Comparative Analysis of Reinha Pastoral High School Strategic Plan Larantuka 2015-2019 From the Perspective of the Ministry of Religion of the Republic of Indonesia's Strategic Plan 2015-2019

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Abstract: Comparative Study of Reinha Pastoral High School Strategic Planning Larantuka and the Strategic Plan of the Ministry of Religion of the Republic of Indonesia for 2015-2019 aims to analyze the strategic plan of the Reinha Pastoral High School Larantuka from the perspective of the Strategic Plan of the Ministry of Religion of the Republic of Indonesia for 2015-2019 carried out on the aspects of vision, mission, goals, objectives, strategies, and policies that contain programs and activities for the development of Reinha Pastoral High School Larantuka 2015-2019. This study uses a comparative descriptive method with a type of qualitative research supported by a SWOT analysis enabling the introduction of strengths and weaknesses and an understanding of internal and external opportunities and challenges. The result of his research is the strategic plan for Reinha Pastoral High School Larantuka and the strategic plan of the Ministry of Religion of the Republic of Indonesia for 2015-2019 has a link. Institutions and Study Programs of Catholic Religious Education at Reinha Pastoral High School Larantuka need to fix several deficiencies to appear competitive and superior in the vision, mission, goals, objectives, strategies, and policies contained in the programs and activities of higher education institutions that have been analyzed to be used as feedback to anticipate changes in the industrial revolution era 4.0 and increasingly superior to meet the era of society (human-centered) 5.0.

Keywords: Strategic planning, Vision, Mission, Goals, Targets, Strategy.

INTRODUCTION

Strategic planning is a management tool (Wolf & Floyd, 2017) for allocating human resources and dividing time for organizational members to complete work properly as planned so that work can be carried out properly (Olsen, 2007: 12) . A strategic plan can be understood as a plan that is deliberately made to be implemented by an organization in a disciplined manner regarding what to do and why to do it (Bryson, 2018).

Strategic plans include vision, mission, goals, objectives, and ways to achieve goals and objectives play a very important role in managing tertiary institutions (Laush, 2021) so that they can carry out programs in activities that are arranged rationally and adaptively (Papke-Shields & Boyer-Wright, 2017) in such a way as to anticipate future developments (Presidential Instruction, 1999 number 4). Strategic planning is a result-oriented process to be achieved within one to five years by taking into account the potential, opportunities, and constraints that may arise. With a strategic plan, leaders and members of the organization are disciplined in making decisions and taking important actions regarding how, why and what way the organization should choose to work in a certain way to achieve certain goals.

Strategic planning requires extensive information gathering, exploration of alternatives, and decisions now, emphasizing the implications for the organization in the future. That means every strategic plan must be able to describe the conditions that exist now, the goals to be achieved, and how to achieve these goals. A strategic plan must be prepared covering the vision, mission, goals, and strategy (Presidential Instruction, 1999 number 7) taking into account environmental phenomena, both internal and external, by anticipating all possibilities that could occur, which have the opportunity to influence the implementation process in the future.

Reinha Pastoral High School Larantuka in 2015-2019 (STP Reinha, 2015) in the perspective of the strategic plan of the Ministry of Religion of the Republic of Indonesia for 2015-2019 (Ministry of Religion, 2015) was carried out on the aspects of vision, mission, goals, objectives, strategies using SWOT analysis based on IFE (*Internal Factor Evaluation*) related to *strengths* and *weaknesses* and EFE *(External Factor Evaluation*), related to opportunities (*Opportunity)* and threats (*Threat*) (Bryson, 2011: 150). SWOT analysis is carried out to find out where the position of this institution is and then build strengths, overcome weaknesses, seize opportunities, and be resilient in dealing with threats with anticipatory actions so that strategic plans can be applied in programs and activities as answers to strategic issues that must be responded quickly with policies in the management of higher education comprehensively and holistically, with the right goals, the right methods and on time to inspire, educate, motivate, care for and empower the younger generation to become the next generation of the nation who will continue the responsibility of developing the country in the field of Catholic Religious Education

Literature Review

Strategic Planning

Strategic planning is a management tool for allocating human resources and allocating time for members of the organization to complete the work properly as planned so that the work can be carried out properly. With a strategic plan, leaders and members of the organization are disciplined in making decisions and taking important actions regarding how, why and what way the organization must choose to work in a certain way to achieve certain goals. Strategic plans can be a management tool (Bryson, 2018) for allocating human resources and allocating time for organizational members to complete work properly as planned so that work can be carried out properly through a strategic plan human resources within the organization can be managed in an orderly manner to carry out their work by a joint decision (Olsen, 2007: 12).

Strategic planning is a systematic process in which way the organization could be responsive to the environment by building commitment between stakeholders key for carrying out the mission (Allison & Kaye, 2005: 1), reviewing what goals will be achieved, determining the strategy, what must be done, what policies must be made so that the strategic programs needed for these goals can be implemented with the methods which ensure organizational goals can be achieved (Handoko, 2011: 92).

The strategic plan helps the organization to think about changes in the organization and act strategically so that the organization can survive uncertain changes (Bryson, 2005:7) . Bryson offers that it is best if the annual planning process is carried out strategically as an illustration of the ABC concept which successively can include, "A" describes the question where is the organization's position, "B" where is the organization going to be aimed, and "C" how can the organization achieve what it wants to achieve? aim.

The urgency of the strategic plan is contained in the benefits and objectives for the organization so that it can maintain that the planned vision, mission, goals, and objectives can be implemented appropriately so that organizational programs and activities can be carried

out in a flexible and quality manner even though there are changes in the internal and external environment (Maria & Hadiyanto, 2021). The implementation of the right strategic plan allows the organization to collect, analyze and synthesize information to then have the right strategy to carry out the mission and goals of the organization in work programs that are implemented wisely by the organization's design effectively. Thus it can be understood that the strategic plan is the backbone of the organization's strategic management which has an important role in helping the organization to achieve its goals effectively and efficiently.

