Mapping of the Work Program of ORMAWA in the FMIPA Environment that Supports the IKU of Surabaya State University

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ABSTRACT

According to Law No. 12 of 2012 on Higher Education, students are entitled to receive educational services in accordance with their skills, interests, potential, and abilities. The development of students' skills, interests, and abilities according to Law No. 12 of 2012 Article 14 is carried out through curricular activities as supporting activities for the educational process and through extracurricular activities carried out through student organizations (ormawa). Ormawa can have a strategic role in enhancing the student experience and supporting the achievement of the faculty's academic goals. Key Performance Indicators are parameters or measures used to assess the achievement of the goals of an institution or organization. Mapping the work program of Ormawa in FMIPA means identifying and linking the activities carried out by Ormawa with the goals or key performance indicators that have been set by the faculty. This mapping aims to ensure that Ormawa activities are not merely entertainment, but also have a positive impact on the achievement of FMIPA's academic and non-academic goals. Ormawa work programs can provide support for the KPI by aligning their activities with the targets and objectives set by the faculty. This study aims to identify, categorize, and analyze student organization work programs at the Faculty of Mathematics and Natural Sciences that have the potential to support the achievement of the KPI of Surabaya State University. The results obtained after the identification were that most of the student organization work programs had met the indicators in KPI 2 Unesa, namely 95%.

INTRODUCTION

Student activities serve as a means of self-development for students and a way to broaden their horizons and enhance their intelligence and personal integrity to achieve the goals of higher education. Higher education is a place or means for students to gain knowledge, information, and expertise. Indonesia, a developing nation, will be left far behind other nations if it does not address the challenges of globalization by developing educational programs, such as developing superior Indonesian human resources (Mustari & Rahman, 2014). Law No. 12 of 2012 on Higher Education stipulates that students have the right to receive educational services in accordance with their skills, interests, potential, and abilities.*Self-development*Self-development is a strategy or method used and pursued by individuals to develop self-awareness, potential, talents, skills, and abilities, with the goal of improving their quality of life and personal well-being (Adinda, 2023). Self-development is one of the keys to developing an individual's quality of life and self-worth. In other words, individuals who apply self-development strive to improve, change, and develop themselves, both in terms of their personal and life qualities.

Surabaya State University is a university that prioritizes the importance of producing students with outstanding personalities, including through its student organizations. Organizations serve as a forum and means for members to identify and develop their potential in terms of their talents and interests (Haryono, Akhdimirwanto, & Ashari, 2014).The development of students' skills, interests, and abilities according to Law No. 12 of 2012 Article 14 is carried out through curricular activities as supporting activities for the educational process and through extracurricular activities carried out through student organizations. Extracurricular activities are student activities that involve reflection and knowledge, interests and hobbies, efforts to improve student welfare, and social service for the community both in academic and non-academic spheres.

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Student Organizations (Ormawa) at the Faculty of Mathematics and Natural Sciences (FMIPA), Unesa is a forum for students to develop interests and talents, and participate in activities outside of academics. Ormawa can have a strategic role in enhancing student experience and supporting the achievement of the faculty's academic goals. Students who actively participate in organizations have a great influence in supporting academic achievement. In accordance with research by Bobby De Porter (in Asrizon, 2016) states that organizational activity is a means of learning by carrying out various activities in the form of being active, moving and doing everything actively from every situation in it using everything that has been learned for the benefit of individuals and groups and striving so that everything can be carried out well.

Key Performance Indicators (KPIs) are parameters or measures used to assess the achievement of an institution or organization's goals. Higher education currently plays a central role in community and national development. Student organizations within the Faculty of Mathematics and Natural Sciences (FMIPA) have significant potential to support the achievement of Surabaya State University's Key Performance Indicators (KPIs). Therefore, this study aims to conduct an in-depth analysis of student organizations' work programs, with a focus on mapping the diversity of programs that support these KPIs.

Mapping the student organization work program at the Faculty of Mathematics and Natural Sciences (FMIPA) means identifying and linking the activities carried out by the organization to the objectives or key performance indicators (KPIs) established by the faculty. This mapping aims to ensure that student organization activities are not merely entertaining but also have a positive impact on achieving the academic and non-academic goals of the Faculty. Student organization work programs can support the KPI by aligning their activities with the targets and objectives set by the faculty. For example, a student organization that focuses on increasing student involvement in research can support the KPI related to improving research quality.

