of the Proclamation of Independence of the Republic of Indonesia, so the celebration of Unud's birthday was shifted to September 29, which was to take the birthday of the Faculty of Letters Udayana Airlangga University branch in Denpasar.
3. Presidential Regulation Number 29 of 2014 concerning the Performance Accountability System of Government Agencies.
4. Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 53 of 2014 concerning Technical Guidelines for Performance Agreements, Performance Reports and Procedures for Reviewing Performance Reports of Government Agencies.
5. Regulation of the Minister of Education, Culture and Higher Education Number 39 of 2020 concerning the Performance Accountability System for Government Agencies at the Ministry of Education, Culture and Higher Education
6. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 30 of 2016 concerning Organization and Work Procedures of Udayana University.
7. Decree of the Minister of Research, Technology and Higher Education Number 333/M/KPT/2016 concerning Key Performance Indicators 2015-2019 at the Ministry of Research, Technology and Higher Education.
8. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 34 of 2017 concerning the Statute of Udayana University.
9. Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 367/M/KPT.KP/2017 concerning the Appointment of the Chancellor of Udayana University for the 2017–2021 period.

1.3 Main Duties, Functions, and Organizational Structure of the Faculty of Humanities

In accordance with the Regulation of the Minister of Research, Technology and Higher Education No.30 of 2016, dated May 13, 2016, regarding Organization and Work Procedure Unud (*OTK Unud*), Unud is a college that the Ministry of Research, Technology, and Higher Education, is under and responsible for the response to the Minister of Research, Technology and Higher Education. Unud has the Duty to organize education academics and can organize education vocation in various areas of knowledge and/ or technology and if Fulfill conditions could organize the education profession. As an element system of education nationally, Unud organizes activity education with the destination as follows.

1. Organizing the University's Three Main Services is an obligation or main duty of the university that consists of education, research, and service to society.
2. Produce graduates of quality with competence in the mastery of science and technology.
3. It is increasing the capacity of the university in giving access to service education to society.
4. Develop a healthy university through optimization of the role of organizational organs governance according to the Service Agency principle General (BLU).
5. Develop cooperation in the various field for increasing the quality of the University's Three Main Services
6. Produce quality, relevant and powerful competitive research following the development of science and technology, produce scientific publications at national and international levels and patents for supporting the benefits for society.

Based on OTK Unud Number 30 of 2016, Unud has organs consisting of the above: a. Senate; b. Chancellor; c. Unit Internal Supervisor; and D. Advisory Council. Following is a description of the function of the organ.

1. The Senate is the organ that runs function determination, consideration, and supervision implementation policy academic.
2. Rector operates function determination policy non-academic and management Unud. Rector as a managing organ consists of Chancellor and Vice-Chancellor. Bureau; Faculty and Postgraduate; Institution; and Technical Implementation Unit.
3. Task Rectors lead maintenance education, research, and service to the community and build educators, energy education, students, and their relationship with the

- environment. Rector organize function: a. implementation and development education height; b. implementation study in skeleton development knowledge and technology; c. implementation devotion to the community ; d. implementation development of the academic community and its relations with the environment; and e. implementation activity service administrative.
4. Vice-rector takes a position under the rector and is responsible to the rector on :
 - a. Vice-Rector Field Academic;

Vice-Rector Field Academic has the Duty to help the Rector lead maintenance education, research, and service to society.
 - b. Vice-Rector Field General and Finance;

Vice-Rector Field General and Finance have the Duty to help the Rector lead maintenance activities in administration general, finance, and personnel.
 - c. Vice-Rector Field Student Affairs;

Vice-Rector Field Student Affairs have the Duty to help the Rector lead maintenance activities in the field of students and alumni.
 - d. Vice-Rector Field Planning, Cooperation, and Information.

Vice-Rector Field Planning, Collaboration and Relationships society. Vice-Rector Field Planning, Cooperation, and Information have the Duty to help Rector lead maintenance activity composing program plan, sync planning, work same, and relationship society.
 5. Bureau is an element of Unud's administration that provides technical and administrative services to all elements within Unud. The Bureau is headed by a head who is responsible to the Rector. The Bureau, in carrying out daily tasks, is coordinated by the vice-rector in accordance with his/her field of work. The Bureau consists of: a. Bureau of Academic, Cooperation, and Public Relations; b. General Bureau; c. Student Affairs Bureau; and d. Bureau of Planning and Finance.
 6. Faculties and Postgraduates are academic implementing elements that are under and responsible to the Rector. a. Faculty of Humanities (FIB); b. Faculty of Medicine (FK); c. Faculty of Animal Husbandry (FAPET); d. Faculty of Law (FH); e. Faculty of Engineering (FT); f. Faculty of Agriculture (FP); g. Faculty of Economics and Business (FEB); h. Faculty of Mathematics and Natural Sciences (FMIPA); i. Faculty of Veterinary Medicine (FKH); j. Faculty of Tourism (FPAR); k. Faculty of Social and Political Sciences (FISIP); l. Faculty of Agricultural Technology (FTP); and M. Faculty of Marine Affairs and Fisheries (FKP). The faculty is led by a Dean who is

- assisted by 3 (three) Vice Deans (WD for Academic Affairs and Planning; Vice Dean for General Affairs and Finance; and Vice Dean for Student Affairs and Information.
7. Each faculty consists of a. the Dean and Vice Dean; b. Faculty Senate; c. Administration Section; d. Study program; e. Laboratory/Workshop/Studio/Test Garden; and f. Groups of Lecturer Functional Positions except for FTP and FKP which do not have an administrative division but an administrative subdivision.
 8. Postgraduates led by a Director who is responsible for the Rector have the task of carrying out master's program education and doctoral programs for the multidisciplinary field of science. Postgraduate consists of a Director and Vice Director; and a Subdivision of Administration.
 9. The institution is an academic implementing element under the Rector who carries out some of the tasks and functions in the field of research and community service as well as learning development and education quality assurance. The institution is led by a Chair who is responsible to the Rector. The institution consists of a. Research institutions and community service; and b. Institute for Learning Development and Quality Assurance.
 10. The Technical Implementation Unit hereinafter abbreviated as UPT is a supporting element of Unud. UPT consists of a. UPT Library; b. UPT Information and Communication Technology; c. UPT Language; and d. Integrated Laboratory UPT;
 11. The Internal Supervisory Unit (SPI) is an organ that carries out non-academic supervisory functions for and on behalf of the Rector. In carrying out its functions, SPI has the following duties and authorities: a. Setting the policies for an internal control program in non-academic fields. b. implementation of internal control over the management of non-academic fields; c. preparation of reports on the results of internal control; and d. providing suggestions and/or considerations regarding the improvement of the management of non-academic activities to the Rector based on the results of internal supervision.
 12. The Advisory Council is an organ that carries out the function of non-academic considerations which has the following duties and authorities: a. giving consideration to the Rector's policies in the non-academic field; b. formulating suggestions/opinions on the Rector's policies in non-academic fields; and c. giving consideration to the Rector in managing Unud. There are 6 (six) members of the

