



Strategic Management Roadmap: Formulation, Implementation, and Evaluation to Develop Islamic Higher Education Institution

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Abstract: This study aimed to formulate a model for the development, implementation, and evaluation of strategic management systems in Islamic higher education institutions to achieve the goals they have set in a competitive and dynamic environment. The researchers conducted this study at Universitas Islam Negeri (UIN) Raden Intan Lampung for nine months, from January to September 2020. This study employed the qualitative paradigm of phenomenology. The strategy to realize excellence is known as the university strategies. The strategies consist of ten aspects: 1) increasing the quality of inputs, 2) increasing superior learning processes and outcomes based on the competency and expertise areas, 3) increasing research and research-based service by emphasizing the significance of the results, 4) improving the quality of human resources, 5) improving students' achievement academically and non-academically, 6) increasing financial independence, environmentally sound assets, land, and infrastructure, 7) increasing accreditation rankings, 8) mainstreaming information technology as the backbone of credible, accountable, transparent, responsible and just governance, 9) improving cooperation, and 10) improving collaboration with other institutions and universities. This research can be a reference for universities' policy-makers in revising the universities' management.

INTRODUCTION

Industrial revolution 4.0 is growing rapidly throughout the world (Savu & Dumitrescu, 2021) in various components, one of which is human resources. It changes the way humans work (Jorge et al., 2020). Universities and research centers play a crucial role in today's workforce adaptation process. Human resources are directed to possess technical, methodological, social, and personal skills (Tekin et al., 2020). Thus universities need to have a special strategy to develop.

University development, scientific organizations, scientific communities, and other fields are still carried out in almost every city in developed countries. Governments, universities, and companies have combined their resources to develop these areas to stimulate innovation and remain competitive (Magdaniel et al., 2018). The university provides the physical and functional infrastructure that supports the activities of higher education. Other public and private parties are involved in promoting socio-economic development.

Universities are considered the main agents of economic change. They become magnets for regional innovation and become physically and functionally integrated with cities (Den Heijer & Magdaniel, 2018). Universities use dynamic university locations with iconic and modern buildings in their marketing strategy to win the global battle for branding and partnerships. Thus, the strategic approach to university management emphasizes a comprehensive view that supports the goals of the various stakeholders involved and affected by university decision-making (Magdaniel et al., 2019).

Changes in the education service market require university managers to use new approaches and concepts to manage and formulate strategies by taking into account the external and the internal potential of the organization. There are fundamental requirements for higher education in industrial era 4.0, including effective financial planning, skilled staff, enhanced industry partnerships, advanced infrastructure, a revised curriculum, and insightful workshops (Mian et al., 2020). Due to the rapid internationalization, universities face fiercer competitions globally and are required to have greater accountability to society. However, some universities are challenged to understand university management well. Human resources play a role in fulfilling university ambitions for the future. Therefore, sufficient information is needed to manage the universities strategically. The strategies include facilitating the expected contribution of universities' performance by considering the dynamic context of the knowledge-based economy in which they operate (Magdaniel et al., 2019).

Several studies concern with universities development through various strategies, including developing a management roadmap in the State University of Jordan (Almohtaseb et al., 2019), developing various innovations

(Magdaniel et al., 2019), developing information (Den Heijer & Magdaniel, 2018), looking for challenges and opportunities for university management (Mian et al., 2020), and integrating environmental sustainability into the university (Ralph & Stubbs, 2014).

The focus of this study was to formulate a development model, including strategic formulation, strategic implementation, and strategic evaluation to develop Islamic higher education institutions in Indonesia. Based on various theories and field conditions, the researchers formulated the results of the strategic management formulation of Universitas Islam Negeri (UIN) Raden Intan Lampung.

THEORETICAL SUPPORT

The long-term performance of a company is determined by a series of managerial action decisions, called strategic management (Hunger & Wheelen, 2003). Historically, the strategic planning process was first introduced in the private sector in the early 1960s (Onder & Nyadera, 2019). Although strategic management was initially considered an approach used in the private sector, it continues to find significant areas of practice and success after its long-term application in the public sector (Önder, 2010). Strategic management has always been on the agenda for academics and practitioners who seek to formulate and implement policies and programs that meet the needs of today's society (Mabogunje, 2015). Karuhanga (2015) states that organizational goals can be achieved by utilizing performance management element of a state university.