Vision

Vision is an ideal or dream, a statement of *want to be*, a far-sighted view, or a challenging picture of the future state, containing the ideals and image desired by the organization. Clear vision must be able; to attract commitment and move people, create meaning for the lives of members of the organization, create standards of excellence, bridging the current situation with future conditions (Akdon, 2016: 279). Vision is used to; unite goals, provide clear direction, and achieve organizational goals, the basis for the utilization and allocation of resources and their control, formation, and development of corporate culture (corporate culture). Good vision has the following criteria; states the company's aspirations/desires in the future, is concise, clear, and focused, is a standard of excellence, realistic and by organizational competence, attractive and able to inspire commitment and enthusiasm, easy to remember and understand for all employees, can be traced the level of trust (Wibisono, 2006: 43).

Mission

The mission is something that must be carried out or implemented by an organization (Deszca, et.al, 2020) by the vision that has been set so that the achievement of organizational goals can be carried out and work well. A mission is an action or effort to realize the vision. So the mission is the elaboration of the vision in the form of the formulation of tasks, obligations, and action plans that are used as directions to realize the vision. The mission statement should be able to clearly show the reason for the existence or main activities of the organization related to the values and expectations of the stakeholders (Drucker, 1999: 23).

With the mission, it is expected that all members of the organization can know their roles and functions, programs and activities that must be carried out, and the results that must be achieved. The purpose of the mission statement is to communicate to stakeholders (Deszca, et.al, 2020), inside and outside the organization, about the reasons for the establishment of the company and the direction in which the organization is going.

An effective mission must contain the following: 1), clearly indicate what the organization wants to achieve and the main areas of activity of the organization concerned, explicitly contain what must be done to achieve it, 2), invite broad community participation in the development of the main areas that the organization is involved in, 3), are used as a work culture in decision making and implementation of mission activities to achieve the vision, 4), are binding (Akdon, 2016: 279).

Aim

The purpose is the elaboration on the mission statement. Goals are something that will be achieved or produced in the short term, medium term, and long term. Setting goals based on key success factors is done after setting the vision and mission. Goals are reasons people act to achieve something that will be achieved in the future that is different from the previous one (Cawsey, Deszca., & Ingols, 2016).

Target

Goals are the elaboration of measurable goals, namely something that will be used or

produced in real terms by the organization through activities that will be carried out to achieve goals (Jasti, et.al., 2019). Targets by focusing on the preparation of activities must therefore be specific, detailed, measurable, and achievable. The formulation of goals must meet SMART *(specific, measurable, attainable, realistic, timeframe)* (Akdon, 2016: 280; Doran, G, 1981).

Strategy

Strategy is the art of using the skills and resources of an organization to achieve its goals through an effective relationship with the environment in the most favorable conditions (Salusu, 2003: 356). The strategy describes conceptual, analytical, realistic, rational, and comprehensive thinking regarding the various steps needed to achieve results that are consistent with the vision and mission. Strategies are needed in achieving and facilitating or accelerating the achievement of the goals and objectives that have been set (Akdon, 2016: 279). War strategy is important for preparing organizational members or stakeholders to be involved in implementing strategic planning in a meaningful way (Siemens, G., Dawson, S., & Eshleman, 2018).

Conceptual Framework

This research has a hypothesis that is to be able to understand the Strategic Plan of Reinha Pastoral High School Larantuka 2015-2019 from the perspective of the Strategic Plan of the Ministry of Religion of the Republic of Indonesia 2015-2019 using SWOT analysis (*Strengths, Weaknesses, Opportunities, Treats*). The ability to analyze SWOT enables the identification of strengths and weaknesses, understanding both internal and external opportunities and challenges that can be used as a reference in developing a 2020-2025 strategic plan to create superior and competitive education. Once it is understood, it will be known how far the Reinha Pastoral High School Strategic Plan Larantuka 2015-2019 has been created and implemented based on the Strategic Plan of the Ministry of Religion of the Republic of Indonesia 2015-2019. The discovery of gaps in the Strategic Plan between the two Institutions can encourage the Reinha Pastoral High School Institution Larantuka to improve several deficiencies so that they can appear superior and competitive nationally and internationally. A strategic plan that contains the vision, mission, objectives, strategic goals, and policies contained in the programs and activities of the Reinha Pastoral High School institution It is hoped that Larantuka can be used as *feedback* to anticipate changes in the era of the industrial revolution 4.0 and to welcome the era of society *(human-centered)* 5.0 in the future.

RESEARCH METHOD

The method used in this study is a comparative qualitative method using *library research* to obtain original data. Research with comparative studies is a study to compare a variable with other variables to find similarities and differences in the variables being compared (Sugiyono, 2019). This study seeks to find and compare the similarities and differences (Arikunto, 2010: 310) between the Reinha Pastoral High School Strategic Plan Larantuka 2015-2019 and the Strategic Plan of the Ministry of Religion of the Republic of Indonesia 2015-2019. Finding similarities can encourage improvement in the quality of program and activity implementation, but finding differences can be used for self-reflection and building institutional commitment Reinha Pastoral College Larantuka to renew itself so that programs and activities can be carried out in line with the institutional strategic plan and the strategic plan of the Ministry of Religion of the Republic of Indonesia.

RESULT AND DISCUSSION

Comparison of Strategic Plans and Activity Programs for 2015-2019 between Reinha Pastoral College Larantuka and the Ministry of Religion of the Republic of Indonesia

1. RENSTRA STP Reinha Larantuka 2015-2019

Vision

To become a superior and competitive Catholic Religious Higher Education Institution in the era of globalization in 2030. The vision of the Reinha Pastoral High School study program in Larantuka is to become a Catholic Religious Education Study Program that produces superior and competitive educators in the field of Catholic Religious Education in the era of globalization in 2030. (STP Reinha, 2015:6)

Mission

1. Organizing Catholic Religious Education.

2. Carrying out research in the field of Catholic, pastoral, catechetical, and interdisciplinary religious education.

3. Carry out Community Service based on Pancasila and the 1945 Constitution of the Republic of Indonesia and in the spirit of the Bible (STP Reinha, 2015: 6).

Target

1. STP Reinha 's image issues Larantuka; the strategic objectives consist of; a. improve the accreditation status of study programs, b. improve the conducive atmosphere of campus life that supports the success of the teaching and learning process, c. establish a more intense and continuous relationship with alumni, d. creating STP Reinha reporting and accountability mechanisms Larantuka towards stakeholders, e. improving and optimizing the contents of the STP Reinha website Larantuka, f. establishing cooperation with other agencies/institutions both domestically and abroad.