Based on the background above, the problem formulations that can be taken in this study are 1) How is the categorization of student organization work programs in FMIPA?; 2) What are the results of the analysis of student organization work programs in FMIPA that have the potential to support the achievement of Unesa's IKU?. This study aims to identify, categorize, and analyze student organization work programs in the Faculty of Mathematics and Natural Sciences that have the potential to support the achievement of IKU at Surabaya State University. It is hoped that this study will provide an in-depth understanding of student organization work programs in the Faculty of Mathematics and Natural Sciences, so that it can assist in developing policies and improving programs that support the achievement of IKU at Surabaya State University.

LITERATURE REVIEW

Student organization (Ormawa) activities have a strategic role in supporting the achievement of the Chancellor's Key Performance Indicators (KPI), which are the benchmark for the success of higher education institutions in achieving their strategic goals. Ormawa provides a forum for students to develop various skills that not only focus on academic aspects, but also on the development of soft skills and hard skills that are very necessary in the world of work. Through activities such as seminars, leadership training, skills workshops, and competition activities, students are equipped with communication skills, teamwork, time management, and critical and creative thinking skills. These skills are important elements in producing competent and competitive graduates, which is one of the main focuses of KPI. Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 155/U/1998 Article 1 paragraph (1) concerning general guidelines for student organizations in higher education, intra-university student organizations are a means of self-development towards broadening horizons and increasing intellectual and personal integrity in achieving higher education goals. Broadening horizons and experiences that they do not get during their time in lectures can influence students' interests and talents.

Student organizations also play a vital role in facilitating student involvement in research and community service activities. This involvement not only enriches students' academic experiences but also strengthens the university's tangible contribution to solving social and environmental problems. Thus, student organizations support the achievement of the Student Performance Index (KPI), which measures the extent to which a university positively impacts society through relevant community service and research activities.

According to Siallagan (2011), there are three important and fundamental roles for students, namely intellectual, moral and social, as follows:

1. Intellectual role, Students as intellectual, genius and observant people must be able to live their lives proportionally, as students, children and the hopes of society.
2. Moral role, Students as people who live on campus which is known for their freedom to express themselves, act, discuss, speculate and give speeches, must be able to demonstrate moral behavior in all their actions without being contaminated and influenced by environmental conditions.
3. Social role, Students as people who bring change must always synergize, think critically and act concretely, framed by willingness and sincerity to become pioneers, conveyors of aspirations and servants of the community.

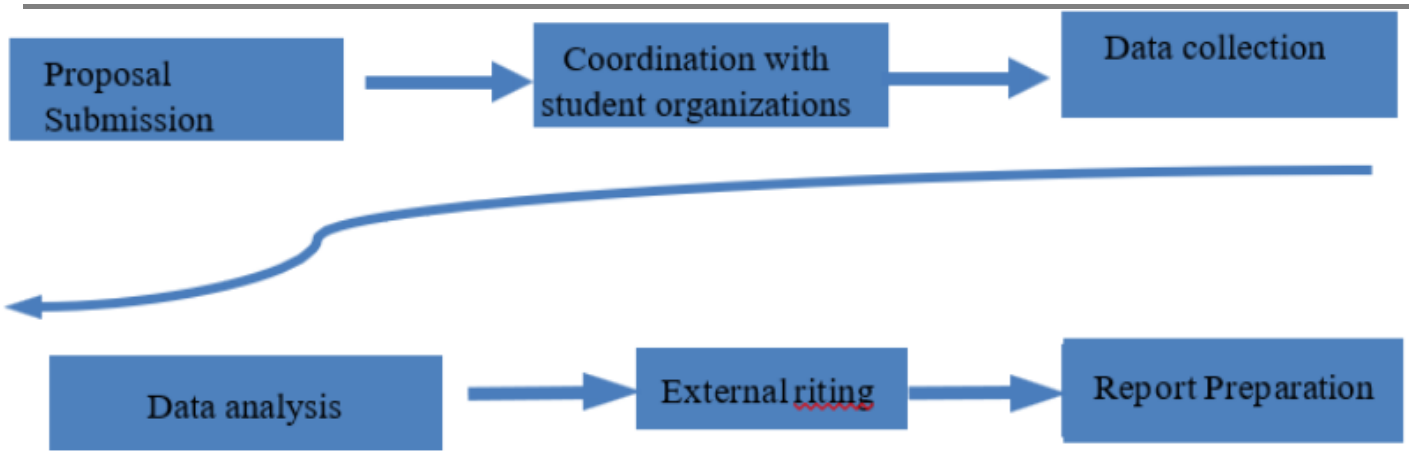
Student participation in competitions at the national and international levels, which are often facilitated by student organizations, also contributes significantly to the recognition and achievements of universities in the public eye. Achievements obtained by students in various fields, such as sports, arts, science, and technology, not only bring honor to the name of the university but also improve the reputation of the institution, which is one of the indicators in the KPI. In a study by Hardiansah (2019), it was concluded that organizational activity and academic achievement have a significant and relatively high relationship. In this study, factors that influence organizational activity include attendance at every meeting or activity, position held, receiving criticism and suggestions, and the willingness of fellow members to sacrifice and motivate each other.