Fryer et al. (2009) conducted a systematic review and concluded that for a performance management system to succeed, it is necessary to (1) align the performance management system with all institutional systems and strategies, (2) be committed to leadership, (3) and improve

the performance by appraising good performance and not penalizing poor performance, (4) engage the stakeholders actively, and (5) provide ongoing monitoring and feedback to the parties concerned. Organizational changes occur

from the widest level to the narrowest level of an institution. The contents of organizational changes are categorized into two, namely organizational and strategy changes (Mintzberg & Westley, 1992).

Table 1. Planned Organizational Change

	Change in Organization (State)	Change in Strategy (Direction)
Conceptual	<ul style="list-style-type: none"> • Culture • Structure 	<ul style="list-style-type: none"> • Vision • Position
Concrete	<ul style="list-style-type: none"> • Systems • People 	<ul style="list-style-type: none"> • Programs • Facilities

METHOD

This study employed a qualitative paradigm of phenomenology (Karuniawati et al., 2020). It used an open research design refined during data collection through open-ended questions.

For 9 months, from January to September 2020, the researchers researched Universitas Islam Negeri (UIN) Raden Intan Lampung. The methods of data collection were interviews, observation, and documentation. The object of this study was the academic community and university residents of UIN Raden Intan Lampung.

The subjects in this study were the Rector, Vice-rector, Head of the Bureau, Head of Planning and Finance Department, Head of Personnel, Head of Cooperation, Head of Research and Service Institutions, the Chairman of PTIPD (Data Center), the Chairman of Quality Assurance Department, Deans, Vice-dean, the head of study programs, and student.

The secondary data were mostly obtained from the university website and lecturers' articles. The following is the procedure of collecting, presenting, and analyzing data (David et al., 2011).

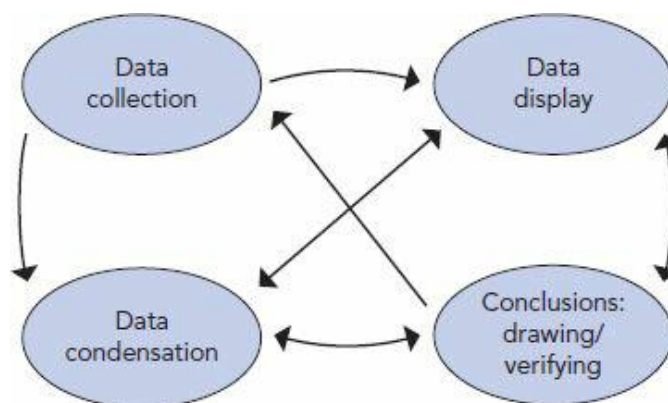


Figure 1. Research Framework

Based on Figure 1, the first data step is condensation by selecting, focusing, simplifying, abstracting, and transforming the data obtained during interviews, observations, documentation, and other empirical materials. At this stage, the researchers focused on the data

issues of vision, mission, internal strength and external challenges, strategy, annual goals, work programs, policies, resources and allocations, compensation, conflict, organizational culture, and utilization of information systems.

The second stage is data display. The data are illustrated in the form of matrices, graphs, charts, and networks. They are designed to gather organized information into an accessible and concise form so that the analyst can see what is happening and draw justified conclusions or move on to the next step of the analysis. This stage allowed the researchers to make a concept model or strategic management pattern of UIN Raden Intan Lampung.

The third stage is drawing and verifying conclusions. At this stage, the researchers concluded the strategic management concept model of UIN Raden Intan Lampung and new information based on the research results.

The validity and reliability of qualitative research are determined by credibility carried out through observations, increasing persistence in research, triangulation, peer discussion, and member checking (data checking by data providers). The second aspect is transferability which is the degree of accuracy or applicability of research results. The third aspect is dependability where the consistency will be tested by the team. The last is confirmability which is tested in a closed and open evaluation.