2. The issue of graduate quality; the strategic objectives consist of; a. improve the quality of the teaching-learning process, b. increasing the intensity of mastering foreign languages, especially English and information technology for students and teaching staff, c. setting graduate competency standards, d. arrange the study program curriculum so that it is relevant to the needs of stakeholders. e. strengthen student center learning in the learning process, f. determine the field of work of the study program which is a competitive advantage and comparative advantage of the study program concerned.

3. Issues of research and community service; the strategic objectives consist of; a. improve the quality and relevance of the implementation of research and community service, b. optimizing the role of the study center at STP Reinha Larantuka to support research activities and community service.

4. Issues of work culture and academic culture; the strategic objectives consist of; a. improve discipline, quality of work, and professionalism of teaching staff, educational staff, and heads of work units, b. increase the productivity of lecturers and students in writing and publishing scientific papers, c. increase the involvement of lecturers and students in scientific activities, both at the local, national, and international levels. d. activating regular discussion and/or seminar activities related to the development of science and technology, e. Conduct a peer review of the performance of lecturers and education staff, f. Establish appropriate reward systems for educators, educational staff, and outstanding students.

5. Issues on the quality of human resources and infrastructure; the strategic objectives consist of; a. plan, develop careers and improve the welfare of both educators and education staff. b. build morale and a good work ethic. c. improve mastery of information technology and foreign languages for educators and education staff, especially English. d. improve the skills of education staff to be more professional in their field of work. e. developing, maintaining, and optimizing the use of facilities and infrastructure (computerized system with an extensive network; completing laboratory facilities; improving the quality of the library, reading room, and internet services; adding lecture halls and workspaces; and planning the opening of a capital market laboratory).

6. Organizational and management issues; the strategic objectives consist of; a. reconstruction of the organizational structure of STP Reinha Larantuka to achieve institutional governance effectiveness and efficiency. b. increasing the role of Quality Assurance Institutions (LPM) in managing institutions and study programs. c. developing Standard Operating Procedures (SOP) for all Work Units (USK) in the context of implementing higher education tri dharma. d. strengthening the system/mechanism for preparing work programs and integrated budgeting, with a focus on institutional development. e. improve order and discipline in the implementation of work programs and the use of the budget.

7. Management information system issues; the strategic objectives consist of; a. improving the financial information system. b. improving the academic information system. c. improve the database system (database) for educators, education staff, students, and alumni. d. designing a database system for research and community service carried out by lecturers and students. e. designing asset management information systems as well as facilities and infrastructure. f. improving information systems and digital library services. g. designing a management information system for managing and publishing scientific journals. h. designing a scientific paper publication system through e-journals and online publication portals.

8. Issues of cooperation, strategic alliances, and networks; the strategic objectives consist of; a. improve cooperation (synergy) between universities. b. increasing cooperation and networking between STP Reinha Larantuka with local government, business world, industry, and other institutions both at home and abroad for higher education tri dharma activities.

9. Student and alumni issues; the target consists of; a. improve reasoning activities, knowledge, interests, talents, hobbies, and welfare of students through extra-curricular activities. b. consolidating student activity development programs with clear policy directions to support institutional development. c. expanding scholarships. d. strengthen an efficient and effective alumni tracking system to establish intense and continuous relations with alumni. e. improving the alumni database system (STP Reinha, 2015: 11).

Strategy

1. *Re-Structuring,* namely aligning the organizational structure of STP Reinha Larantuka is by the demands of efficient and effective higher education management. This strategy is the first step towards realizing good university governance.

2. *Re-Engineering,* namely applying the working principles of good university governance into the higher education management system. The working mechanism and Standard Operating Procedure (SOP) for all Work Units (USK) in the context of implementing higher education tri-dharma need to be reformulated. The goal is for every USK in STP Reinha Larantuka to be synergistically able to become a forum and instrument for an institutional development that is efficient, effective, transparent, and accountable.

3. *Re-Training.* Organizing training for lecturers (educators) and staff (educational staff) to improve competence and change their mindset in managing programs of academic and non-academic activities. The main focus of the training and changing the mindset is in terms of leadership, managerial skills, and entrepreneurial principles in managing STP Reinha Larantuka as an educational institution.

4. *Re-Positioning,* namely positioning educators and education staff who have competence in their fields to assume positions in various work units within STP Reinha Larantuka, with the principle of "the right man in the right place". Thus, educators and educational staff are expected to be prime movers in the development of the work units they lead.

5. *Re - Modeling,* namely encouraging the emergence of STP Reinha's work culture Larantuka which is conducive to a world-class university. Institutional leadership must be exemplary by all educators and educational staff in their respective work units so that a professional, honest, dignified, quality academic culture and work ethic develops, and can work in a solid team (teamwork). It is hoped that this kind of leadership model will foster a quality work culture that will facilitate the realization of good university governance at STP Reinha Larantuka (STP Reinha, 2015: 14).

Activity Programs Reinha Pastoral High School Larantuka

1. Reinha Pastoral High School Larantuka . This strategic issue is addressed in; 1), Programs to improve the accreditation status of study programs and carry out institutional accreditation, with activities; a, increasing the accreditation of Catholic religious education and teaching study programs and b, increasing the institutional accreditation of Reinha Pastoral High School Larantuka. 2), new student admissions development program, with activities; an acceptance of new undergraduate program students: Catholic Religious Education and Teaching Study Program. 3) Reinha Pastoral College publication program Larantuka, with activities; a Procurement of Reinha Pastoral High School website Larantuka. b, Creation of the Reinha Pastoral High School group Larantuka via Facebook (FB) and WA (WhatsApp).

2. Related to the quality of Reinha Pastoral High School graduates Larantuka. This strategic issue is addressed in the program; 1) Programs to improve the quality of teaching and learning processes; with activities; a, Determine the lecturer's workload according to the scientific field of the study program. b, Coordination of lecture material between parallel lecturers or a team of lecturers. c, developing e-learning to support learning. d, Monitoring, and evaluation of lectures by coordinating lecturers. e, Assessment of the lecture process by students. 2) Curriculum relevance improvement program with activities; a, Reviewing study program curricula: Catholic Religious Education Undergraduate Study Program; b. Evaluating syllabus, lecture contracts, and lecture program units (SAP) or RPS in study programs, c.Developing modules/textbooks. d, Updating lecture support facilities such as; Music and liturgical room, computer room, catechetical, pastoral, and liturgical room. 3) Program to improve the quality of the final assignment/thesis, with activities; a, Evaluating the thesis writing guidebook. b, Determine the maximum number of undergraduate tutoring by each supervisor per semester. c, Determine the minimum number of student consultation meetings with supervisors, d. Monitoring, evaluation, and follow-up of student guidance by supervisors. 4) Graduate performance improvement program, with activities; a, Increasing the GPA of graduates of the Catholic Religious Education and Teaching Study Program.