Student organizations play a role in building networks with the business and industrial world through activities such as internships, industrial visits, and mentorship programs. These activities provide students with direct access to the world of work, strengthen relationships between universities and industry, and open up opportunities for strategic collaboration that can support the development of a curriculum that is more relevant to industry needs. This network also contributes to increasing the absorption rate of graduates in the world of work, which is one of the important indicators in the KPI. According to Sanjaya (2018), activeness is the goal to achieve or gain experience according to the expectations of each individual. Meanwhile, according to Siagian (in Kurnia, 2014), an organization is a collaboration of several groups of people in an effort to achieve common goals. In this group there is a relationship with one or a group called the leader and one or a group can be called subordinates.

Student organization activities have a significant impact on achieving the Chancellor's KPI. Student organizations not only serve as a means of self-development for students but also as a strategic instrument in supporting the achievement of the university's overall goals. The integration of student organization activities with efforts to achieve the Chancellor's KPI reflects the importance of students' active role in advancing the quality of higher education and strengthening the university's position on the national and international stage.

METHOD

The method used in this research is a qualitative descriptive method. Nazir (2011) Descriptive research is a method in examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The goal is to create a systematic, factual, and accurate description, picture/picture of the facts, characteristics and relationships between the phenomena being investigated. The data collection technique used is documentation and literature study. The data collection process was carried out at the Faculty of Mathematics and Natural Sciences, Unesa.In this study, data collection was carried out directly by obtaining data from each student organization within the FMIPA Unesa environment. The data in the form of work programs of student organizations within the FMIPA environment that had been collected were then identified for their suitability with IKU 2 and then analyzed qualitatively by selecting parameters based on work programs that support IKU 2 and student achievement. Descriptive analysis was also used to find patterns, trends, and key findings related to work program support for IKU. The selected data were then grouped and a map was created to focus the policy direction of each student organization so that they are able to achieve the targets written in the work program. In general, the research flow can be presented in the following figure:



RESULTS AND DISCUSSION

IKU is one of the metrics used to measure the success and progress of a Higher Education Institution in achieving its strategic goals. IKU covers various areas within the scope of Higher Education, from Education Implementation to Cooperation produced by PTs, both at the University level and Study Programs. Some IKUs target activities and achievements carried out by students, such as IKU 1 and IKU 2. Student Organization activities have a tendency to contribute to the achievement of IKU 2 in the achievement criteria. This contribution can be expressed in work programs that can support the achievement of internal student achievements, such as holding local and national level competitions.

This research is a descriptive research, namely identifying and analyzed the work programs of ORMAWA from each FMIPA study program. The collected data includes details of Unesa's IKU 2, the suitability of the work programs included in the IKU, and the study programs under which they are managed. The following table details the suitability of IKU 2, student achievements, and the work programs prepared by ORMAWA.

Table 2. Compliance of IKU with ORMAWA Work Program

No.	Category	Work Program	Study Program
1A	Carrying out learning activities outside the study program	Internship or work experience	–
		Projects in the village	S1 – Mathematics (Mathematics Care and Share / Mathecs)
		Community service	S1 – Science Education
		Annual Chemistry Community Service (PENTANA)	S1 – Chemistry Education, S1 – Chemistry
		Biology Serves	S1 – Biology Education, Bachelor of Biology
		Physics Serves	Bachelor of Physics Education, S1 – Physics
2	Teaching at school	–	–
3	Student exchange	–	–
4	Research or studies	DEC (Digital Edu Comp)	S1 – Biology Education
		2024 Learning Training	S1 – Chemistry Education
5	Entrepreneurial activities	Mathematics Career Experiences (MCE)	S1 – Mathematics, S1 –