RESULT AND DISCUSSION

Strategy Formulation

Universitas Islam Negeri (UIN) Raden Intan Lampung is the oldest and largest Islamic university in Lampung. It transformed from the Raden Intan State Islamic Institute of Lampung in 2017. In

its development, the university has strengths, weaknesses, opportunities, and threats. The SWOT matrix in Table 2 illustrates how opportunities and threats (external factors) can be adjusted into strengths and weaknesses. These external and internal factors can be used to formulate strategies (Datta, 2020).

Conceptually, strategic management determines organizational goals, provides a framework for decisions related to human resources, financial planning, leadership, customers/citizens, resources, products, systems, risk, position, timing, and competition (Morden, 2016).

Effective and efficient performance management can be achieved through the formulation of the organization's mission, goals, and strategies (De Waal, 2010). UIN Raden Intan Lampung has a vision, namely the realization of the State Islamic University of Raden Intan Lampung as an international reference in the development of multidisciplinary, environmental-friendly, and integrative Islamic science in 2035. Strategic management emphasizes strategic results while strategic planning focuses on making and implementing the most optimal and best strategic decisions (Almohtaseb et al., 2019). UIN Raden Intan Lampung is designed to produce superior and highly competitive human resources in the national ranking in 2021, enter Asian level ranking in 2025, and compete at the international level in 2035. The roadmap presents the stages of change to achieve predetermined goals and instructions for making changes and achieving something.

Table 2. SWOT Matrix of UIN Raden Intan Lampung

Strengths	Weaknesses
1. UIN Raden Intan Lampung is located at Sukarame, Bandar Lampung, with a land size of 52 hectares. The second campus is located at an approximately 46 hectares land area in the Labuhan Ratu, Bandar Lampung. In Tanjung Karang Pusat, it has approximately 6 hectares of land area.	1. A lack of teaching staff (lecturers) to meet the needs of study programs in the higher education database (PDDikti).
2. UIN Raden Intan Lampung has potential and attractive study programs. It holds the fourth position nationwide for the highest number of	2. A lack of lecturers who have published research in reputable international journals, IPR, and international citations.
	3. A lack of permanent staff (civil servants) for IT, certified laboratory assistants, and librarians.
	4. A lack of study programs that achieve an A accreditation rating.

<p>applicants among State Islamic higher education institutions.</p> <ol style="list-style-type: none"> 3. UIN Raden Intan Lampung has 238 lecturers and 21 professors. 4. UIN Raden Intan Lampung has various study programs. There are thirty study programs for the undergraduate level, nine study programs for the post-graduate level, and three study programs for the doctorate level. 5. There is a collaborative network built between UIN Raden Intan Lampung and related agencies, both domestic and global, to improve academic quality. 6. UIN Raden Intan Lampung has the experience of holding the best AICIS (International Conference) in 2016. 7. UIN Raden Intan Lampung has significant research and public service fundings to build a research tradition among lecturers through the DIPA budget of UIN Raden Intan Lampung. 8. UIN Raden Intan Lampung has 19 nationally accredited journals of Sinta 2 (7 journals), Sinta 3 (7 journals), and Sinta 4 (5 journals). 9. There are modern library facilities and services through the use of digital library services. 10. UIN Raden Intan Lampung has student organizations and dormitories. 11. UIN Raden Intan Lampung has implemented a public service agency (PK-BLU) financial service pattern since 2010. 	<table border="1"> <thead> <tr> <th style="text-align: center;">Opportunities</th> </tr> </thead> <tbody> <tr> <td>1. The increasing public interest to continue their studies at UIN Raden Intan Lampung.</td> </tr> <tr> <td>2. The regulations to open faculties and study programs in the field of science in the context of scientific integration.</td> </tr> <tr> <td>3. There is a flexible PK-BLU management regulation.</td> </tr> <tr> <td>4. The regulation of the Ministry of Finance regarding remuneration for UIN Raden Intan Lampung.</td> </tr> <tr> <td>5. Several domestic and foreign collaborations to develop academic and non-academic quality.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th style="text-align: center;">Threats</th> </tr> </thead> <tbody> <tr> <td>1. The rapid growth of tertiary institutions with a variety of study programs at local, national, and regional levels demand competitiveness in education services.</td> </tr> <tr> <td>2. The imposition of the Asian Economic Community which opens opportunities for foreign workers to enter the world of domestic work makes the alumni face intense competition.</td> </tr> <tr> <td>3. The accountability and transparency of financial management in achieving unqualified opinion (WTP) and annual budget absorption.</td> </tr> <tr> <td>4. National accreditation is required from the Higher Education Accreditation Board (BAN-PT), ASEAN accreditation, and international standard accreditation.</td> </tr> </tbody> </table>	Opportunities	1. The increasing public interest to continue their studies at UIN Raden Intan Lampung.	2. The regulations to open faculties and study programs in the field of science in the context of scientific integration.	3. There is a flexible PK-BLU management regulation.	4. The regulation of the Ministry of Finance regarding remuneration for UIN Raden Intan Lampung.	5. Several domestic and foreign collaborations to develop academic and non-academic quality.	Threats	1. The rapid growth of tertiary institutions with a variety of study programs at local, national, and regional levels demand competitiveness in education services.	2. The imposition of the Asian Economic Community which opens opportunities for foreign workers to enter the world of domestic work makes the alumni face intense competition.	3. The accountability and transparency of financial management in achieving unqualified opinion (WTP) and annual budget absorption.	4. National accreditation is required from the Higher Education Accreditation Board (BAN-PT), ASEAN accreditation, and international standard accreditation.
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Table 3. Achievements of UIN Raden Intan Lampung in 2018-2019