3. Related to research and community service, with, 1). Program to increase the number of lecturers and students research, in activities; a, Requiring lecturers to conduct independent and group research at least 1 time in 1 academic year with the institution's internal funds. b, Encouraging lecturers to conduct research with funds from the Director General of Catholic Community Guidance of the Republic of Indonesia. c, Involving students in lecturer research. 2) Program for improving the quality and relevance of lecturer research, in activities; a,

Involve lecturers in the Research Methodology Training for Trainers (TOT). b. Organizing research methodology and data analysis training, c. Organizing mentoring activities for the preparation of research proposals, d. Reviewing research manuals and community service, e. Increasing the involvement of study centers in research activities. 3). Program to improve lecturers' research works to obtain patents and Intellectual Property Rights, in planning activities for superior research by lecturers that can be submitted for patents and Intellectual Property Rights. 4) Programs to increase the number, quality, and relevance of community service activities with activities; a, Requiring lecturers to conduct PKM independently and in their respective groups at least 1 time in 1 academic year with internal and external funds, b, Involving students in PKM activities, c, Organizing mentoring activities for preparing PKM proposals, d, Increasing the involvement of study centers in activities community service.

4. Related to work culture and academic culture, with; 1), Program to build a good work culture and academic culture within the Reinha Pastoral High School Larantuka, in activity; a Dissemination of the vision, mission, goals, and objectives of Reinha Pastoral High School Laratuka to the academic community and to the Stakeholder community, b, Establishing an appropriate reward system for outstanding lecturers and education staff, c. Conducting peer review of the performance of lecturers and education staff. 2) The program increases the involvement of lecturers and students in scientific activities, in activities; a, Activate routine seminar discussion activities related to the development of science and technology. b, Encouraging the writing and presentation of scientific papers at national seminars/symposiums for lecturers and students.

5. Related to human resources and infrastructure, with; 1)Employee professionalism improvement program (teaching staff, with activities: a) Engaging employees (educational staff) in education and training programs according to their field of work. 2), Lecturer qualification/professionalism improvement program, with activities; a. Assign lecturers to carry out further studies, domestically and abroad, b. Participate in a lecturer certification program. c, Encouraging lecturers to take education/professional certification exams: Certification of Education Management, Mission Theology, Christology, Catechist Spirituality, and School Pastoralism. d. Encouraging lecturers to become members of professional and/or scientific organizations/associations, domestically and abroad as members of ISEI, IAI, IAPI, AMI, APTAKS, APTISI, and other professional associations. 3), Program to improve the Ratio of Permanent Lecturers to Students, with activities, a, Allocating permanent lecturer home bases, S1 Catholic Religious Education and Teaching Studies program, lecturers with Masters qualifications. 4), Main Infrastructure and Facilities provision program with activities; a Provision of Main Infrastructure; such as lecture halls, laboratory rooms, library rooms, and seminar rooms, 4m per lecturer room. b. Provision of main facilities, such as computers, and computer laboratories. b. Music and liturgy, c. Provision of supporting infrastructures such as polyclinics, canteens, sports fields, photocopies, and lecture halls. LCD Projector in lecture halls and seminar rooms, Internet connection, loudspeakers, and cameras.

6. Related to organizational governance and management with; 1), STP Reinha Organizational Structure change program Larantuka, inactivity. a, coordinating the functions of the Undergraduate Study Program directly by the head of the study program, Vice Chair I, II, and III. 2), Program to increase the Role of the Quality Assurance Center (P2M) in the Management of Institutions and Study Programs, in activities; a, Reviewing and improving SOPs on an ongoing basis, b, Strengthening the quality assurance system at the institutional level. c, Strengthening the quality assurance system at the study program level. 3) The program strengthens the system for preparing work programs and budgeting in activities; a, Establish a mechanism for drafting work programs and integrated budgeting, with a focus on

institutional development. 4) The program increases order in work programs and the use of budgets in activities; a Monitor and evaluation program implementation.

7. Associated with management information systems with; 1) The program increases the accessibility of institutional and program management information, studies in activities; a. Increase data accessibility on local networks (LAN) related to finance, assets/ inventories, and libraries. b, Improving data accessibility on a wide area network (WAN) related to; students, study plan cards, course schedules, course grades, academic transcripts, graduates, lecturers, staff, finance, inventory, and libraries. 2), the program to improve alumni information systems in activities; a, Reviewing the alumni database system. b, Designing a web-based alumni tracking system.

8. Related to cooperation, strategic alliances, and networking with; 1), Programs to increase cooperation (synergy) between tertiary institutions, in activities; a, Develop cooperation tri dharma of higher education with domestic and foreign universities. 2) The program increases cooperation (synergy) with non-university institutions/institutions, in activities; a. Develop cooperation /partnership in the tri dharma field of higher education with government institutions/agencies, State-Owned Enterprises, Private-Owned Enterprises, Non-Governmental Organizations, and Professional Organizations.

9. Related to student affairs and alumni, with; 1) Program for expanding and equalizing access to scholarships, in activities; a, Increasing the number of students receiving scholarships from external sources (Ditjen Bimas Catholic), external sources NTT province for scholarships for the poor, internal sources for Higher Education Foundation for outstanding students, and scholarships for underprivileged families. 2) Student Achievement Development Program (Co-Curricular) in activities; a Student Achievement Development (Co-Curricular) in entrepreneurship PKM activities, Skills and Arts PKM, Scientific Article PKM, Research PKM. 3) Student achievement development program (Extra-Curricular) in activities; a Selection of new student admissions based on non-academic achievements based on sports and arts achievements. 4), Alumni network development program, in activities; an improvement of the alumni database, b, gradual tracing of alumni. 5), Student and alumni development program focused on the development of STP Reinha Larantuka with activities, a. Reviewing the Guidebook for Student and Alumni Development (STP Reinha, 2015: 20)

2. Ministry Of Religion Renstra 2015-2019

Vision

The realization of an Indonesian society that is religiously devout, harmonious, intelligent, and physically and mentally prosperous to create an Indonesia that is sovereign, independent and has a personality based on cooperation" (Ministry of Religion, 2015: 59).

