

Towards An International Standard University: Strategies For Enhancing Academic Quality, Human Resources, And Governance

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Abstract: This study has the following objectives: to analyze, to describe, and to formulate an appropriate SWOT implementation strategy of Mataram University. The method used in this study is descriptive. The analysis technique used is SWOT analysis. The analysis is divided into four components, namely students and graduates, lecturers, curriculum and learning, and governance. The results showed that students and graduates, curriculum and learning are in quadrant I (Strengths - Opportunities). This indicates that university has internal strengths that can be optimized to leverage existing opportunities. Lecturer and governance are in quadrant II (Strengths - Threats). University can utilization strategy strength for overcome threat.

Keywords: SWOT, Strengths, Weaknesses, Opportunities, Threats

INTRODUCTION

Universities have visions and missions that serve as the foundation for conducting academic activities and guiding institutional development. These visions and missions depict the desired direction of the university in achieving its established goals. Additionally, universities have Key Performance Indicators (KPIs) used as measurement tools for assessing goal attainment. In an ever changing and competitive educational environment, universities need to formulate appropriate strategies to achieve their visions and missions, as well as fulfill the established KPIs. Designing effective strategies requires a profound understanding of the university's internal and external conditions.

The SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a commonly used approach in strategic management to evaluate an organization's internal and external conditions. This method helps universities identify internal strengths that can be optimized, weaknesses that need improvement, opportunities that can be seized, and threats that need to be anticipated.

This research aims to examine and design strategies for achieving the university's visions and missions and fulfilling the KPIs using SWOT analysis. In the context of this research, internal factors include academic excellence, educational facilities, management systems, and human resources. External factors encompass trends and changes in the education landscape, technological advancements, competition with other universities, and relevant educational regulations.

By utilizing SWOT analysis, this research will assist universities in identifying appropriate strategies to leverage existing internal strengths, address weaknesses, seize emerging opportunities, and respond to threats with the right strategies. The results of this analysis will provide insights for university leadership and management in designing effective strategies to achieve their visions and missions, as well as meet the established KPIs

LITERATURE STUDY

What Is SWOT Analysis?

SWOT Analysis is a tool used for strategic planning and strategic management in organizations. It can be used effectively to build organizational strategy and competitive strategy. In accordance with the System

Approach, organizations are wholes that are in interaction with their environments and consist of various sub systems. In this sense, an organization exists in two environments, one being in itself and the other being outside. It is a necessity to analyse these environments for strategic management practices (Ege, 2012)

SWOT analysis is a classical strategic planning instrument. By using the framework of *strengths* and *weaknesses* and *external opportunities* and *threats*, this instrument provides a simple way to estimate the best way to implement a strategy. This instrument helps the planners of what is usually achieved, and what things should be considered by them (Jackson et al, 2003)

This process of examining the organization and its environment is termed SWOT Analysis.

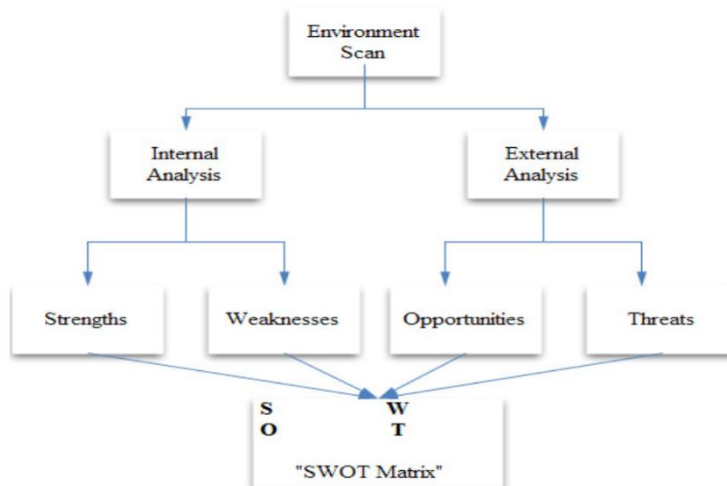


Figure 1. (SWOT) analysis framework (Gorener: 2012)

The Components of SWOT Analysis

SWOT Analysis is a process that involves four areas into two dimensions. It has four components: ‘Strengths’, ‘weaknesses’, ‘opportunities’, ‘threats. Strengths and weaknesses are internal factors and attributes of the organization, opportunities and threats are external factors and attributes of the environment. SWOT Analysis is typically drawn out in a four-quadrant box that allows for a summary that is organized according to the four section titles. The following table is a SWOT Analysis, with its four elements in a 2x2 matrix. (Ege, 2012)