Advisory Council who are committed to developing Unud from: a. 1 (one) element of the Regional Government; b. 1 (one) element of community leader; c. 1 (one) element of education expert; d. 1 (one) element of an entrepreneur; e. 1 (one) Alumni element; and f. 1 (one) element of Unud.

The current organizational structure of FIB Unud has been adjusted to the 2016 OTK Unud. A diagram of the organizational structure of Unud can be seen in Image 1.1.

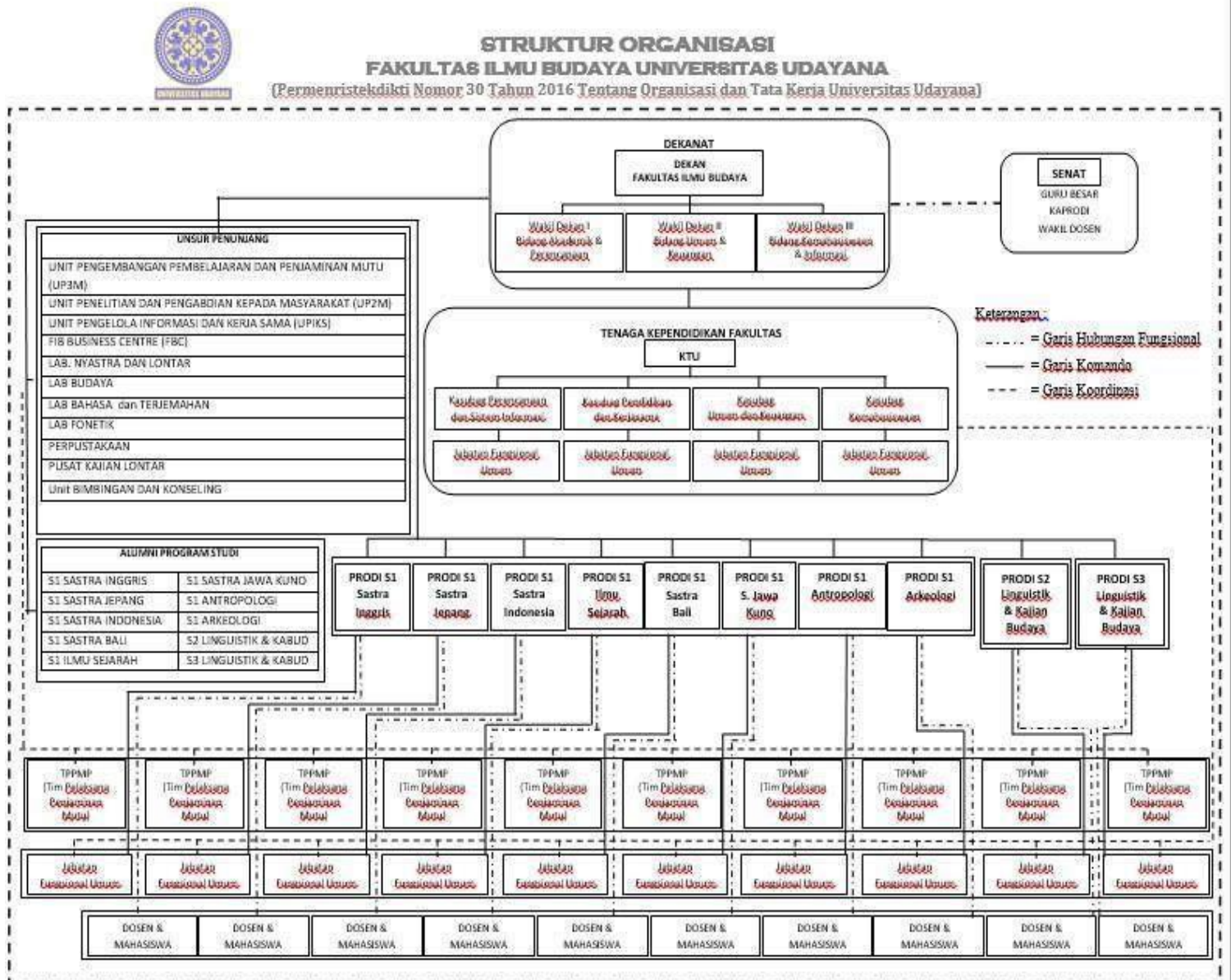


Image 1.1 Organizational Structure of the Faculty of Humanities

CHAPTER II PERFORMANCE PLANNING

2.1 Development Plan

The Unitary State of the Republic of Indonesia (NKRI) has the goal of educating the life of the nation, increasing faith and piety to God Almighty, and having a noble character. This goal was mandated in the preamble to the 1945 Constitution. If this goal is related to the Education System Law, quality improvement, as well as the relevance and efficiency of education management, must be increased to face challenges by the changing demands of local, national, and global life.

The National Long-Term Development Plan (PJPN 2005-2024) has determined four main stages of five-year medium-term national development. The fourth stage of the national development plan (2020-2024) is to realize an Indonesian society that is independent, advanced, just, and prosperous through accelerating development in all fields with a solid economic structure based on competitive advantage.

