STRATEGIC MANAGEMENT AT SEVERAL OF THE BEST UNIVERSITIES IN INDONESIA

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ABSTRAK

Setiap jenis organisasi tentunya akan memiliki keunikan dalam proses manajemen strategisnya. Tujuan dari penelitian ini adalah untuk mengidentifikasi proses manajemen strategis pada institusi perguruan tinggi di Indonesia. Penelitian ini merupakan penelitian kualitatif studi kasus dengan unit analisis yaitu Universitas Indonesia (UI), Universitas Gajah Mada (UGM), Institut Pertanian Bogor (IPB), Telkom University (TELU), Universitas Islam Indonesia (UII), dan Universitas Muhammadiyah Surakarta (UMS). Analisis terhadap data sekunder berupa dokumen rencana strategis perguruan tinggi dikompilasi dengan analisis terhadap data primer berupa wawancara dengan ahli dibidang perguruan tinggi dijadikan sebagai dasar untuk menggambarkan atau menyimpulkan proses manajemen strategis pada institusi perguruan tinggi di Indonesia. Hasil penelitian menunjukan bahwa proses manajemen strategis pada perguruan tinggi di Indonesia memiliki tahap: (1) analisis lingkungan, (2) formulasi strategi, (3) implementasi strategi, dan (4) evaluasi-pengendalian. Salah satu originalitas atau kenuikan dari proses manajemen strategis pada institusi perguruan tinggi di Indonesia yaitu terlihat dari analisis lingkungan internal yang menggunakan kriteria tersendiri dan tidak menggunakan kriteria pendekatan analisis rantai nilai atau analisis fungsional yang umum digunakan.

Kata kunci: manajemen strategis, institusi perguruan tinggi, Indonesia.

ABSTRACT

The strategic management process of each category of organization will undoubtedly be distinctive. This study aims to ascertain the strategic management process in higher education institutions in Indonesia. This research is a qualitative case study that examines the University of Indonesia (UI), Gajah Mada University (UGM), Bogor Agricultural Institute (IPB), Telkom University (TELU), Indonesian Islamic University (UII), and Muhammadiyah University of Surakarta (UMS). The strategic management process at Indonesian HEI is described or concluded by analyzing secondary data in the form of strategic plan documents compiled with analysis of primary data in the form of interviews with experts in the field of higher education. The research findings indicate that the strategic management process in Indonesian higher education institutions is comprised of four stages: (1) environmental analysis, (2) strategy formulation, (3) strategy implementation, and (4) evaluation control. An example of the originality or uniqueness of the strategic management process in Indonesian higher education institutions is internal environmental analysis, which employs its criteria rather than the commonly used value chain analysis or functional analysis approach criteria.

Key words: strategic management, higher education institution, Indonesia.

INTRODUCTION

Strategic management is a critical managerial instrument for organizational managers (Maisah et al., 2020). Strategic mana-gement is a tool for long-term planning (Azhari and Bustamin, 2020). Organizations attain their objectives through strategic management (Yani and Mardiyanto, 2019).

Yureva et al., (2016) assert that strategic management is a method for prevailing in a competitive environment. Strategic management assists managers in recognizing the hazards and opportunities an organization may encounter (Fitriana et al., 2021). Strategic management assists managers in recognizing their assets and weaknesses (Fitriana et al., 2021). Strategic management assists managers in identifying the optimal strategy at each level, including the corporate, business, and functional levels (Aini et al., 2023). In general, strategic management is a method by which organizations can attain stability and substantial, sustainable business expansion (Monday et al., 2015; George et al., 2022).

As mentioned above, strategic management benefits are highly desired by any organization, including Higher Education Institutions or HEIs (Yureva et al., 2016; Rahmi et al., 2020). HEI faces tight competition in the current era of globalization and free competition. Competition will occur between local HEIs and between local HEIs and foreign HEIs entering a country. In Indonesia, the world's top foreign campuses have already entered to compete with local HEIs, namely Monash University (Laksono, 2022). Monash University is a university that is included in the top 43 in the world according to the QS World University Ranking (QS WUR) in 2023. Setiawan (2023) said that there will be 7 of the world's top campuses that will enter Indonesia, namely Deakin and Lancaster University (in Bandung), Western Sydney University (in Surabaya), King's College London (in Surabaya), Georgetown University (in Surabaya), Curtin University (in Bali), Manchester University (in Bali), and the Global Campus which will be established in the capital of the New State of Indonesia (IKN).