In SWOT Analysis, strong and weak aspects of an organization are identified by examining the elements in its environment while environmental opportunities and threats are determined by examining the elements outside its environment. In this sense SWOT Analysis is a strategic planning tool used to evaluate the strengths, weaknesses, opportunities, and threats of an organization. It provides information that is helpful in matching the organization’s resources and capabilities to the competitive environment in which it operates. Strengths and opportunities are helpful to achieve the organizational objectives. They are favourable for organizations. Weaknesses and threats are harmful to achieving the organizational objectives. They are unfavourable for organizations. Therefore, underlying any successful selection of strategies is an analysis of the organization’s internal strengths and weaknesses that are posed by internal environment and the opportunities and threats that are posed by the external environment. In other words, manager’s role is to try to ‘fit’ the analysis of externalities and internalities, to balance the organization’s strengths and weaknesses in the light of environmental opportunities and threats.

METHOD

This research is a descriptive study based on qualitative data with a SWOT approach. The data analysis is conducted through data collection, internal factor analysis, external factor analysis, determination of factor weights, and formulation of strategies

RESULTS AND DISCUSSION

Vision, Mission, Goals, Objectives and Key Performance Indicators

The vision of Mataram University is "To Become a Research Based and International Competitive Higher Education Institution in 2025" From this vision formulated mission, goals, strategic objectives. Performance indicators are developed based on the vision, mission that has been formulated and refers to Kepmendikbud No. 754p/2020 concerning Key Performance Indicators of State Universities and Higher Education Institutions within the Ministry of Education and Culture. The linkage between vision, mission, goals, objectives and performance indicators is shown in the following table.

Table 1. Linkage of Mission, Objectives, Strategic Objectives, Key Performance Indicators of the Strategic Plan of the University of Mataram

No.	Mission	Objectives	Strategic Objectives	Key Performance Indicators	
1	1. Organizing a research based national and international higher education system	Improve the quality of graduates at all levels.	Improve the quality of graduates at all levels.	1.1	Graduate job readiness: Percentage of S1 and D4/D3/D2 graduates who successfully get a job, continues studies, or become self employed.
				1.2	Off Campus Students: Percentage of S1 and D4/D3/D2 students who spend at least 20 (twenty) credits (SKS) outside the campus; or achieve the lowest achievement at the national level.
2	1. Organizing a research based national and international higher education system 4. Build a planning system, information system, and extensive cooperation network to support the implementation of the Tri Dharma of Higher Education with national and international quality standards.	Improve the quality of higher education lecturers	Improving the quality of higher education lecturers	2.1	Off campus lecturers: The percentage of lecturers who carry out tri dharma activities on other campuses, at QS100 by field of science, work as practitioners in the industrial world. or nurture successful students achieved the lowest achievement at the national level in the last 5 (five) years
				2.2	Lecturer qualifications: Percentage of permanent lecturers with S3 academic qualifications: have a certificate of competence / profession recognized by industry and the world of work; or come from professional practitioners, the industrial world, or world of work.
	2. Carry out research activities with national quality standards and international ones Support the development of science and technology, problem solving, and quality learning processes 3. Carry out community service activities that utilize the results research			2.3	Application of lecturer research: The number of research and community service outputs that have successfully obtained Recognition International or applied by the community of the number of lecturers.
3	1. Organizing a research based national and international higher education system	improving curriculum quality and learning	Improve the quality of curriculum and learning	3.1	Study program partnership: Percentage of S1 and D4/D3/D2 study programs who carry out cooperation with partners.
				3.2	Classroom learning: The percentage of S1 and D4/D3/D2 courses that use the case solving learning method or project based group learning as part of the weight Evaluation.
				3.3	International Accreditation: Percentage of S1 and D4/D3/D2 study programs that have accreditation or certificates government recognized international.
4.	5. Implementing good university governance based governance that supports the implementation of the Tri Dharma of higher education with national and international quality standards.	Improve the governance of work units within the Directorate General of Education Tall	Improving unit governance work within the Directorate General of Higher Education	4.1	Predicate Average SAKIP Satker minimum BB
				4.2	Average Budget Performance Value for the implementation of RKA-K/L Satker at least 80