Based on the 2005-2025 PJPN, the Ministry of Education, Culture and Higher Education in the Long Term Development Plan (RPJP 2005-2025) sets four strategic themes for education development. The four strategic themes are divided into four periods, namely: (1) the 2005-2010 period is to increase capacity and modernization, (2) the 2010-2020 period is for education with the theme of educational development focusing on strengthening services, (3) the 2010-2020 period 2020 is an education focused on strengthening regional competitiveness, and (4) the 2020-2024 period is an education focused on international competitiveness. Three characteristics possessed by higher education that are global in nature are (1) massification: to succeed in the knowledge-based economy era and towards universal higher education; (2) globalization: mobilization of lecturers and students between countries and competition without national boundaries; (3) the influence of technology: new modalities in learning and global networks (Directorate General of Higher Education, 2014). Each of the long-term educational development strategic themes are revealed in a work program that emphasizes three main arrangements, namely: (1) equity and expansion of access,

(2) quality improvement, relevance, and competitiveness, and (3) improvement of governance, accountability, and public image.

Higher education in Indonesia is expected to be the key to the progress of the nation by producing intelligent graduates, who have character, and are skilled; advancing science, technology, and the arts both through the advancement of science and technology for the prosperity of the nation and through the creation of relevant innovations for development. In line with this, and to meet global challenges, the Faculty of Humanities (FIB) at Udayana University is expected to play an active role in increasing the nation's competitiveness.

In the 2020-2024 FIB Unud Strategic Plan, management of the academic and non-academic fields is carried out in an efficient, effective, transparent, and accountable manner. All of this management applies the principles of Good University Governance (GUG) into the management system of FIB Unud followed by the application of working principles, work mechanisms, and standard operating procedures (SOP) so that it can become a World Class University (WCU).

Based on the background above, all elements of the management of FIB Unud must utilize this Strategic Plan so that FIB becomes an institution with better governance. This is intended so that all study programs (Prodi) at FIB can achieve the highest accreditation rating by the National Accreditation Board for Higher Education (BAN-PT) and the International Accreditation Board. FIB Unud Strategic Plan for 2020-2024 is a guideline for all Study Programs (Prodi) in planning and implementing, as well as evaluating the University's Three Main Services programs and activities.

2.2 Legal Foundation of Renstra

The legal foundation used as the basis for making the FIB Unud Strategic Plan 2020-2024 is as follows.

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
2. Law of the Republic of Indonesia Number 25 of 2004 concerning the National Development Planning System.
3. Law of the Republic of Indonesia Number 17 of 2007 concerning the National Long-Term Development Plan of 2005-2025.
4. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.

5. Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education as amended by Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education.
6. Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education.
7. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education.
8. Presidential Regulation Number 72 of 2019 concerning the Ministry of Education, Culture and Higher Education.
9. Minister of Education, Culture and Higher Education Regulation Number 45 of 2019 concerning Organization and Work Procedure of the Ministry of Education, Culture and Higher Education.
10. Regulation of the Minister of Research, Technology and Higher Education No 30 of 2016 concerning the Organization and Work Procedure of Udayana University.
11. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number: 34 of 2017 concerning the Statute of Udayana University.
12. Regulation of the Minister of Education, Culture and Higher Education Number 3 of 2020 concerning National Standards for Higher Education.
13. Decree of the Minister of Higher Education and Science Number 104 of 1962 concerning the Establishment of a State University in Denpasar. Presidential Decree No. 18/1963.
14. Decree of the Minister of Finance of the Republic of Indonesia Number 441/KMK.05/2011 concerning the Designation of Udayana University as a Government Agency that implements the Financial Management of the Public Service Agency (PK-BLU).
15. Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number: 367/M/KPT.KP/2017 concerning the Appointment of the Chancellor of Udayana University for the 2017-2021 period.
16. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number: 34 of 2017 concerning the Statute of Udayana University.
17. Regulation of the Minister of Education, Culture and Higher Education of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.

18. Minister of Education, Culture and Higher Education Regulation No. 22 of 2020 Strategic Plan of the Ministry of Education, Culture and Higher Education for 2020-2024.
19. Regulation of the Chancellor of Udayana University Number 15 of 2019 concerning the 2020-2040 Long-Term Academic Development Plan.

2.3 Strategic Pillar

The strategic pillar of the educational philosophical foundation of FIB Unud refers to the National Education System Law No. 20 of 2003, the Higher Education Law No. 12 of 2012, the national education development strategy, and the FIB Unud Strategic Plan 2020-2024. The general explanation of the Higher Education Law No. 12 of 2012 is that higher education is expected to be able to carry out a strategic role to advance civilization and the welfare of mankind, increase the competitiveness of the nation and the power of partners of the Indonesian nation in the global era. In addition, higher education must be able to realize the service of education, namely: producing intellectuals, scientists and/or professionals who are cultured, creative, tolerant, democratic, have strong character and dare to defend the truth for the sake of the nation and mankind. In order to realize research and community service, higher education is needed to produce research for branches of science, technology, and/or art that can be devoted to the nation, state, and mankind.

Higher education as an institution that provides higher education in the field of research and community service must have autonomy in managing their institutions. This is necessary so that the development of science, technology, and art in higher education is forced through academic freedom and academic pulpit, as well as scientific autonomy. Therefore, higher education can develop an academic culture for the academic community that functions as an authoritative scientific community and is able to interact to elevate the dignity of the Indonesian nation in the international arena. Higher education is the front line in the intellectual life of the nation by developing science and technology to promote the general welfare and social justice for all Indonesian people.

Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, in Article 22, Paragraph (3) it is stated that the autonomy of higher education management in the academic field consists

of: education, research, and community service. Autonomy in non-academic fields includes organization, finance, student affairs, manpower, and infrastructure. Meanwhile, operational policies and implementation of the education sector consist of: (a) academic requirements of students who will be accepted, (b) study program curriculum, (c) learning process, (d) assessment of learning outcomes, (e) graduation requirements, and (f) graduation. The education sector in accordance with PP No. 4 of 2014 is then combined with the regulation of the Ministry of Education, Culture and Higher Education No. 49 of 2014 consisting of curriculum, learning process, assessment of learning outcomes, and competency of graduates/learning outcomes.