Aspect	2018	2019
Webometric rank	294	224
Accredited "A" study programs	7	12
The number of lecturers	340	347
GreenMetric rank	18	11
Unirank rank	184	70
DOAJ indexed journals	10	13
SINTA indexed journals	11	18

To realize the vision of UIN Raden Intan Lampung, the university elements need to take part to establish the pillars of intellectuality, spirituality, and integrity. The mission of UIN Raden Intan Lampung formulated to be an international reference university, consist of; (1) Performing integrative-multidisciplinary Islamic education with an environmental perspective that has international advantages and competitiveness, (2) Developing multi-disciplinary-integrative Islamic sciences that are relevant to the needs of society and environmental development, (3)

Performing research-based service for the benefit of the community and environmental development, and (4) Establishing domestic and foreign cooperation for institutional strengthening.

In carrying out the missions, UIN Raden Intan Lampung collaborates with various domestic and global higher education institutions, relevant government-owned institutions, or other private institutions. It is done continuously to achieve superiority through a process of adaptation, innovation, and anticipation. Islamic

religious universities need to develop the Islamic and Indonesian context. sciences, technology, art, and culture in

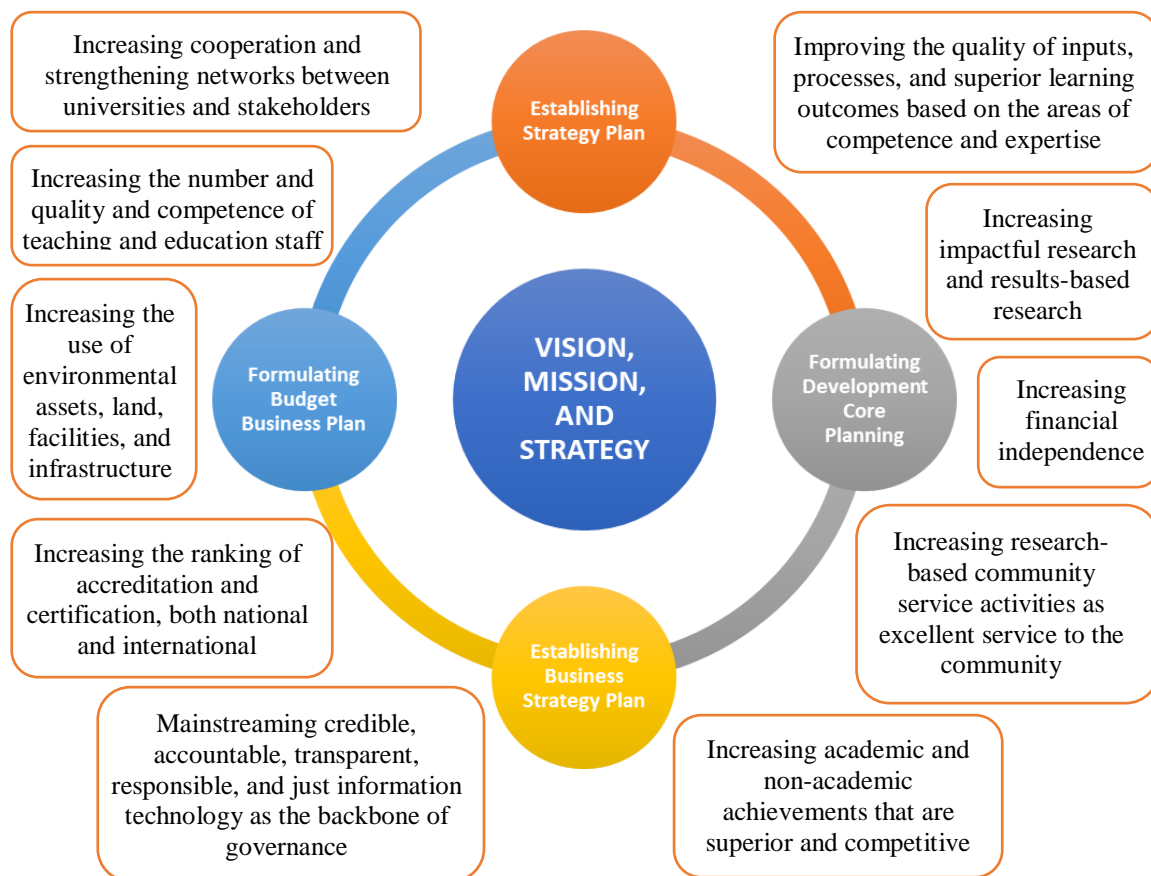


Figure 2. Strategic Management Stages

Table 4. Outcome Roadmap

Field	Milestone/Year	
	2017-2019	2020-2022
Education, teaching, and curriculum	<ol style="list-style-type: none"> Ensuring all study programs have complete KKNI and SKPI documents. Performing an active, creative, and innovative learning process in all subjects. Utilizing e-learning 10 % of the whole courses. 	<ol style="list-style-type: none"> Having a unique science integration concept. Performing a research-based learning process in 25 % of the courses. Using e-learning 30 % of courses.