SWOT analysis is divided into 4 components, namely: SWOT students and graduates, SWOT lecturers, SWOT curriculum and learning and SWOT governance. The SWOT analysis process methods was an analysis using the IFAS (Internal Strategic Factors Analysis Summary) matrix, the EFAS matrix approach (External Strategic Factors Analysis Summary) and the Internal External (IE) matrix. The results of the study are described as follows:

SWOT Analysis Students and Graduates

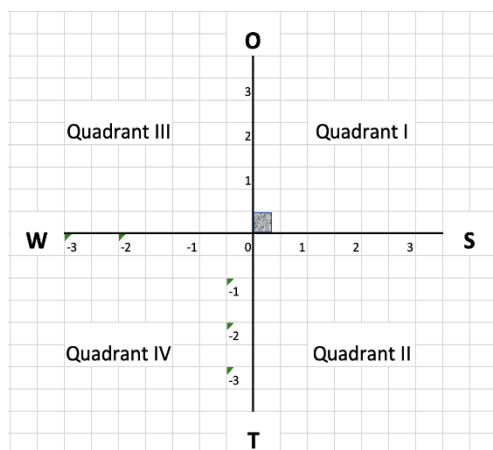
a. IFAS Matrix of Students and Graduates

Internal Factors	Weighs	Ratings	Weighted Score
<u>Strengths</u>			
The interest of prospective students is high	0,09	4	0,37
Interest in joining the Student Creativity Program is High	0,07	3	0,21
Availability of Career Counseling and Development Guidance Unit	0,09	2	0,18
Availability of a place to develop students' potential interests and talents in the form of extracurricular activities	0,08	3	0,24
Availability of Implementation Units for Key Performance Indicators and MBKM	0,08	3	0,24
Graduates scattered in various agencies	0,09	4	0,37
TOTAL	0,51		1,62
<u>Weaknessess</u>			
The waiting period for graduates to get a job less than 6 months with a salary of 1.2 x UMR is still low	0,06	2	0,12
Student interest in entrepreneurship is still low	0,05	3	0,15
Interest in further studies is still low	0,07	3	0,21
Foreign language proficiency of students is still low	0,06	3	0,18
Tracer studies have not been carried out regularly and thoroughly	0,07	2	0,14
The proportion of lecturers is still dominated by master's qualifications	0,08	3	0,24
There is still a lack of vocational and professional education programs to meet industry needs	0,04	2	0,08
Not yet optimal role of quality assurance agencies	0,05	3	0,15
TOTAL	0,49		1,30
Total Score	1,00		2,92

b. EFAS Matrix of Students and Graduates

External Factors	Weighs	Ratings	Weighted Score
<u>Opportunities</u>			
The the existence of the MBKM program	0,10	2	0,20
Potential for the development of cooperation with various parties	0,12	3	0,37
There are various educational scholarship schemes	0,15	2	0,29
The availability of various competency certification schemes for students	0,10	3	0,29
TOTAL	0,46		1,15
<u>Threats</u>			
Competition between universities is getting higher	0,17	4	0,68
Demands for expertise and skills of graduates are increasing	0,20	3	0,59
The very dynamic development of technology demands an increase in the skills of students and graduates who are adaptive to the latest technological developments	0,17	4	0,68
TOTAL	0,17		0,68
Total Score	0,63		1,83

c. Results of IE Matrix in a SWOT analysis



d. Matrix Strategy Analysis SWOT students and graduates

IFAS EFAS	Strengths (S)	Weaknesses (W)
Opportunities (O)	SO strategy: Leverage strengths For reach opportunity - Build partnerships with another universities and the world industry in order to strengthen quality of learning through: strengthening competence teacher, Program MBKM, exchange of good practices teaching as well activity apprenticeship student;	WO strategy: minimizing strategy weakness by exploiting opportunity - (1) Build engagement and participation world of work for map graduate competency requirements And curriculum alignment; (2) Programs internship , (3) requires certification competence in accordance with need industry
Threats (T)	ST strategy: utilization strategy strength For overcome threat - Emphasis on soft development skills such as: critical thinking skills, communication skills, solving problems, and academic abilities, including instilling the value of a work ethic, as well as entrepreneurial abilities so push realization character graduate of Which Ready Work;	WT strategy: minimizing strategy weakness For avoid threat - Determine several Study Programs as centers of excellence in order to accelerate the presence of the program world class studies and coaching other current study programs develop as well as development Center Excellence in Science and Technology; - Develop technology platforms to facilitate delivery employment information, improvement students' understanding of the world work as well as as tool help information to record work tracks graduate of.