Management autonomy in the non-academic field is related to the operational policies of the organization's implementation, and consists of: setting strategic plans, annual work plans, and internal quality assurance systems. Operational policies and financial implementation include: making work agreements with third parties within the scope of the Three Services of Higher Education, and recording systems, as well as financial reporting, in accordance with the provisions of laws and regulations. Operational policies and student implementation consist of intra-curricular and extracurricular student activities, student organizations, and fostering student talents and interests. Operational policies and manpower implementation consist of: the assignment and development of human resources, as well as the preparation of work targets and career paths for human resources. Operational policies and implementation of the use of facilities and infrastructure consist of the use of facilities and infrastructure, maintenance of facilities and infrastructure, as well as the use of facilities and infrastructure in accordance with the provisions of laws and regulations.

In the Regulation of the Ministry of Education, Culture and Higher Education of the Republic of Indonesia Number 49 of 2014 concerning National Standards for Higher Education, higher education has the following main functions.

- (1) Development and implementation of the competency quality of graduates or learning outcomes based on KKNi and competency-based curriculum (KBK).
- (2) An educational and dialogical learning process and a competency-based assessment system.
- (3) Improving the quality of research, community service, and scientific publications.
- (4) Professionalism of educators and education staff.
- (5) Provision of educational and research facilities.

- (6) Education financing in accordance with the prevailing laws and regulations.
- (7) Implementation of education unit autonomy, governance and public accountability.

Article 2, SNI consists of National Education Standards, National Research Standards, and National Standards for Community Service, which are an integral part of the implementation of the University's Three Main Services. National Education Standards consist of: (1) graduate competency standards, (2) learning content standards, (3) learning process standards, (4) learning assessment standards, (5) lecturer and education staff standards, (6) facilities and infrastructure standards learning, (7) learning management standards, and (8) learning financing standards.

The National Standards for Research and Community Service consist of: (1) research results standards and community service, (2) research content standards and community service, (3) research process standards and community service, (4) research assessment standards and community service, (5) research standards and community service, (6) research facilities and infrastructure standards and community service, (7) management standards research and community service, and (8) funding standards and funding for research and community service.

2.3.1 Vision

The realization of the Faculty of Humanities **which has excellence and independence in the fields of education, research, and community service with scientific applications based on culture.**

If the above vision is described, then the vision has the meaning of excellent, self-reliant, and culture-oriented.

Excellent means FIB Unud consciously produces competitive human resources, both at regional, national and international levels. With the advantages of PIP, Unud is directed to become the leading undergraduate, master's and doctoral educational institution, especially in terms of education, research, and community service, exceeding the national standards of Higher Education.

Self-reliance means that all human resources produced have strong, confident, and highly competitive personalities so that they are able to develop themselves

independently. FIB Unud as an undergraduate educational institution must have autonomy in various aspects, especially in developing management and financing systems.

Culture-oriented means that the human resources produced are able to uphold the values of honesty and academic truth, have a high sensitivity to the problems and dynamics of local cultural values, traditions, and life practices in society to support the sustainable development of national culture, and able to explore and develop local cultural values to become the peaks of national and global culture. FIB Unud is expected to be able to produce outputs that have intellectual intelligence, emotional intelligence, social intelligence, and spiritual intelligence.

2.3.2 Mission

The vision above is translated into four missions as follows.

1. Develop a learning system based on local wisdom which is supported by technological communication and information, as well as an adequate quality assurance system to be able to produce graduates who are superior, independent, and cultured, as well as have high competence and integrity in accordance with KKNI, local community demands, national and international.
2. Develop research and scientific study with the goal to be able to produce new high-quality useful for the development of Science and Technology, and useful for the development of the Public in the attempt of realizing FIB Unud as faculty appropriate research (*research faculty*) with SNDikti, progress science and technology for society interest, nation and world.
3. Grow and develop by quantitative and qualitative study in the form of books, articles in national, national accredited, and international journals.
4. Developing FIB Unud as an excellent program for increasing university credibility in society in the featured service program.

2.4 2021 Performance Agreement

Faculty of Humanities Udayana University set the contract performance year 2021 between Rector and Dean Faculty Humanities, Udayana University, more details can be seen in the following table.

Table 2.1 Target of Faculty of Humanities Performance Contract 2021

Target	Indicator	2021 Target
(1)	(2)	(3)
1. Increasing the quality of Higher Education graduates	1.1. Percentage of graduates of S1 and D4/D3/D2 who successfully get a job, continue their studies or become an entrepreneur	80 %
	1.1.1. Number of graduates of S1 and D4/D3 (TS-1) who managed to get a job after graduation with a waiting period of fewer than 6 months and a salary of more than 1.2 UMR times	16 Graduates
	1.1.2. Number of graduates of S1 and D4/D3 (TS-1) who work part-time or as apprentices before graduating and salary more than 1.2 times UMR	16 Graduates
	1.1.3. Number of undergraduate graduates (TS-1) who continue to masters/masters programs at home or abroad in less than 12 years months after graduation	16 Graduates
	1.1.4. Number of graduates of S1 and D4/D3 (TS-1) who are self-employed after graduation, start entrepreneurship less than 6 months after graduation and salary more than 1.2 times UMR	16 Graduates
	1.1.5. Number of graduates of S1 and D4/D3 (TS-1) who were self-employed before graduation and salary more than 1.2 times UMR	16 Graduates

	1.1.6. Number of graduates of S1 and D4/D3 (TS-1) in the Tracer Study report	100 Graduates
	1.2. Percentage of S1 and D4/D3/D2 students who spend at least 20 (twenty) credit hours off campus, or earn the lowest achievement at the national level	30 %
	1.2.1. Number of Undergraduate and D4/D3/D2 Students who have spent at least 20 (twenty) credits of off-campus activities according to the Freedom to Learn Guidebook - Freedom Campus	15 Students
	1.2.2. Number of Undergraduate Students and D4/D3/D2 who achieved the lowest achievement at the national level	15 Students
	1.2.3. Number of Undergraduate and D4/D3/D2 Students	100 Students
2. Increasing the quality of Higher Education lecturers	2.1. Percentage of lecturers who carry out the University's Three Main Services on other campuses, in QS100 based on the field of study (QS100 by subject), work as practitioners in the industrial world, or mentor students who have achieved the lowest achievement at the national level in 5 (five) years final	20 %
	2.1.1. the number of lecturers who carry out the University's Three Main Services at other universities in the last 5 (five) years	5 Lectures
	2.1.2. number of lecturers carrying out the University's Three Main Services in QS100 by field of study (QS100 by subject) in the last 5 (five) years	5 Lectures
	2.1.3. the number of lecturers working as practitioners in the industrial world in 5 the last (five) years	5 Lectures