Research	Having lecturers publish their research results in the form of the ISBN book, nationally accredited journals, and internationally accredited journals.	Having lecturers publish their research results in the form of the ISBN book, nationally accredited journals, and reputable internationally accredited journals.
Community service	Having research-based community services results.	Having widely published research-based community services results.
Human resources	Having 50 % doctorate lecturers and above 10 % professors.	Having 70 % doctorate lecturers and more than 20 % professors.
Students and graduates	Having local achievements and national preparations.	Having national achievements and international preparations.
Funding	BLU work unit budget.	Accreditation-based national budget BAN-PT.
Facilities and	Having LCDs, Computers, and WIFI in	Having credible IT.

Field	Milestone/Year	
	2017-2019	2020-2022
infrastructure	most classrooms.	
Institutional	1. Having excellent faculties and study programs in Lampung. 2. Obtaining B-grade institutional accreditation. 3. Having more than 50% accredited study programs.	1. Having excellent faculties and study programs in Sumatra. 2. Obtaining A-rang institutional accreditation. 3. Having more than 60 % accredited study programs.
Governance and management	Accountable and responsibility.	Credible, accountable, transparent, responsible.
Cooperation	Having five overseas cooperation.	Having twenty overseas collaborations.
Quality assurance	Four study programs are accredited A.	Sixteen study programs are accredited A.