SWOT Analysis Lecturer

The results of the SWOT analysis of lecturer are shown in the following table:

a. IFAS Matrix Lecturer

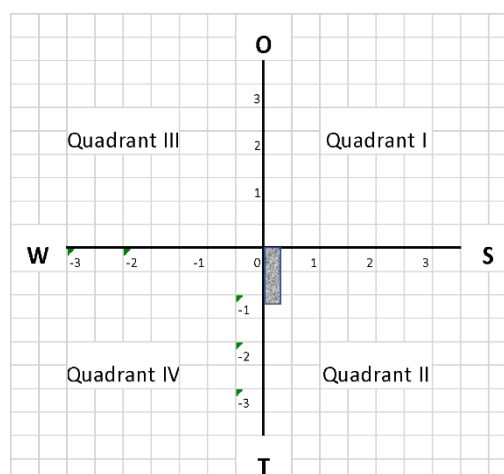
Internal Factors	Weighs	Ratings	Weighted Score
Strengths			
Availability of funds for research	0.13	4	0.50
Competent lecturers and experience in research	0.10	4	0.40
Availability of incentives for international publications	0.08	3	0.23
Availability of journal publication media	0.10	3	0.30
Further study grants are available	0.08	4	0.30
TOTAL	0.48		1.73

<u>Weaknesses</u>			
Access to international journals and publications is still limited	0.10	3	0.30
There are no research facilities and infrastructure including an accredited laboratory	0.15	2	0.30
Downstream research results are still limited	0.08	2	0.15
The number of lecturers' scientific publications on a national or international scale has not been comparable to the number of studies conducted;	0.08	2	0.15
The research budget is still less than 15% of PNB	0.08	3	0.23
The teaching load of the lecturers is too high	0.05	3	0.15
TOTAL	0.53		1.28
Total Score	1.00		3.01

b. EFAS Matrix Lecturer

External Factors	Weights	Ratings	Weighted Score
<u>Opportunities</u>			
MBKM opens opportunities for collaborative research across universities both at home and abroad	0.33	3	1.00
Availability of research funding opportunities from external sources	0.25	4	1.00
The number of international journals with various levels of reputation is large and open	0.25	2	0.50
TOTAL	0.83		2.50
<u>Threats</u>			
Competition for research grants between universities is getting tougher	0.42	4	1.67
Research grant funding sources from the government are still very limited	0.25	3	0.75
The existence of a higher education clusterization policy hampers space for research	0.33	4	1.33
TOTAL	1.00		3.75
Total Score	1.83		6.25

c. Results of IE Matrix in a SWOT analysis



d. Matrix Strategy Analysis SWOT Lecturer Quality

IFAS EFAS	<i>Strengths (S)</i>	<i>Weaknesses (W)</i>
Opportunities (O)	SO strategy: Leverage strengths For reach opportunity - Encouraging research results that get international recognition or implemented by the community through efforts: (a) encourage lecturers and student For do study solution oriented top problem Which faced by society; (b) strengthening work the same with world industry For	WO strategy: minimizing strategy weakness with utilise opportunity - Improving the quality of lecturers and staff education through educational funding assistance and encouraging lecturers enter into partnerships with outsiders campus with a focus on (1) gain practical experience in the world industry; (2) involving practitioners to involved in learning in campus; and (3) collaboration with teachers from campus world class;
Threats (T)	ST strategy: utilization strategy strength For overcome threat - Encouraging research results that get international recognition or implemented by the community through efforts: (a) Strengthen the mechanism quality assurance of the research process to gain recognition international; and (b) develop and strengthening infrastructure study strategic in college tall.	WT strategy: minimizing strategy weakness For avoid threat - Drive innovation and development knowledge through the efforts of: (a) Strengthen cooperation with scientific institutes and institutes for national and international research keep abreast of developments in research, technology, And knowledge knowledge global; - (b) Strengthening the relationship between college tall with world work and government for support synergy and increase relevance study; and (c) Seek development and strengthening infrastructure study strategic in college tall.