Mission

1. Increase understanding and practice of religious teachings.

2. Strengthen intra- and inter-religious harmony.

3. Providing equitable and quality religious life services.

Aim

Development in the field of religion and education. Development goals in the field of education consist of;

1. Improving equal access to education for the underprivileged towards primary-secondary education (12-year compulsory education).

2. Increasing access to education for all levels of society at various levels of education.

3. Reducing the failure rate of the community in completing education at the primary-secondary education level (12-year compulsory education).

4. Improving the quality of education delivery at all levels of education.

5. Improving the quality of educators and education staff in carrying out professional educational processes in all educational units.

6. Increasing public access to the implementation of religious education in quality general education units.

7. Increasing public access to quality religious education (Ministry of Religion, 2015: 60-612).

Target

1. Improving the quality of governance in the development of the religious sector is the implementation of governance in the development of the religious sector that is effective, efficient, transparent, and accountable, which is shown, among other things, by maintaining the title of opinion on the financial statements of the Ministry of Religion with the title of WTP opinion; the increase in the results of the performance accountability assessment of the Ministry of Religion and the decrease in the percentage of audit findings on the implementation of the Ministry of Religion's budget.

2. The function of education at the religious higher education level consists of; 1), increasing access to education for all levels of society at various levels of education, especially at the tertiary level, is the increase in tertiary education participation rates, which is indicated by the increase in GER (Coarse Enrollment Rate) in PTK (Religious Higher Education). 2) improvement in the quality of educators and education staff is an increase in the proportion of competent and professional educators in general education with religious characteristics, which is indicated by an increase in the percentage of lecturers with a minimum Master's degree; and increasing the percentage of certified lecturers (Ministry of Religion, 2015: 62-64)

Strategy

1. Increase equity in access to higher education through:

a) increasing the capacity of tertiary institutions by the increase in the number of high school graduates;

b) increasing the equity of higher education through increasing the effectiveness of affirmative policies: providing scholarships, especially for the poor, and organizing quality long-distance higher education; and

c) provision of operational costs to increase the effectiveness of tertiary institutions.

2. Improving the quality of higher education through;

a) improving the quality of academic staff (lecturers and researchers) through postgraduate education programs (S2/S3);

b) increasing the research budget and designing an incentive system to support innovative research activities;

c) establishment of LAM for professional study programs and establishment of LPUK for competency testing of university graduates;

d) quality assurance of educational program implementation through LPTK reform ;

e) enforcement of rules related to quality assurance in tertiary institutions by increasing the effectiveness of the accreditation process for higher education institutions and study programs; and

f) increasing the quality distribution of tertiary institutions between regions through accelerating the accreditation of higher education study programs outside Java.)

3. Improving the relevance and competitiveness of higher education through:

a) developing innovative majors in accordance with the needs of development and industry, along with increasing the competence of graduates based on fields of knowledge that are in accordance with the needs of the labor market, especially in agriculture, maritime, tourism, manufacturing industry and creative economy;

b) increasing the expertise and skills of certified tertiary graduates to shorten the waiting period for work (job seeking period);

c) strengthening cooperation between universities and the industrial world for research and development activities;

d) evaluating the proposal to open new study programs at PTN and PTS in a more selective manner according to the needs of the world of work, by balancing the disciplines of social sciences and humanities, science, engineering , and medicine;

e) protection for study programs that develop rare disciplines (such as Javanese literature , archeology , philology, philosophy, and interpretation of hadith); and

f) development of integrated entrepreneurship education and training in courses, by collaborating with the business/industrial world.

4. Consolidating higher education autonomy through

a) facilitating tertiary institutions to become legal entities to strengthen institutions and improve governance and keep universities away from political influence;

b) strengthening higher education institutions by building centers of excellence in certain fields of knowledge and studies as a manifestation of mission differentiation, which is based on institutional capacity;

c) reviewing the budgeting approach so that it is not based on *itemized budgets* so that universities are more dynamic and creative in developing academic programs and scientific research; and

d) planning a funding scheme that utilizes alternative financing sources must be carried out by developing a three-party partnership: government, university-industry (Ministry of Religion, 2015).

Activity Programs Ministry Of Religion Of The Republic Of Indonesia

The programs and activities of the Ministry of Religion of the Republic of Indonesia, especially in the field of religious education at the level of religious higher education, are as follows;

1. The program to increase equity in access to higher education through the following activities: a) increasing the capacity of tertiary institutions according to the increase in the number of high school graduates; b, increasing equity in higher education through increasing the effectiveness of the affirmative policy: c, providing scholarships, especially for the poor and organizing quality long-distance higher education; and d, provision of operational costs to increase the effectiveness of tertiary institutions.

2. Higher education quality improvement program through activities; a, improving the quality of academic staff (lecturers and researchers) through postgraduate education programs (S2/S3); b, increasing the research budget and designing an incentive system to support innovative research activities; c, the establishment of LAM for professional study programs and formation of LPUK for competency testing of PT graduates; d, quality assurance of

education program implementation through LPTK reform; e, enforcement of rules related to quality assurance in tertiary institutions by increasing the effectiveness of the accreditation process for higher education institutions and study programs; and, f, increasing the quality distribution of tertiary institutions between regions through accelerating the accreditation of higher education study programs outside Java.

3. Programs to increase the relevance and competitiveness of higher education through a, developing innovative majors according to development needs, b, increasing the expertise and skills of certified tertiary graduates to shorten the waiting period for work (job seeking period); c, strengthening cooperation between universities and the industrial world for research and development activities; d, more selective assessment of proposals to open new study programs in PTS according to the needs of the world of work. c, development of integrated entrepreneurship education and training in courses, by establishing cooperation with the business world/industrial world.

4. College autonomy strengthening program through; a, facilitating universities to become legal entities to strengthen institutions and improve governance and keep universities away from political influence; b, strengthening higher education institutions by building centers of excellence in certain fields of knowledge and studies as a manifestation of mission differentiation, which is based on institutional capacity; c, reviewing the budgeting approach so that it is not based on itemized budgets, so that higher education institutions are more dynamic and creative in developing academic programs and scientific research; and d, planning a funding scheme that utilizes alternative financing sources must be carried out by developing a three-party partnership: e, government-university-industry (Ministry of Religion, 2015: 69-70).