	2.1.4. the number of lecturers guiding students who have achieved the lowest achievement at the national level in 5 (five) years' final	5 Lectures
	2.1.5. the number of lecturers with NIDN and NIDK	100 Lectures
	2.2. Percentage of permanent lecturers who have doctoral academic qualifications, have competency/professional certificates that are recognized by industry and the world of work or come from professional practitioners, worldwide industry or the world of work	40 %
	2.2.1. the number of permanent lecturers with doctoral qualifications	15 Lectures
	2.2.2. the number of permanent lecturers who have certificates of competency/professional	15 Lectures
	2.2.3. the number of lecturers who come from among professional practitioners, the industrial world, or the world of work.	10 Lectures
	2.2.4. the number of lecturers with NIDN and NIDK	100 Lectures
	2.3. The number of outputs of research and community service that have received international recognition or been implemented by the community per the number of lecturers	0.15 PPD
	2.3.1. Number of scientific papers that have received international recognition or are used by industry/society/government	5 Works
	2.3.2. Number of Applied Works that receive international recognition or are used by industry/society/government	5 Works

	2.3.3. The number of works of art that have received international recognition or are used by industry/society/government	5 Works
	2.3.4. the number of lecturers with NIDN and NIDK	100 Lectures
3. Increasing the quality of curriculum and learning	3.1. Percentage of Undergraduate and D4/D3/D2 Study Programs that carry out cooperation with partners	50 %
	3.1.1. Number of Undergraduate Study Programs and D4/D3/D2 who carry out cooperation with partners	4 Study Programs
	3.1.2. The total number of S1 and D4/D3/D2 Study Programs	8 Study Programs
	3.2. Percentage of S1 and D4/D3/D2 courses that use the case method or project-based group learning (team-based project) as part of the evaluation weight	35 %
	3.2.1. the number of undergraduate and D4/D3/D2 courses that use the case method or team-based project as part of the weight evaluation	35 Courses
	3.2.2. number of S1 and D4/D3/D2 courses	100 Courses
	3.3. Percentage of undergraduate and D4/D3/D2 study programs that have recognized international accreditation or certificates government	12.5 %
	3.3.1. the number of undergraduate and D4/D3/D2 study programs that have recognized international accreditation or certificates government	1 Study Program

	3.3.2. number of Undergraduate and D4/D3/D2 Study Programs	8 Study Programs
4. Increased governance of work units within Udayana University	4.1. The average absorption of the work unit budget is at least 98%	98 %
	4.1.1. Work unit budget realization value	98 Rupiah
	4.1.2. Work unit budget ceiling value	100 Rupiah
	4.2. Minimum percentage of PNBP outside UKT is 20%	20 %
	4.2.1. PNBP receipts outside UKT (SIMAYA and SPI Receipts)	20 Rupiah
	4.2.2. Total pure UKT Admissions	100 Rupiah
5. Improvement of work unit governance within the Directorate General higher education	5.1. The average SAKIP Satker predicate is at least BB	
	5.2. The average value of Budget Performance for the Implementation of RKA-K/L Satker is at least 80	

Table 2.2 Program and Budget 2021

APBN Code	Work Unit Name /	Budget Ceiling	Amount	Percentage (%)
	Output			
400969	Udayana University	Rp5.447.259.000	Rp4.619.363.047	84.8 %
1	Faculty of Humanities			
4471	Increasing the Quality and Capacity of Higher Education	Rp5.447.259.000	Rp4.619.363.047	84.8 %
QEI	Institutional Assistance	Rp2.166.617.500	Rp2.136.296.060	98.6 %
RAA	Educational Facilities	Rp326.608.660	Rp205.494.340	62.92 %
RBJ	Field Infrastructure higher education	Rp513.912.063	Rp258.069.289	50.22 %
RCA	OM Facilities in the Education Sector	Rp211.360.400	Rp115.096.483	54.46 %
SBA	higher education	Rp1.673.089.177	Rp1.476.396.758	88.24 %
TAA	Office Services	Rp502.401.000	Rp382.491.267	76.13 %
TAM	Internal Education and Training Services	Rp53.270.200	Rp45.518.850	85.45 %
		Amount	Rp4.619.363.047	84.8 %
		Total	Rp4.619.363.047	84.8 %
		Percentage	84.8 %	

CHAPTER III PERFORMANCE ACCOUNTABILITY

3.1 Performance Control

The FIB Unud Performance Agreement set for 2021 is carried out by all Study Programs at FIB Unud. For performance control, an elaboration is carried out in a detailed implementation plan and is used as material for evaluating performance progress which is carried out quarterly. Unud uses SIAKU (Financial System) online (intranet) which is also a monitoring and evaluation system in the context of monitoring and evaluating program performance, the realization of physical achievements, and work unit budgets.

3.2 Performance Measurement

The performance agreement that has been set at the beginning of the year is carried out optimally by FIB Unud and monitoring and evaluation are carried out every three months to create good accountability. From the end of the year until the beginning of the following year performance measurements is carried out.

In measuring performance, the level of performance achievement is calculated by comparing the performance targets that have been set with their realization so that the percentage of achievement for each key performance indicator is obtained. By knowing the performance achievements, the factors that cause success and failure can be analyzed, which can then be mapped to the deficiencies and weaknesses of realization and activity plans, and then a strategy is set to improve performance in the future.

3.3 Achievement of Key Performance Indicators (IKU)

The formulation of the main performance indicators compiled is to measure the achievement of the main tasks and functions of FIB Unud as a tertiary institution. The IKU was prepared based on the 2020-2024 FIB Unud Strategic Plan and the 2020-2024 Ministry of Research, Technology, and Higher Education Strategic Plan. The determination of the KPI is based on the target of achieving the general objectives of the FIB Udayana University Strategic Plan, namely organizational autonomy and health in

2019, Accreditation of Superior institutions in 2019, and World Class University (WCU) creation in 2027. The strategy is directed at achieving the objectives of implementing components of the higher education system at Udayana University, namely education, research, community service, governance, infrastructure, and cooperation with various parties. The achievements of IKU FIB Unud in 2021 are presented in a table that has been adapted to the latest reporting form as follows.