The Implementation of Education, Teaching, and Curriculum Strategies

To produce academic, religious, and socially superior graduates, UIN Raden Intan Lampung implements the Principal scientific pattern strategy to conduct integrative-multidisciplinary Islamic studies using the integrative-prismatic ark model. The scientific pattern serves as the basic academic norm that directs all activities as stated in the entire curriculum, syllabus, and supporting academic activities.

UIN Raden Intan Lampung has an educational philosophy to develop, disseminate, and innovate in the field of multidisciplinary-integrative Islamic science to produce superior and competitive human resources as an effort to realize ISI (intellectuality, spirituality, integrity). It has six faculties of the undergraduate program consisting of 30 study programs. It also has twelve study programs in the postgraduate programs. The internal strength of UIN Raden Intan Lampung is having a diverse and specific study program. The accreditation ranking is a potential that can answer the stakeholders' demands.

UIN Raden Intan Lampung has organized integrated learning to meet community needs. It is implemented in the KKNi curriculum. KKNi is the embodiment of the quality and identity of the Indonesian nation related to the national education system, the national

job training system, and the national learning outcomes assessment system to produce quality and productive national human resources.

There are three major points in the KKNi curriculum development; first, there are twelve general basic courses (MKDU) that accommodate national interests such as state ideology, namely Pancasila and civic education subjects. The second point is the identity to accommodate Islamic studies and other basic learning materials, such as the Koran and hadith, Sufism, morals, the history of Islamic civilization, and the Arabic language. These basic courses must translate moderate insight into Islam. The third point is related to the concept of scientific integration concept.

In implementing the concept of scientific integration and supporting the vision of UIN Raden Intan Lampung, each study program has several courses, such as Islam and the environment. The Sharia faculty has Ecological Fiqh Courses, the faculty of Da'wah and Communication Science has Da'wah and Environmental, Developmental Ecology, Environmental Impact Analysis, Population and the Environment, and Environmental Management Courses. An environmentally friendly university is one of the vision that accommodates Islamic and environmental courses.

The Indonesian National Qualifications Framework (KKNi)

curriculum is a reference for graduates to gain recognition in the world of work. The IQF is a competency qualification ranking framework that can match, equalize, and integrate the education, job training fields, and work experience to recognize work competencies based on job structures in various sectors. KKNI is a manifestation of quality and Indonesian national identity related to the national education system, national work training system, and equality learning outcomes assessment systems (national learning outcomes).

Green Campus

The university is tasked to set an example as a socially responsible institution committed to solving social challenges and promoting sustainable development. Alghamdi et al. (2017) emphasized that universities are increasingly focused on sustainability through five main aspects: environment, management, academics, engagement, and innovation. The increasing role in environmental impact is demonstrated by the efficient use of physical and natural resources, such as reducing the ecological footprint, greening universities, and slowly integrating sustainability into teaching and learning (Ralph & Stubbs, 2014).

The potential of UIN Raden Intan Lampung has grown thanks to the good governance of the university environment. Currently, the total university area is covered by 40 % of the vegetation. The total forest area of the university is around 46 hectares, 76 % of them are open spaces. UIN Raden Intan Lampung has arranged several locations and prepared pedestrians for the academic community, people with disabilities, and bicycle lanes. UIN Raden Intan Lampung has eight reservoirs to help the surrounding area as water absorption to maintain the stability of water needs. During the rainy season, the reservoirs minimize flooding and during the dry season, they minimize

drought. Besides the reservoirs, the university has eight thousand biophore wells which function to absorb water during the rainy season and as a leaves storage container to be transformed into fertilizer. UIN Raden Intan Lampung also has additional 60 hectares of land projected to be a green campus. Budget alignment has also become the strength to realize its goal of becoming an environmentally friendly university.

To be a green university, UIN Raden Intan Lampung once hosted a national workshop. Besides, UIN Raden Intan Lampung was ranked 11th in UI GreenMetric. Another strategy is to prioritize environmentally friendly activities, such as buildings environmentally-friendly facilities. The activities of each work unit are directed at maintaining environmental sustainability.