Reinha Pastoral High School Larantuka and the Ministry of Religion of the Republic of Indonesia

Reinha Pastoral High School Larantuka 2015-2019 from a vision perspective Ministry of Religion of the Republic of Indonesia for 2015-2019, you know that the true vision of these two institutions has the same substance. That the vision of Reinha Pastoral High School Larantuka in 2015-2019 is to become a Catholic Religious Higher Education Institution that is superior and competitive in the era of globalization in 2030. The advantages referred to here are excellence in being obedient to religion, and excelling in building harmony between religions. Likewise, what is meant by Competitive is competitive in terms of forming and educating students to become individuals who are not only smart people in the science of faith but are also smart in applying knowledge in the quality of applying the true faith according to the teachings of the Catholic Church so that they can build a society that is physically and mentally prosperous from aspects of Catholic religious education to work together with other religious communities to realize an Indonesian society that has sovereignty, can be independent and has a commendable personality based on cooperation, as stated in the vision of the Ministry of Religion of the Republic of Indonesia for 2015-2019 (Ministry of Religion, 2015:59).

Reinha Pastoral College Larantuka 2015-2019 (STP Reinha, 2015) based on the vision of the Ministry of Religion of the Republic of Indonesia in 2015-2019 (Ministry of Religion, 2015:59) based on the characteristics of an effective mission above, it can be seen that the mission that has been made by STP Reinha Larantuka on the one hand; 1. Has clearly described what will be achieved, namely; 1), Organizing Catholic Religious Education. 2) Carry out research in the field of Catholic, pastoral, catechetical, and interdisciplinary religious education. 3), Carry out Community Service based on Pancasila and the 1945 Constitution and in the spirit of the Bible (STP Reinha, 2015) This is in line with the mission of the Ministry of Religion of the Republic of Indonesia namely; 1) Increasing understanding and practice of religious teachings, 2) Strengthening intra- and inter-religious harmony, 3)

Providing equitable and quality religious life services. Even so Reinha Pastoral High School Larantuka has not yet accommodated the fourth mission of the Ministry of Religion of the Republic of Indonesia for 2015-2019, namely to increase the utilization and quality of managing the potential of the religious economy. in the formulation of its mission for the medium term of 2015-2019. 2. What must be done to achieve this is to seriously implement and implement the Tridarma of Higher Education that is quality and professional in the context of Reinha Pastoral High School Larantuka namely; organize Catholic Religious Education, carry out research in the field of Catholic Religious Education, pastoral, catechetical and cross-disciplines, and carry out community service based on Pancasila and the 1945 Constitution of the Republic of Indonesia and in the spirit of the Bible. 3. It is used as a work culture in decision-making and carrying out mission activities to achieve the vision, meaning that the implementation of quality and professional higher education tri-dharma has become a work culture in this institution and has become the basis for every decision-making in executing programs of Higher Education institutions Pastoral Reinha Larantuka . 4. Binding; means: all residents of Reinha Pastoral High School Larantuka is obliged to carry out the Tri Darma of Higher Education through their respective duties so that the institution can realize its dream of becoming a superior and competitive Catholic Religious Higher Education Institution capable of producing superior and competitive teaching staff in the field of Catholic Religious Education in the era of globalization.

But on the other hand, the Institutions and Study Programs at STP Reinha Larantuka have not thought about and have not formulated their mission related to improving and utilizing the quality management of the economic potential of the religious economy. Even religious economics is not thought out and not formulated in a vision so there are no explicit main activities that must be carried out to achieve it. Even if the economic potential of the religious economy gets the attention of institutions and study programs at the Reinha Pastoral High School Larantuka by including in the formulation of a mission that allows for good management, effective utilization, and improvement of its quality, will gain the sympathy of the wider community. This view is based on the economic condition of the community where this campus is located where the majority of the people have middle to lower economic levels, and even more are classified as low-income than the middle class. This situation should open up the insights of Institutions and Study Programs to have the mission of forming a religious economy, managing, utilizing, and improving its quality. The weakness of institutions and study programs to read opportunities related to religious economics being the main field that institutions are involved in can be the reason these institutions are less attractive to the public. Reinha Pastoral College Institute Larantuka has not thought about and has not formulated the possibility of the religious economy getting appreciation and community participation because it is directly related to the benefit of their lives as the other three mission formulations

Reinha Pastoral High School Larantuka 2015-2019, the authors found that this Institute and Study Program have goals which are derivatives of the goals of the Ministry of Religion of the Republic of Indonesia, especially on goals 2, 4, 5 and 7 namely; increasing access to education for all levels of society at various levels of education, improving the quality of education delivery at all levels of education, increasing the quality of educators and education staff in carrying out professional educational processes in all educational units and increasing public access to quality religious education. This means the institutes and programs of study at the Reinha Pastoral College Larantuka carry out its strategic objectives based on or oriented towards the objectives of the Ministry of Religion of the Republic of Indonesia.

Reinha Pastoral High School Larantuka in 2015-2019 in the perspective of the strategic objectives of the Ministry of Religion of the Republic of Indonesia in 2015-2019, it was found that the strategic objectives of Reinha Pastoral High School Larantuka 2015-2019

indeed an elaboration of measurable goals and those that are produced by institutions and study programs at these institutions through activities that have been carried out to achieve the goals that have been formulated. These targets are specific and detailed to achieve institutional goals and in several aspects are in line with the strategic objectives of the Ministry of Religion of the Republic of Indonesia such as; 1), increasing access to education for all levels of society, especially at the higher religious education level, even though the percentage is not yet high. For that STP Reinha Larantuka needs to think about strategic goals for the next 5 years by promoting appropriate campus promotion techniques and attracting public interest to study at this educational institution. 2) improving the quality of educators and education staff, namely lecturers and staff with education and training. Particularly for all lecturers, efforts should be made to have a minimum qualification of S3 in 2025; and all of them have professional lecturer certificates by the regulations regarding educational staff in tertiary institutions that apply in Indonesia.