Table 3.1 Performance Achievement Data in 2021

Objective	Indicator	Target	Achievements	Unit	Annotation
(1)	(2)	(3)	(4)	(5)	(6)
1. Increasing the quality of Higher Education graduates	1.1. Percentage of undergraduate graduates and successful D4/D3/D2 continue studies or got a job, become self-employed	80	100	%	Achieved
	1.1.1. Number of S1 graduates and the D4/D3 (TS-1). managed to get job after graduation with waiting time is less than 6 months and a salary of more than 1.2 UMR times		176	graduates	
	1.1.2. Number of S1 graduates and the D4/D3 (TS-1). work part-time or internship before graduation and salary more than 1.2 times UMR		-	graduates	
	1.1.3. Number of S1 graduates (TS-1) which continues to applied master/masters degree in inside or outside the country time frame less than 12 months after graduation		11	graduates	

	1.1.4. Number of graduates of S1 and D4/D3 (TS-1) who are self-employed after graduation, start entrepreneurship less than 6 months after graduation and salary more than 1.2 times UMR		96	graduates	
	1.1.5. Number of graduates of S1 and D4/D3 (TS-1) who were self-employed before graduation and salary more than 1.2 times UMR		-	graduates	
	1.1.6. Number of graduates of S1 and D4/D3 (TS-1) in the Tracer Study report			graduates	
	1.2. Percentage of undergraduate and D4/D3/D2 students who spend at least 20 (twenty) credit hours off campus, or achieve the lowest achievement at the national level	30	7,45	%	Not Achieved
	1.2.1. Number of Undergraduate and D4/D3/D2 Students who have spent a minimum of 20 (twenty) credits on off-campus activities according to the Independent Study Guidebook - Merdeka Campus			Student(s)	
	1.2.2. Number of Undergraduate and D4/D3/D2 students who achieved the lowest achievement at the national level		27	Student(s)	
	1.2.3. Number of Undergraduate and D4/D3/D2 Students		2228	Student(s)	
2. Increasing the quality of Higher Education lecturers	2.1. Percentage of lecturers who carry out the University's Three Main Services on other campuses, in QS100 by field of study (QS100 by subject), work as practitioners in the industrial world, or mentor students who have achieved the lowest achievement at the national level in the last 5 (five) years	20	31,16	%	Achieved

	2.1.1. the number of lecturers who have carried out the University's Three Main Services at other tertiary institutions in the last 5 (five) years		26	Lecture(s)	
	2.1.2. number of lecturers carrying out the University's Three Main Services in QS100 by field of study (QS100 by subject) in the last 5 (five) years		1	Lecture(s)	
	2.1.3. the number of lecturers working as practitioners in the industrial world in the last 5 (five) years		4	Lecture(s)	
	2.1.4. the number of lecturers guiding students who have achieved the lowest achievement at the national level in the last 5 (five) years		12	Lecture(s)	
	2.1.5. the number of lecturers with NIDN and NIDK		138	Lecture(s)	
	2.2. Percentage of permanent lecturers with doctoral academic qualifications, who have competency/profession certificates that are recognized by industry and the world of work or come from professional practitioners, the industrial world, or the world of work	40	60,87	%	Achieved
	2.2.1. the number of permanent lecturers with doctoral qualifications		67	Lecture(s)	
	2.2.2. the number of permanent lecturers who have competency/professional certificates			Lecture(s)	
	2.2.3. The number of lecturers comes from professional practitioners, the industrial world, or the world of work.			Lecture(s)	
	2.2.4. the number of lecturers with NIDN and NIDK		138	Lecture(s)	

	2.3. Number of outputs of research and community service that have received international recognition or been implemented by the community per number of lecturers	0,15	0,688	PPD	Achieved
	2.3.1. Number of scientific papers that have received international recognition or are used by industry/community/government		94	Work(s)	
	2.3.2. Number of Applied Works that have received international recognition or are used by industry/community/government		-	Work(s)	
	2.3.3. The number of works of art that have received international recognition or are used by industry/community/government		1	Work(s)	
	2.3.4. the number of lecturers with NIDN and NIDK		138	Lecture(s)	
3. Increasing the quality of curriculum and learning	3.1. Percentage of Undergraduate and D4/D3/D2 Study Programs that collaborate with partners	50	100	%	Achieved
	3.1.1. Number of Undergraduate and D4/D3/D2 Study Programs that collaborate with partners		8	Study Program(s)	
	3.1.2. The total number of S1 and D4/D3/D2 Study Programs		8	Study Program(s)	
	3.2. Percentage of undergraduate and D4/D3/D2 courses that use the case method or project-based group learning (team-based project) as part of the evaluation weight	35	0,55	%	Not Achieved

	3.2.1. number of S1 and D4/D3/D2 courses that use the case method or team-based project as part of the evaluation weight		3	Course(s)	
	3.2.2. number of S1 and D4/D3/D2 courses		544	Course(s)	
	3.3. Percentage of undergraduate and D4/D3/D2 study programs that have international accreditation or certificates recognized by the government	12,5	-	%	Not Achieved
	3.3.1. the number of undergraduate and D4/D3/D2 study programs that have international accreditation or certificates recognized by the government		0	Study Program(s)	
	3.3.2. number of Undergraduate and D4/D3/D2 Study Programs		8	Study Program(s)	
4. Increased governance of work units within Udayana University	4.1. The average absorption of the work unit budget is at least 98%	98	80,29	%	Not Achieved
	4.1.1. Work unit budget realization value		4.373.416.208	Rupiah	
	4.1.2. Work unit budget ceiling value		5.447.259.000	Rupiah	
	4.2. Minimum percentage of PNBP outside UKT is 20%	20	21,75	%	Achieved
	4.2.1. PNBP receipts outside UKT (SIMAYA and SPI Receipts)		2.992.300.010	Rupiah	
	4.2.2. Total pure UKT Admissions		13.758.950.000	Rupiah	
5. Improvement of work unit governance within the Directorate General of Higher Education	5.1. The average SAKIP Satker predicate is at least BB				
	5.2. The average value of Budget Performance for the Implementation of RKA-K/L Satker is at least 80				

3.4 Achievement Description

In the KPI achievements presented in Table 3.1, we can see where most of the targets set for 2021 have reached the target. Where then an analysis of the causes of success/failure of each indicator is carried out which is explained as follows.