			Mathematics Education
		National Business Plan Competition (NBPC)	S1 – Mathematics, S1 – Mathematics Education
		National Entrepreneur Webinar	S1 – Mathematics
		BMS (Biology Mini Shop)	S1 – Biology Education
		CAP (Create Active Entrepreneur)	S1 – Biology Education
		Honesty Canteen	S1 – Natural Sciences Education
		Online Shop	S1 – Natural Sciences Education
		MerchandiseScience	S1 – Natural Sciences Education
		Open PO for Laboratory Coats	S1 – Natural Sciences Education
		National Business Plan Competition (NOBLE) Unesa 2024	S1 – Chemistry
		Merchandise	S1 – Physics Education, S1 – Physics
6	Independent study or project	Delegation	S1 – Mathematics
		Mathematics Champions Cup (MCC)	S1 – Mathematics
		Mathematics Competition Revolution (MCR) & Multiplication House Competition (LRP)	S1 – Mathematics Education
		Mathematics Essay Contest (MEC)	S1 – Mathematics Education
		Biocompact	S1 – Biology Education
		Career Seminar	S1 – Biology Education
		Delegation of FORMIPA	S1 – Natural Sciences Education
		Deepened into Science (DOS) I	S1 – Natural Sciences Education
		Deepened into Science (DOS) II	S1 – Natural Sciences Education
		Science Club	S1 – Natural Sciences Education
		Science Festival (GIS)	S1 – Natural Sciences Education
		Islamic Arts Competition (KISI)	S1 – Natural Sciences Education
		Expresso	S1 – Natural Sciences Education

		Islamic Religion Grand Study (KI) 2024	S1 – Chemistry Education
		Advocacy Webinar (INVO) 2024	S1 – Chemistry Education
		2024 Alumni Sharing	S1 – Chemistry Education
		Methane and Typography Competition 2024	S1 – Chemistry Education
		RECOVERY 2024	S1 – Chemistry Education
		Delegation	Bachelor of Physics Education, S1 – Physics
7	Humanitarian projects	Donations for Orphans (DONAFO)	S1 – Mathematics
		Charity Room	S1 – Mathematics Education
		Donation Box	S1 – Natural Sciences Education
		Share Takjil	S1 – Natural Sciences Education
		Love for Orphans, Half-Sisters, and the Poor	S1 – Natural Sciences Education
		Biology Charity	S1 – Biology Education, S1 – Biology
		Blood donors	Bachelor of Physics Education, S1 – Physics
8	Defending the country	–	–

From Table 1, it can be seen that there are 4 activity criteria that are not implemented as student work programs, namely internships or work practices, student exchanges, teaching at schools and national defense. These 4 criteria have been accommodated by the academic field of the Faculty of Mathematics and Natural Sciences. Internship activities are accommodated by the MBKM subdirectorate and each study program, student exchange activities are accommodated by the academic field of FMIPA along with teaching activities at schools. Meanwhile, the national defense criteria have been facilitated in the Introduction to Campus Life for New Students (PKKMB) activity organized by Student Affairs, Surabaya State University. From the collected data in the form of student work programs obtained from the HMP surrounding FMIPA, it is known that approximately 95% of the work programs have met IKU 2 while the remaining 3 work programs that cannot be categorized in IKU 2 are student organization visits from 3 HMP S1 Mathematics Education, S1 Mathematics, and S1 Science Education.

Key Performance Indicators, particularly IKU 2, focus on the relevance of learning to improve student achievement and competency to align with industry and societal needs. The student organization work program (ORMAWA) at the Faculty of Mathematics and Natural Sciences, Unesa, can be directed to support the achievement of IKU 2 by designing activities that enhance students' skills, experience, and insight in science and technology.

In this study, an analysis was conducted on each work program proposed by each study program in the Faculty of Mathematics and Natural Sciences. Each ORMAWA work program was evaluated for its suitability with the IKU 2 indicator, namely the achievement of student achievements at the national and international levels and efforts to increase student involvement in activities oriented towards developing their competencies. This mapping allows for the alignment of existing work programs with the strategic needs of the faculty in achieving the IKU target. In addition, the results of this mapping can also be used as a reference for designing future work programs to be more effective in supporting student achievement [13].

Furthermore, the mapping results show a correlation between several work programs that directly support student achievement, for example scientific competition activities such as Mathematics Competition Revolution (MCR) and Multiplication House Competition (LRP), Biocompact, Methane and Typography Competition, Science Science Festival, and community service, such as Biology Charity, Blood Donation, Mathecs, Pentana, Biology Serves, and Physics Serves which are managed by student organizations. These activities have the potential to provide a positive impact on students in developing critical thinking skills, communication skills, and collaboration, which are the main components in achieving IKU. As a community service activity that directly involves students, it can increase their understanding of real-world challenges and build social networks with the wider community that are useful in their future careers and lives [14].

CONCLUSION

This study shows that mapping and evaluating ORMAWA work programs based on KPIs is not only beneficial for improving the quality of student activities, but can also be used as a tool to measure the effectiveness of study programs in supporting student academic and non-academic success. Therefore, this study is expected to provide recommendations for faculties and study programs in designing work programs that are more aligned with the institution's strategic goals and support student achievement in a sustainable manner.

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