UIN Raden Intan Lampung's flagship programs aim to achieve a sustainable green university and become a world reference in 2035. The programs are expected to increase the accreditation ranking of institutions and study programs. Each unit, institution, and faculty are directed to have green university-based activities, construction of green building-based constructions, and several activities that support the implementation of a green university with an environmental perspective. Various policies and programs have been launched as strategies and efforts to create a green university with an environmental perspective. Strategies towards an environmentally friendly university are manifested in national workshops, training, seminars, learning, the Rector becomes a spokesperson for environmentally friendly university programs in various events, water management, university transportation management, provision of cycling areas, renewable energy, building environmentally friendly buildings, environmental use-based research, and car-free day programs on Friday and

Saturday. Another effort towards an environmentally friendly university is by forming lecturers' scientific consortium of Islam and the environment. This effort gives the lecturers the same view so that they can enlighten students in terms of an environmentally friendly university and the importance of protecting the environment.

Lecturer Quality Improvement

Improving the quality of human resources (lecturers and educational staff) is one of the university's strategies to be superior and competitive. UIN Raden Intan Lampung has 27,561 students with a total of 657 lecturers and education staff. Until 2020, UIN Raden Intan Lampung has 381 permanent lecturers, consisting of 21 professors, 238 doctors, and 89 masters. Several efforts are used to develop the lecturers, namely scholarship, training, workshops, and seminars on teaching, research, and community service (Trinova & Kustati, 2019).

UIN Raden Intan Lampung, through the quality assurance agency, held workshops for doctors to achieve professorship. Currently, the opportunity to become a professor is widely opened by the Government Regulation (PP) Number 46 of 2019 concerning Religious Higher Education. The PP regulates that professors in the field of religion will be managed by the Ministry of Religion. Lecturer competence improvement has been carried out by the Research and Publishing Center (Puslitbit) of LP2M UIN Raden Intan Lampung. One of the activities to improve the lecturers' quality is assistance in writing scientific papers in reputable international journals. In this activity, the participants were provided with writing methods and techniques in writing scientific papers indexed by Scopus.

Facilities and Infrastructure

Educational facilities cover all aspects that support the implementation of

education and teaching, research, and community service so that they can run properly. One of the supporting elements for students, lecturers, and employees is the library. The library is very important because it provides materials used as references in academic activities. Responding to this condition, the library of UIN Raden Intan Lampung has taken several steps to improve its quality and capability. These efforts include increasing human resources and material collections. At present, UIN Raden Intan Lampung library has collected 1598 English books consisting of 3363 copies, 2019 Arabic titles consisting of 7093 copies, and 16,826 Indonesian titles consisting of 65,778 copies.

Research and Publications

In the last five years, the level of research interest and the amount of funding has increased quite well, around 25 % each year. The research must be published in the journal based on the clusters. This process positively affects the productivity of journal writing for UIN Raden Intan Lampung lecturers. The results of the research will be implemented in learning and for the benefit of the community as a form of social responsibility at UIN Raden Intan Lampung. In article writing, UIN Raden Intan Lampung is the 3rd-best Islamic Religious Higher Education Institution and ranked 50 as a State/Private Universities throughout Indonesia in terms of article writing productivity, scientific publication, and journal management within the last three years.

In 2020, UIN Raden Intan Lampung already has 27 scientific journals that have ISSN. The journals are located in the faculties, research and service institutions, postgraduate programs, and study programs. Nineteen journals are accredited by the Science and Technology Index (Sinta) of the Ministry of Research, Technology, and Higher Education. Seven journals are accredited by Sinta 2, the

other seven journals are accredited by Sinta 3, and five journals are accredited by Sinta 4. Sinta is a web-based research information system that offers fast, easy, and comprehensive access to measure the performance of researchers, institutions, and journals in Indonesia. Sinta also provides benchmarks and analysis, identifies the research strengths of each institution to develop collaborative partnerships, and analyzes research trends and expert directories.