1. Target #1 Increasing the quality of Higher Education graduates
 - a. Percentage of graduates of S1 and D4/D3/D2 who successfully find work, continue their studies or become self-employed. The data used for this indicator is data from students who graduated in 2020. For this indicator, FIB UNUD uses data that has been prepared by the CDC. Where the CDC has carried out tracer studies on FIB UNUD students who graduated in periods 135, 136, 137, 138, 139. Where data were obtained from as many as 283 graduates who filled in the data with the following details.

Table 3.2 Realization of Indicators 1.1

Indicator	Indonesian Literature	Ancient Javanese Literature	English Literature	Archaeology	History	Anthropology	Japanese Literature	Balinese Literature	Total
1.1.1. Number of graduates of S1 and D4/D3 (TS-1) who managed to get a job after graduation with a waiting period of fewer than 6 months and a salary of more than 1.2 times the UMR	17	4	84	10	7	21	21	12	176
1.1.2. Number of graduates of S1 and D4/D3 (TS-1) who work part-time or as apprentices before graduation and pay more than 1.2 times UMR	0	0	0	0	0	0	0	0	0
1.1.3. Number of undergraduate graduates (TS-1) who continue to masters/masters degrees at home or abroad in less than 12 months after graduation	0	0	3	2	1	4	1	0	11
1.1.4. Number of graduates of S1 and D4/D3 (TS-1) who are self-employed after graduation, start entrepreneurship less than 6 months after graduation and pay more than 1.2 times UMR	7	4	45	7	9	11	9	4	96

1.1.5. Number of graduates of S1 and D4/D3 (TS-1) who were self-employed before graduation and salary more than 1.2 times UMR	0	0	0	0	0	0	0	0	0
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From the data above it can be seen that the number of graduates at FIB UNUD, all graduates (100%) who carry out the tracer has determined the steps to be taken after graduation. Where most of the graduates immediately work, besides that many are self-employed and continue their studies to the next stage. So that with these results as a whole, these indicators are achieved according to the target.

- b. Percentage of undergraduate and D4/D3/D2 students who spend at least 20 (twenty) credit hours off campus, or achieve the lowest achievement at the national level

Percentage of undergraduate and D4/D3/D2 students who spent at least 20 (twenty) credit hours off campus, or achieved the lowest achievement at the national level. To support this, FIB Unud has carried out various efforts through regulations, budgets, and other support to accommodate these indicators, so that the following results are obtained :

Table 3.3 Realization of Indicators 1.2

Indicator	Indonesian Literature	Ancient Javanese Literature	English Literature	Archaeology	History	Anthropology	Japanese Literature	Balinese Literature	Total
1.2.1. Number of Undergraduate and D4/D3/D2 Students who have spent at least 20 (twenty) credit hours on off-campus activities according to the Independent Learning Guidebook - Merdeka Campus	20	2	34	14	19	21	23	6	139
1.2.2. Number of Undergraduate and D4/D3/D2 students who achieved the lowest achievement at the national level		3	1	2			19	2	27

Through this data, it can be seen that from 2,228 active students in the odd academic year 2021/2022, 7.48% of students have participated in the 20 credits program outside the Campus through the Merdeka Learning – Kampus Merdeka activities and students with minimum achievements at the national level. Overall this indicator does not reach the target that has been made.

2. Target #2 Increasing the quality of Higher Education lecturers

- a. Percentage of lecturers who carry out the University's Three Main Services at other campuses, at QS100 by field of science (QS100 by subject), work as practitioners in the industrial world, or guide students who have achieved the lowest achievement at the national level in the last 5 (five) years.

Percentage of lecturers who carry out the University's Three Main Services at other campuses, at QS100 by field of science (QS100 by subject), work as practitioners in the industrial world, or guide students who have achieved the lowest achievement at the national level in the last 5 (five) years. This indicator is pretty much hampered by the Covid-19 pandemic which limits the activities that can be carried out by lecturers. So that the following results are obtained.

Table 3.4 Realization of Indicators 2.1

Indicator	Indonesian Literature	Ancient Javanese Literature	English Literature	Archaeology	History	Anthropology	Japanese Literature	Balinese Literature	Total
2.1.1. the number of lecturers who have carried out the University's Three Main Services at other tertiary institutions in the last 5 (five) years	5	1	14	3			1	2	26
2.1.2. number of lecturers carrying out the University's Three Main Services in QS100 by field of study (QS100 by subject) in 5 (five) years final			1						1
2.1.3. the number of lecturers working as practitioners in the industrial world in 5 (five) years final	3				1				4
2.1.4. the number of lecturers fostering students who managed to achieve the lowest achievement at the national level in 5 (five) last year		3		1			6	2	12

With the limited activities that can be carried out by all lecturers at FIB Unud, as well as the support provided by the Dean 31.16% of all 138 lecturers can carry out the University's Three Main Services through the Online Method. So that overall this indicator is achieved according to the target.

- b. Percentage of permanent lecturers with doctoral academic qualifications, who have competency/profession certificates that are recognized by industry and the world of work, or come from professional practitioners, the industrial world, or the world of work.

Percentage of permanent lecturers with doctoral academic qualifications, who have competency/profession certificates that are recognized by industry and the world of work, or come from professional practitioners, the

industrial world, or the world of work. On this indicator, the Dean has carried out various efforts to support the achievement of this indicator. Where to support and encourage lecturers at FIB Unud to be able to continue to the next level of education or to take the certification. Apart from that, it is also an effort to encourage lecturers to study at the Doctoral stage in Linguistics Doctoral and Cultural Studies Doctoral Programs to speed up the dissertation process. So the following data is obtained.