When the institutional and study program strategies were analyzed, it was found that Reinha Pastoral High School's strategy Larantuka is oriented towards the strategy of the Ministry of Religion of the Republic of Indonesia in the following ways: 1), the Re-Structuring strategy is oriented towards strategies 1 and 4 related to good governance towards a good governance university. 2) Re-Engineering strategy, oriented to strategies 2 and 4 related to the research budget for innovative research with research costs from the Director General of Catholic Community Guidance of the Republic of Indonesia every year, and institutional governance. 3), the Re-Training strategy is oriented towards strategies 2, 3, and 4 related to management systems, management work units, efficient, effective, transparent, and accountable institutional development forums and instruments, governance, and funding for academics and research. 4), the Re-positioning strategy is oriented towards strategies 2 and 4 related to research budgets and innovative research, accreditation of institutions and study programs, and governance. 5), the Re-Modeling Strategy is oriented towards strategies 1 and 4 related to the further studies of lecturers at the Master and Doctoral levels, educational operational costs, governance, and funding for academics and research. From this analysis, it can be seen that the institutional strategic plan for Reinha Pastoral High School Larantuka is fully oriented towards the strategic plan of the Ministry of Religion of the Republic of Indonesia which can be seen in the numbers listed in the analysis above.

How to achieve the goals and objectives is wisely outlined in the programs and activities that will be carried out throughout 5 (five) years. The success of the programs and activities carried out is closely related to the operational policies of the organization which is a further elaboration of national policies, in this case, the policies of the Ministry of Religion of the Republic of Indonesia.

Reinha Pastoral High School Larantuka in the 2015-2019 strategic plan (STP Reinha, 2015), it can be seen that these programs and activities are a manifestation of the programs and activities of the Ministry of Religion of the Republic of Indonesia in the same year as;

1. Catholic religious higher education. For that Reinha Pastoral High School Larantuka, with campus promotion programs and activities that are more attractive to the public, chose Reinha Pastoral High School Larantuka as a place for their children to get higher education for a bright future. These programs and activities are considered effective because they can increase the number of students studying on campus which only has 1 study program.

2. Improving the quality of educators and education staff, namely lecturers and staff with education and training. Continuous training for employees at the local and national levels continuously and further studies for lecturers so that they have a minimum qualification of S3 in 2025, and strive for all lecturers on this campus to have professional lecturer certificates by regulations regarding educational staff in tertiary institutions that apply in Indonesia.

3. Reinha Pastoral College Larantuka On the one hand, the relevance, and competitiveness of higher education has been considered by increasing the expertise and skills of certified tertiary graduates to shorten the *job-seeking period*, developing entrepreneurship education and training integrated into courses, by collaborating with the business world. industrial world; cooperation with other universities in the field of research; however, on the other hand, this institution has not yet thought about developing innovative majors by development needs and has not strengthened the industrial world for research and development activities; assessing proposals to open new study programs more selectively according to the needs of the world of work. Programs and activities that have been carried out by the Ministry of Religion of the Republic of Indonesia but not yet carried out by Reinha Pastoral College Larantuka may be a note in preparing the 2020-2025 strategic plan.

Reinha Pastoral College Larantuka has established itself as a campus with a legal entity to strengthen institutions and improve governance and keep universities away from political influence; Strengthening institutions by building excellence in the field of knowledge and studies based on Catholic religious education as a manifestation of mission differentiation, which is based on institutional capacity. However, in terms of budgeting and funding, it seems that this institution is not dynamic and creative because it is bound by the rules of the Hendricus Leven Higher Education Foundation, which impede the creativity of lecturers and students in developing academic programs and scientific research; and the planning of a funding scheme that utilizes alternative financing sources is also felt to be too rigid because the foundation's intervention is almost 100%. Pastoral High School Institutions need to think about and develop other ways that allow funding for academic and research development, in which this method prevents the Institution from intervention by the Foundation so that the academic and research aspects can develop into a quality campus habitus as it should.

Reinha Pastoral High School Self Evaluation Larantuka Based on Comparative Study of Strategic Plans 2015-2019 between Reinha Pastoral College Larantuka and the Ministry of Religion of the Republic of Indonesia

Self-evaluation is understood as an introspective effort to find key issues that need to be addressed within this institution so that the vision, mission, goals, objectives, strategies, and how to achieve them in programs and activities do not encounter obstacles. Self-evaluation based on IFE (*Internal Factor Evaluation*) and what is studied is related to strengths *and* weaknesses *and* EFE (*External Factor Evaluation*), which is studied opportunities (*Opportunity)* and threats (*Threat)* by Bryson is called SWOT analysis (Bryson, 2011: 150). Opportunities and threats can be identified by the organization; 1), monitor various forces such as political, economic, educational, social, technological, and environmental forces. 2), monitor stakeholders from the government and private sector, community customers of education services, and other people or groups who wish to collaborate. Strengths and weaknesses can be monitored from input, process, and performance (Bryson, 2011:52-53).

SWOT analysis of Reinha Pastoral College strategic plan Larantuka allows questions; where is the position of Reinha Pastoral High School now? Based on the SWOT analysis, Reinha Pastoral College Larantuka can go into 2019 by building on its strengths, refuting weaknesses, empowering opportunities, and overcoming threats with participatory actions that show its competitive advantage in the era of globalization, industrial revolution 4.0 towards the era of society 5.0.

Thus weaknesses and threats do not eliminate strength and close opportunities for Reinha Pastoral High School Larantuka can depart from 2015 to 2019 by the policy directions for developing institutions and study programs in work programs and activities to implement these programs.

Several parameters that can be reviewed based on the SWOT analysis include; Organization

and Management, Human Resources and Infrastructure, Students and Graduates as well as curriculum and learning processes (STP Reinha, 2015: 7-9).

1. Organization and Management

a) Internal Factors

Strength *(Strength)*

1) Availability of clear main tasks and functions (TUPOKSI) in the organizational structure.

2) Organizational governance with transparent, credible, responsible, accountable, and fair leadership imbued with a spirit of brotherhood and kinship.

3) Coordination and monitoring in academic activities, research, community service, and financial management is carried out properly.

Weakness

1) Implementation of main tasks and functions (TUPOKSI) by the organizational structure is not optimal.

2) Personnel management is not based on a system of rewards and sanctions, making it difficult to improve performance in the short term.