SWOT Analysis Curriculum and Learning

The results of the SWOT analysis of Curriculum and learning shown in the following table:

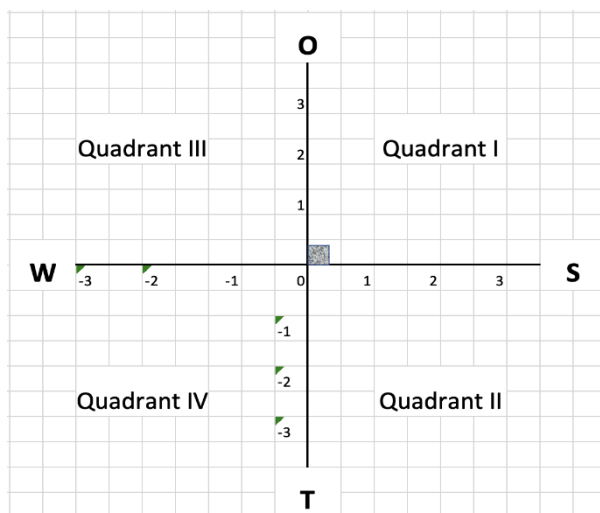
a. IFAS Matrix Curriculum and learning

Internal Factors	Weigh s	Rating s	Weighted Score
<u>Strengths</u>			
The support of 1,349 teaching staff with Masters, Doctoral and Professor qualifications	0.14	4	0.56
Availability of quality assurance institutions and educational development	0.08	3	0.25
Availability of an academic information system that is aligned with the national education information system	0.11	3	0.33
Availability of an adequate learning system (LMS) both offline and online (SPADA)	0.08	3	0.25
TOTAL	0.42		1.39
<u>Weaknesses</u>			
Collaborative learning models with partner institutions are still limited in several study programs	0.11	3	0.33
The limited number of collaborations in the education sector with universities included in the QS 100	0.17	3	0.50
There is still little availability of textbooks and references for international class students and lecturers	0.08	4	0.33
Documents and implementation of the OBE curriculum are not optimal	0.08	3	0.25
The ideal ratio of lecturers: students (1:45 soshum, 1:30 saintek) has not been fully achieved	0.08	3	0.25
Not yet optimal role of quality assurance agencies	0.06	4	0.22
TOTAL	0.58		1.06
Total Score	1.00		2.45

b. EFAS Matrix Curriculum

External Factors	Weigh s	Rating s	Weighte d Score
Opportunities			
The implementation of Independent Learning Campus Merdeka (MBKM) provides opportunities for capacity building and collaboration in the development of the curriculum	0.21	4	0.84
Open learning opportunities based on industrialization and digitalization	0.16	4	0.63
Open opportunities for grants and cooperation at home and abroad for the development of education	0.16	2	0.32
TOTAL	0.53		1.79
Threats			
Competition between universities is getting higher in improving the quality of learning	0.26	3	0.79
Political and policy dynamics have implications for adaptation processes and institutional performance	0.21	3	0.63
TOTAL	0.47		1.42
Total Score	1.00		3,21

c. Results of IE Matrix in a SWOT analysis



d. Matrix Strategy Analysis SWOT Curriculum And Learning

IFAS EFAS	Strengths (S)	Weaknesses (W)
Opportunities (O)	SO strategy: Leverage strengths For reach opportunity - (a). Strengthening Higher Order Thinking Skills (HOTS) literacy and accompaniment in learning; - (b). Strengthening collaborative learning and participatory; - (c). Based learning innovation model collaborative and participatory;	WO strategy: minimizing strategy weakness by exploiting opportunity - (a). Digital module development based micro learning; and (b) Strengthening capacity lecturer and power education in LPTK.
Threats (T)	ST strategy: utilization strategy strength For overcome threat - Develop source study which relevant and quality with leveraging digital platforms to provision of learning resources quality for both lecturers and students student with: (a) apply educational quality assurance system high quality; (b) increase Amount which study program fulfil standard or accreditation international;	WT strategy: minimizing strategy weakness For avoid threat - Compile road map towards college tall which enter in Top 500 World Class University.

SWOT Analysis Governance

The results of the SWOT analysis of governance shown in the following table:

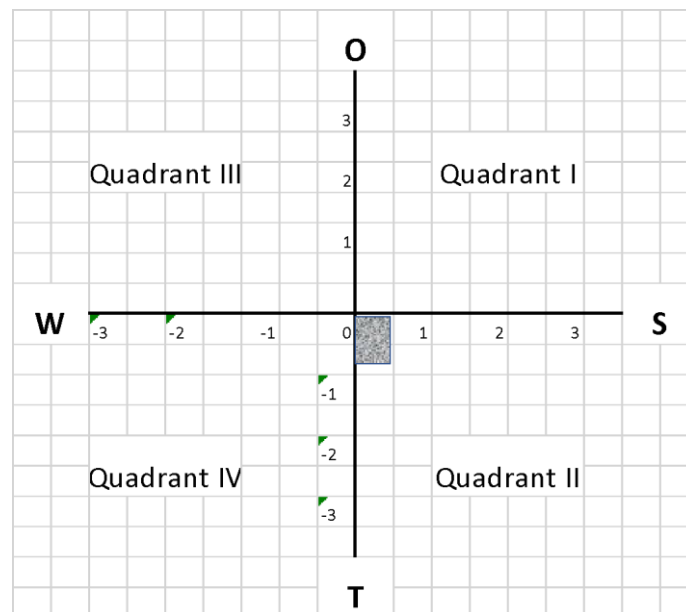
a. IFAS Matrix Governance

Internal Factors	Weighs	Ratings	Weighted Score
<u>Strengths</u>			
Renstra and RBA are available and updated with a clear and measurable vision and mission	0.09	4	0.38
Adequate human resorces support	0.08	3	0.23
Implementation of a reward and punishment system for performance achievements	0.06	2	0.11
Adequate information system support	0.09	3	0.28
Availability of Unram Teaching Hospital with plenary status	0.08	4	0.30
University assets are available to support educational development	0.06	3	0.17
Unqualified opinion on audit of financial statements	0.08	6	0.45
TOTAL	0.53		1.92
<u>Weaknessess</u>			
The information system is not yet fully integrated	0.08	3	0.23
Planning is still not integrated	0.06	2	0.11
Realization of cooperation is still low	0.08	3	0.23
The implementation of tracer study, self evaluation, archiving, quality assurance has not been sustainable	0.09	4	0.38
Facilities and infrastructure to support academic activities still need to be improved	0.06	2	0.11
The role of the Business Management Agency (BPU) has not been optimal	0.06	2	0.11
The orientation of the use of the budget is still dominated by the need for routine fulfillment	0.06	3	0.17
TOTAL	0.47		1.34
Total Score	1.00		3,26

b. EFAS Matrix Governance

External Factors	Weighs	Ratings	Weighted Score
<u>Opportunities</u>			
The potential for collaboration in the education sector with government and private institutions is quite large, both from within and outside the country	0.12	3	0.36
Opportunities for competing sources of grant funds are increasing	0.12	4	0.48
Open support for infrastructure development and campus governance from various sources, both government, private and other entities.	0.08	5	0.40
Institutional development support towards PTNBH is very open	0.12	6	0.72
TOTAL	0.44		1.96
<u>Threats</u>			
High competition in obtaining infrastructure support with other tertiary institutions either through the State Budget or other sources	0.20	4	0.80
There are frequent policy changes in the academic, financial and governance fields	0.20	5	1.00
Public demands for accountability and transparency in financial management are getting higher	0.16	6	0.96
TOTAL	0.56		2.76
Total Score	1.00		4.72

c. Results of IE Matrix in a SWOT analysis



d. Strategy analysis SWOT governance

IFAS EFAS	Strengths (S)	Weaknesses (W)
Opportunities (O)	SO strategy: Leverage strengths For reach opportunity - Transformation management finance From PTN – BLU became PTNBH; - Improve the quality of performance reporting to get the predicate LAKIN minimum BB; - Information system integration - Increasing the ratio of lecturers to student - Increasing the role of the Unram Hospital	WO strategy: minimizing strategy weakness by exploiting opportunity - Compliance Improvement (on time) in preparation and delivery academic and nonacademic reports; - Improved accuracy and compliance in reporting finance per semester and per year and maintain WTP Opinion. - Compliance with laws and regulations invitation in management university;
Threats (T)	ST strategy: utilization strategy strength For overcome threat - Increasing the role of BPU to generating income. - Information system integration - Building and implementing an Integrity Zone towards a Corruption Free area	WT strategy: minimizing strategy weakness For avoid threat - Increase the quantity and quality cooperation with other parties ; - Information systems integration - Optimizing the use of academic facilities

CONCLUSION

Based on the results of the SWOT analysis, the following conclusions are:

1. Students and graduates and curriculum and learning are in quadrant I (Strengths-Opportunities). This indicates that Unram has internal strengths that can be optimized to leverage existing opportunities. Unram can take strategic steps to effectively utilize its internal strengths and capitalize on the available opportunities.
2. Lecturer and governance are in quadrant II (Strengths - Threats). Unram can utilization strategy strength for overcome threat

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