To face the abovementioned competition, HEIs in Indonesia certainly need good or reliable strategic planning or management. This research identifies best practices for strategic management processes for universities in Indonesia that have the best national rankings and are also included in world rankings. Based on QS World University Rankings (QS WUR) data released in July 2023, 19 state universities (PTN) and seven private universities (PTS) from Indonesia are included in the 2023 QS WUR ranking.

This research aims to describe how strategic planning is carried out by the best universities in Indonesia so that they become the best in Indonesia and can compete internationally. Hopefully, this overview of the best strategic management practices from successful HEIs in Indonesia will be helpful for other HEIs in Indonesia so they can compete at national and international levels. For researchers, the results of this research can be a basis or additional reference for further developing strategic management models for Indonesian higher education through a quantitative research approach.

Various researchers have indeed carried out research related to strategic management at Indonesia HEIs (Kautsar and Julaiha, 2023; Faujiah et al., 2023; Aji et al., 2023; Yani, 2022; Azhari and Bustamin, 2020; Warlizasusi, 2018). However, these studies only describe the strategic management process in the case of one university. In this research, the university used as the research object was one university and several universities, which are also the best in Indonesia.

THEORETICAL REVIEW
Strategic Management Process

Various management experts, including Wheelen and Hunger, popularized the strategic management process. Wheelen et al., (2015) categorize strategic management activities into four stages: (1) environmental analysis, (2) strategy formulation, (3) strategy implementation, and (4) evaluation and control. External and internal environmental analysis comprise the initial phase of strategic management: environmental analysis. External environmental analysis examines the natural, social, and labour environments. Analysis of organizational structure, culture,

and resources is included in internal environmental analysis. The second stage of strategic management is strategy formulation, which encompasses four activities: (1) establishing a mission, (2) establishing objecttives, (3) establishing strategies, and (4) establishing policies. The third stage of strategic management is the implementation of the strategy, which involves the preparation of three key components: (1) programs and tactics, (2) budgets, and (3) procedures. Evaluation and control constitute the concluding phase of strategic planning. During this phase, the actual performance results are contrasted to those that have been predetermined or planned.

Environmental Analysis

Environmental analysis is the most time-consuming work in strategic management (Fuertes et al., 2020). In environmental analysis, organizational managers must collect complete or comprehensive information to meet the information needs for each aspect of environmental analysis (Zainuri and Setiadi, 2023). Table 1 presents details of various essential aspects of environmental analysis according to Wheelen et al., (2015).

Strategy Formulation

After carrying out an environmental analysis, the next step is for the manager to formulate a strategy. The initial stage in strategy formulation is carrying out a strength, weakness, opportunity and threat analysis or what is known as a SWOT Analysis (Susanto et al., 2023; Benzaghta et al., 2021; Wheelen et al., 2015). After carrying out a SWOT analysis, the manager then sequentially carries out several activities, namely (1) determining or adjusting the mission, (2) setting or adjusting goals, (3) formulating strategies, and (4) formulating policies. The theory of mission and goal setting is not discussed in detail theoretically because it is a general and fundamental discussion for experts in the field of management. The essence of strategy formulation is the preparation of corporate strategy and business strategy (Omar and Kilika, 2018).

Table 1
Environmental Analysis Aspects

External Environment			Internal Environment
Nature Physical Environment	**Societal Environment**	**Task Environment (Industry)**	
Physical Resources	Economics	Stakeholders	Organizational Structures
Wildlife	Technological	Suppliers	Corporate Culture
Climate	Political-Legal	Employee/Labor Union	Marketing
	Sociocultural	Competitor	Finance
	Demography	Trade Associations	Research and Development
		Communities	Operation
		Creditor	Human Resources
		Customer	Information & Communication Technology (Maisah et al., 2020) and Cybersecurity (Dioubate et al., 2023)
		Spescial Interest Gorups	
		Government	

Source: Wheelen et al., (2015).