3) The evaluation and quality control policies are still being revamped by regulatory requirements

b) External Factors

Opportunities

1) There is good cooperation with various stakeholders, both government and private institutions.

2) The high level of public/people's trust in institutions in the framework of Catholic religious education, both in school institutions and in parishes.

Challenges (*Threats)*

1) Regulations that guide the implementation of organizational management often change so adjustments take quite a long time.

2) The rapid development of information technology is accompanied by demands for online application-based data management.

2. Human Resources and Infrastructure

a) Internal Factors

Strength *(Strength)*

1) Continuous development of lecturers' abilities through advanced studies to master and Doctoral levels, participating in research skills training, training in writing teaching materials, as well as increasing professionalism through a certification program.

2) The number of Education Personnel is adequate, namely as many as 9 people, who have academic qualifications and competence for their respective fields of work.

3) Availability of accessible *wi-fi* networks for all academicians as a source of learning and information sources.

4) Has a website (https: //www.stp renya-lrt. Sch. id) as a medium of information for all academics and stakeholders.

Weaknesses

1) There are still lecturers who do not have Academic Positions, only two expert assistants.

2) The involvement of lecturers and teaching staff in scientific activities in the context of increasing professionalism has not been carried out properly and sustainably.

3) The work ethic in education the field of work has not been carried out optimally.

4) Sources of funds for the development of lecturers, educational staff, and facilities and infrastructure are still limited.

b) External Factors

Opportunities

1) Funding/scholarship assistance programs are available for lecturers to further study to a higher level.

2) There are many offers of scientific activities and training programs, and ongoing courses at the regional and national levels.

3) The development direction policy of the NTT Provincial government and the East Flores Regency government towards higher education institutions in the region

Challenges *(Threats)*

1) Stakeholders demands for qualifications and competencies are increasing.

2) Competition for similar institutions that have qualifications and competence quite a lot

3. Students and Graduates

a) Internal Factors

Strength (*Strengths* **)**

1) The student recruitment and selection system is through written exams and interviews with an emphasis on the personality of the candidate.

2) Student services are available such as special service bureaus, interests and talents (extra-curricular), *soft skills coaching,* scholarship services, and health services.

3) The suitability of graduate competencies with the demands and needs of graduate users is quite good

4) Provision of facilities for alumni to build networks.

Weaknesses

1) In general, students who enter are from the second or third choice.

2) There is still a lack of outreach and promotion activities to the wider community carried out by Study Programs outside the islands of Lembata, Solor, and Adonara.

3) Graduate competence has not been fully assessed as very good and good by graduate users.

4) Alumni communication forums have not been optimally facilitated, resulting in alumni networks not well formed

b) External Factors

Opportunities

1) Educational institutions outside the East Flores area offer jobs for graduates.

2) Communities, government, and private institutions realize the importance of religious and character-building staff

3) Graduates can work in various sectors outside educational institutions.

Challenges *(Threats)*

1) Competition for graduates from study programs that have A or B accreditation.

2) Low public interest in religious studies programs

4. Curriculum and Learning Process

a) Internal Factors

Strength *(Strength)*

1) The curriculum refers to national curriculum standards that are consistently developed, updated, and adjusted.

2) Implementation of the curriculum through learning management which is oriented towards empowering and making students active learners.

3) The learning process is carried out in a disciplined and consistent manner by the plan, and competency achievement by the study program specifications can be measured clearly.

Weaknesses

1) Learning with paradigms *Student Center Learning* has not been optimally implemented consistently and sustainably.

2) Reinha Pastoral High School website Larantuka by lecturers as an interactive learning medium with students still needs to be improved.

3) The technical implementation units to support education, research, and community service activities have not synergized optimally

b) External Factors

Opportunities

1) The enactment of higher education autonomy allows for the flexibility to design curricula according to the demands and needs of graduate users.

2) information technology provides broad access via the internet as a source of learning for the entire academic community

Challenges (*Threats)*

1) The need for graduate competencies by diverse and dynamic users of graduates demands faster curriculum changes.

2) Competition between tertiary institutions managing study programs that teach the same field of knowledge.

CONCLUSION

From the results of the analysis, it can be concluded that the plan Reinha Pastoral High School strategy Larantuka in 2015-2019 with the strategic plan of the Ministry of Religion of the Republic of Indonesia for 2015-2019 has a link. Catholic Religious Education Study Program and Institute at Reinha Pastoral High School Larantuka needs to fix some of its deficiencies to appear superior and competitive nationally and internationally. A strategic plan that contains the vision, mission, objectives, strategic goals, and policies contained in the program and activities of the school institution. The ability to analyze SWOT enables the identification of strengths and weaknesses, and the understanding of the opportunities and

challenges both internal and external to institutions and study programs. This analysis can be used as a reference in preparing a strategic plan for 2020-2025 to create superior and competitive education by the Strategic Plan of the Ministry of Religion of the Republic of Indonesia 2020-2025 which can be used as *feedback* to anticipate changes in the era of the industrial revolution 4.0 and to welcome the era of society (*human-centered*) 5.0 in the future.

Suggestions

Based on the analysis of the strategic plan for the Institute and Study Program for Catholic Religious Education at Reinha Pastoral High School Larantuka in 2015-2019 in the perspective of the strategic plan of the Ministry of Religion of the Republic of Indonesia for 2015-2019, has several suggestions that can be offered for inclusion in the preparation and formulation of the 2020-2025 strategic plan, including;

➢ Formulate a more specific and striking vision of institutions and study programs in demonstrating their competitive advantages in the era of globalization, industrial revolution 4.0 towards the era of *society* 5.0.

➢ Pay attention to and understand precisely the theory of effective mission.

➢ The mission accommodates the use and quality of management of the economic potential of the Catholic Religion.

➢ Promoting appropriate campus promotion techniques and attracting public interest to study at this educational institution.

➢ innovative departments or study programs according to development needs.

➢ Strengthening with the industrial world for research and development activities to answer the vision and mission of the institution.

➢ Selectively, proposing the opening of study programs which is innovative, and based on independent campus learning according to the needs of the world of work for nation-building.

➢ Strengthening institutions by building excellence in the field of knowledgeand studies based on Catholic Religious education as a manifestation of *mission differentiation*, which is based on institutional capacity. Thinking and developing other ways that allow funds to be raised for academic development and research on Catholic Religious Education.

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