Table 3.5 Realization of Indicators 2.2

Indicator	Indonesian Literature	Ancient Javanese Literature	English Literature	Archaeology	History	Anthropology	Japanese Literature	Balinese Literature	Faculty	Total
2.2.1. number of qualified permanent lecturers S3	15	4	21	4	8	7	3	5		67
2.2.2. the number of permanent lecturers who have competency/professional certificates	1		7	2		1		1		12
2.2.3. the number of lecturers who come from professional practitioners, the industrial world, or the world of work.									5	5

From these data, it can be seen that 60.87% of all 138 lecturers have received Doctoral degrees and have recognized professional competence. Thus, overall this indicator is achieved according to the target.

- c. The number of research and community service outputs that have successfully received international recognition or been implemented by the community per number of lecturers. In order to support the achievement of this indicator, the dean has made various efforts, one of which is preparing a

research and service roadmap. With this roadmap, the activity plans carried out by lecturers have been designed for the next few years and make it easier for lecturers to create written works that can be recognized, both internationally and by the wider community. Thus, the following data were obtained.

Table 3.6 Realization of Indicators 2.3

Indicator	Indonesian Literature	Ancient Javanese Literature	English Literature	Archaeology	History	Anthropology	Japanese Literature	Balinese Literature	Total
2.3.1. Number of scientific writings that have received international recognition or used by industry/community/government	21	7	41	4	6	6	6	3	94
2.3.2. Number of Applied Works that received international recognition or used by industry/community/government									-
2.3.3. The number of works of art that have received international recognition or used by industry/community/government				1					1

From this data, it can be seen that 0.68% of all lecturers' proposals are from 138 lecturers. A total of 95 lecturers' works have received international recognition and are used by the community so that overall this indicator is achieved according to the target.

3. Target #3 Increasing the quality and quantity of Udayana University resources
 - a. Percentage of Undergraduate and D4/D3/D2 Study Programs that collaborate with partners

Percentage of S1 and D4/D3/D2 Study Programs that collaborate with partners. In this indicator, each study program is required to collaborate with

agencies, companies or institutions in implementing the University's Three Main Services. In addition to the implementation of the University's Three Main Services, it is hoped that with this collaboration, graduates from FIB will have the opportunity to be accepted to work for partners. Efforts that have been made by the dean are initiating cooperation and preparing budgets to expedite the collaboration process. With these various efforts, all study programs at FIB UNUD (100%) have established cooperation agreements with partners.

- b. Percentage of undergraduate and D4/D3/D2 courses that use the case method or team-based project learning method as part of the evaluation weight

Percentage of S1 and D4/D3/D2 courses that use case-solving learning methods or project-based group learning as part of the evaluation weights. In an effort to implement this indicator, FIB Unud encountered obstacles, namely a change in the method of the revision process, resulting in FIB Unud being unable to prepare a budget to accommodate this indicator. The original plan was to conduct a workshop on the revision of the RPS to comply with the provisions of this indicator. In the absence of this budget, there are only 3 courses out of 544 courses that implement the case method in the learning process. Thus, as a whole FIB did not reach the target set.

- c. Percentage of undergraduate and D4/D3/D2 study programs that have international accreditation or certificates recognized by the government

For indicators of the percentage of S1 and D4/D3/D2 study programs that have international accreditation or certificates recognized by the government, FIB Unud only has 1 study program that has an international AUN QA certificate. However, the certificate is not a certificate recognized by the government. Therefore, FIB Unud plans to prepare all study programs in 2022 so that they can begin to complete the requirements for international accreditation that is recognized by the government. Thus, overall this indicator does not reach the target set.

4. Target #4 Increasing work unit governance within Udayana University

a. The average absorption of the work unit budget is at least 98%

The average work unit budget absorption is at least 98%. To complete this indicator the dean has made various efforts to be able to execute the budget by as much as 98%. Some of the things that are implemented are by reminding each unit to execute the budget on time, revising the budget, mapping activities, and evaluating quarterly. However, during the implementation process, several obstacles occurred, such as restrictions on social activities due to Covid-19 and changes to the revision mechanism. The revision mechanism was transferred to the ministries so that the revision process took longer than before, namely 6 months until approval fell, causing several budgets that were planned to be revised to not be implemented. In addition, there are several capital expenditures and building maintenance expenditures that have large unexecuted budgets. These two conditions caused the total budget realization to only be 80.29% which caused this indicator to not be achieved according to the set target.

b. Minimum percentage of PNBPN outside UKT is 20%

Percentage of Non-Tax State Revenue excluding Single Tuition at least 20%. To achieve this indicator, the Faculty of Humanities, Udayana University has tried to make several efforts through each existing unit so that the revenue receipt outside the Single Tuition reaches 21.75% of the Single Tuition at the Faculty of Humanities Unud. The revenue receipt line is divided into 2, namely through Virtual Office Administration System (SIMAYA) and Internal Control Unit (SPI). Thus, overall this indicator is achieved according to the set target.

5. Target #5 Improvement of work unit governance within the Directorate General of Higher Education

In this target, two indicators become provisions to be achieved, namely the average predicate of the Performance Accountability System for Government Agencies, a minimum work unit of BB (good governance), and the average

value of Budget Performance for the Implementation of Work Plans and the minimum Budgets of State Ministries/Institutions (RKA-K). /L) is 80. These two indicators are obtained at the university level after combining all achievements in each Faculty at Unud. This target is not a target that must be fulfilled by the Faculty of Humanities Unud.

CHAPTER IV CLOSING

The performance of the Faculty of Humanities Unud in 2021 is achieved by their duties and functions as the organizer of the University's Three Main Services and refers to the Faculty of Humanities Unud Strategic Plan 2020-2024. All the advantages and disadvantages that are reflected in the achievements of the main performance indicators have been described in detail.

In general, some of the targets set for 2021 have been achieved, some have even exceeded them. For indicators that have not been or are not met, efforts will be made to coordinate with all existing units. Achievement of outputs may need to be synergized with the policies and programs of the Ministry of Education, Culture and Higher Education and stakeholders.

With the support of all civitas academica who have the same vision and mission as well as the common perception of existing resources, we will continue to improve their performance and their accountability in the implementation of the Strategic Plan 2020-2024 Faculty of Humanities Unud so that Faculty of Humanities Unud as the organizer of the University's Three Main Services can be carried out properly.