Table 2
Corporate Strategy

Growth		Stability	Retrenchment
Concentration	Diversification		
Vertical Growth	Concentric	Pause/Proceed with Caution	Turnaround
Horizontal Growth	Conglomerate	No Change	Captive Company
		Profit	Sell-Out/Divestment
			Bankruptcy/Liquidation

Source: Wheelen et al., (2015)

This research does not discuss business strategy in-depth research because HEIs generally have business units in one industry, namely the higher education services industry. Hence, this research focuses on corporate strategy. Corporate strategy is generally divided into 3, namely (1) growth strategy, (2) stability strategy, and (3) downsizing strategy (Wheelen et al., 2015). Details of each corporate strategy classification are presented in table 2.

Strategy Implementation

Strategy implementation is a breakdown of how missions, goals, strategies and policies can be implemented well (Fadhli, 2020). Good missions, goals, strategies and policies become meaningful with adequate implementation (Kautsar and Julaiha, 2023). To ensure that the mission, objectives, strategies and policies can be implemented well, managers must prepare or carry out at least three things, namely (1) programs or tactics, (2) budgets or costing programs, and (3) procedures or detailing activities (Soenadi, 2018; Wheelen et al., 2015). A program is a statement of activities or steps needed to support a strategy (Musnaeni et al., 2022; Wheelen et al., 2015). Budgets are statements of company programs in monetary terms (Wheelen et al., 2015). Procedures, mainly called Standard Operating Procedures (SOP), are a series of steps or techniques that explain how specific work can be completed (Wheelen et al., 2015)

Evaluation & Control

The final stage of strategic management is evaluating and controlling. Evaluation and control is the process of monitoring activities and performance to compare actual and expected performance (Fauzi et al., 2022; Wheelen et al., 2015). Monitoring is carried out once a year when the company makes performance and financial reports. It can be carried out semi-annually, monthly, weekly, or daily (Murphy, 2018). Monitoring can be carried out on various aspects of the organization that are considered critical, crucial or strategic (Siddiqa et al., 2023). Monitoring is carried out by various managerial levels in the organization, including low management, middle management and top management (Agustina et al., 2023). The results of monitoring or evaluation become input for improving processes, activities, or targets that still need to be met or are not achieved optimally (Wheelen et al., 2015). Monitoring can be carried out by special units within the company, such as internal auditors (Zunaedi et al., 2023). Also, it can be carried out by external parties to the company, such as consumers, government, consultants, external auditors, and others (Permana et al., 2020).

RESEARCH METHODS

This study applied qualitative case study research referring to Akyildiz and Ahmed (2021) and Aspers and Corte (2019). Case studies have been conducted at the six best universities in Indonesia, including UI, UGM, IPB, TELU, UII, and UMS. The first three are state universities, and the next three are private universities. Qualitative research is suitable for describing a variable or object and its elements in depth (Nasri, 2023; Basias and Polalis, 2018). The data sources in this research are secondary data and primary

data. As with quantitative research, secondary and primary data are also used in qualitative research. In qualitative research, seconddary data will be confirmed with primary data to produce data or information or research results that are consistent, valid or objective (Gerring 2017; Yin 2013).

The primary secondary data used is the strategic planning document known as the Strategic Plan document (Renstra) and other required documents, such as working program documents, financial report documents, quality documents, university statutes, etc. Primary data in this research is from interviews with experts (informants) in higher education. The results of the interviews consist of various detailed information related to stages or processes in strategic management, such as (1) environmental analysis, (2) strategy formulation, (3) strategy implementation, and (4) evaluation and control.

The interview questions asked to the informants were related to various aspects of best practices in the strategic management process Dari Wheelen et al., (2015). The interview questions used were created by compiling Wheelen et al., (2015) version of the strategic management process theory with analysis of higher education strategic planning documents versions of UI (2020), UGM (2023), IPB (2019), TELU (2018), UII (2022), UMS (2021) and also tested on a sample of two informants so that Interview questions can produce accurate, in-depth and comprehensive information in answering research objectives (Hasbullah and Rahman, 2021). The interview process with informants is carried out in the informant's office by telephone or online video meetings. Before the interview meeting, the researcher sent the interview question document to the informant two weeks before the interview schedule to enable the informant to prepare answers to each interview question in-depth and thoroughly. The collection and processing of research data was carried out from November to December 2023. Table 3 are the profiles of informants in this study.