In 2019, UIN Raden Intan Lampung was included in Sinta's top 100 affiliates. It was ranked 69 out of 4791 institutions/universities. It was also ranked third for the State Islamic Higher Education Institution after UIN Sunan Gunung Djati Bandung and UIN Syarif Hidayatullah Jakarta. Regarding the distribution of journals, there are 2 journals at the university level (UIN). The Faculty of Ushuluddin and Religious Studies (FUSA) has 6 journals, the Faculty of Da'wah and Communication Studies (FDIK) has 2 journals, the Faculty of Sharia (FS) has 2 journals, the Faculty of Economics and Islamic Business (FEBI) has 1 journal, the Faculty Tarbiyah and Teacher Training (FTK) has 13 journals, and the postgraduate program has 1 journal. All of these journals have used an Open Journal System (OJS), so they can be accessed at ejournal.radenintan.ac.id.

Strategy Evaluation

Strategic control consists of several stages: first, the leadership must decide what elements of the environmental and organizational needs to be monitored, evaluated, and controlled. Standards must be set so that the actual performance of the organization can be compared. These two initial steps are strongly influenced by the mission, goals, and objectives of the organization. The management must measure or evaluate the actual performance of the lecturers and staff and

then take corrective actions (Diana, 2017).

At the evaluation stage, the performance is measured by measuring the performance of the achievement of a predetermined strategic plan. The performance is evaluated by comparing it with plans, previous year's performance, other institutions, or existing standards. In the learning element, students' evaluation is carried out by the lecturers. The lecturers and employees of UIN Raden Intan Lampung are evaluated every one semester (6 months) through the application of the remuneration information system of UIN Raden Intan Lampung V-1.1. Lecturers' performance is evaluated by fulfilling performance files to be corrected by an assessor every 6 months (one semester).

There are several stages to evaluate the elements of research and community service. Evaluation and monitoring of research and community service activities are carried out through intermediate reports. It will show the progress of the research and dedication of the lecturers and staff. Evaluation of learning is performed by each lecturer who teaches the courses based on students' attendance, assignments, mid-term test, and final test. The monitoring and evaluation activities of the implementation of cooperation are carried out by other relevant units and working partners. Every implementation of cooperation must be evaluated based on process evaluation and final evaluation in the form of a written report. The monitoring is carried out to ensure that the work stages can be done properly and achieve the expected goals. To improve the smooth implementation of cooperation, the Rector (with the agreement of the collaborating party) appoints a person or a team to monitor and evaluate the implementation of cooperation. The monitoring and evaluation activities must be carried out by those who master the principles of monitoring and the intricacies of the

activities. The monitoring is performed by referring to the feasibility factors. The monitoring and evaluation for the green university activity program are carried out by the UIN Raden Intan Lampung's sustainable and environmentally friendly university development team (TPKBBL).

Another aspect of strategy evaluation is the delivery of accountability reports, including reports on performance results (written and oral). This reporting is a form of accountability and objective communication about factual information on organizational performance.

CONCLUSION

The strategy formulation or strategic planning at UIN Raden Intan Lampung begins with establishing a 2017-2021 strategic plan, formulating a master development plan establishing a business strategy plan, and formulating a budget business plan. The strategy of realizing university excellence consists of ten strategies: 1) improving the quality of inputs, 2) superior learning processes and outcomes based on the competence and expertise areas, 3) increasing research and research-based service-oriented on the results, 4) improving the quality of human resources, 5) improving students' achievement (academic and non-academic), and 6) increasing financial independence, environmentally sound assets, land, and infrastructure, 7) increasing accreditation rankings, 8) mainstreaming information technology as the backbone of credible, accountable, transparent, responsible, and just governance, 9) improving cooperation, and 10) improving collaboration with other institutions and universities. The realization of the ten strategies is implemented by taking into account the university's philosophy. Furthermore, strategy evaluation is performed by measuring the institutional performances.

In the implementation of the strategy, it is imperative to add more

lecturers and educational staff. The implementation of the strategy is the embodiment of ten university strategies based on the intellectuality, spirituality, and integrity to produce religious, polite, intellectual, respectful academicians. The strategy evaluation at UIN Raden Intan Lampung is carried out by measuring the performance of the institution.

This study has a limited sample, namely only one university. The sample can be enlarged by involving other universities. Other universities' strategic plans and strategic change processes must be considered.

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