Table 3
Informants Profile

No	Named	Position	Expertise	Experiences
1	INF1	Assessor of National Accreditation Board for Higher Education (Indonesia) or Independent Accreditation Institution (Indonesia)	Indonesian Higher Education Expertise (more than 30 years experience)	1. Higher Education Advisor or Consultant 2. College Vice President 3. Vice of Dean 4. Head of Study Program
2	INF2	Assessor of National Accreditation Board for Higher Education (Indonesia) or Independent Accreditation Institution (Indonesia)	Indonesian Higher Education Expertise (more than 30 years experience)	1. Higher Education Advisor or Consultant 2. Vice of Rector 3. Dean 4. Head of Study Program
3	INF3	Assessor of National Accreditation Board for Higher Education (Indonesia) or Independent Accreditation Institution (Indonesia)	Indonesian Higher Education Expertise (more than 25 years experience)	1. Higher Education Advisor or Consultant 2. Head of Research and Development and 3. Vice of Dean

| 4 | INF 4 | Assessor of National Accreditation Board for Higher Education (Indonesia) or Independent Accreditation Institution (Indonesia) | Indonesian Higher Education Expertise (more than 25 years experience) | 1. Higher Education Advisor or Consultant
2. Head of Study Program |
| 5 | INF 5 | Assessor of National Accreditation Board for Higher Education (Indonesia) or Independent Accreditation Institution (Indonesia) | Indonesian Higher Education Expertise (more than 20 years experience) | 1. Higher Education Advisor or Consultant
2. Head of Study Program |

Source: Informants Curriculum Vitae (2023)

Table 4
Indonesia HEI's Eksternal Analysis Aspects

No	Aspects	Sources
	Societal Environment	
1	Economics	(INF1; INF2; INF3;
2	Technology	INF4; INF5; UGM,
3	Political-Legal	2023; UII, 2022;
4	Sociocultural	UMS, 2021; UI, 2020;
5	Demography	BAN PT, 2019; IPB, 2019; TELU, 2018)
	Task Environment	
6	Industry & Business Entity (DUDI)	(INF1; INF2; INF3;
7	Non-Governmental Organization (NGO)	INF4; INF5; UGM,
8	Government (Ministry of Education, Culture, Research, & Technology)	2023; UII, 2022; UMS, 2021; UI, 2020;
9	Alumni (Alumni Associations)	BAN PT, 2019; IPB,
10	Students and Student Parents (Student Parent Association)	2019; TELU, 2018)
12	Lecturer	
13	Teaching Staff	
14	Employees	
15	Management	
16	Foundation or Owner	
17	Competitor	
18	Higher Education Associations	
19	Study Program Associations	
20	National Accreditation Board for Higher Education (BAN-PT)	
21	Independent Accreditation Institutions (LAM)	
22	International Higher Education Ranking Institutions	
23	International Accreditation Board for Study Program	
24	Journal Publishers	
25	Special Interest Groups	

Sources: As mentioned in the source row in Table 4.

ANALYSIS AND DISCUSSION
Indonesian HEI's Environment Analysis

As the literature studies, analysis of secondary data, and confirmation from experts or informants, this study identified that environmental analysis at Indonesian HEI consists of two types, namely the external environment and internal environment. Aspects of external environmental analysis at Indonesian HEI are presented in the table 4.

From the table 4, the analysis of Indonesian HEI's external environment (societal or social environment) is broadly the same as aspects of the social environment in other non-HEI organizations. A detailed explanation of aspects of social environmental analysis can be seen in the following subsection below:

Economics-The economic analysis at Indonesian HEI examines people's income levels, purchasing power levels, and economic growth.

Technology-Technology analysis at Indonesian HEI involves identifying the latest technologies that can increase the effecttiveness and efficiency of learning activities as well as other academic and non-academic activities.

Political and Legal-Political and legal analysis at Indonesian HEI is in the form of analysis of policies for higher education at the national and international level that are currently in effect and those that have the potential to apply.

Sociocultural-Sociocultural analysis in Indonesian HEI involves analyzing the culture, values, and habits of the community where the HEI is established.

Demography-Demography analysis in Indonesian HEI involves analyzing the mobility, composition, and characteristics of the population in an area. This analysis is essential for HEI, as it includes determining the location of the new campus, identifying market segments, and other things.

Above is an explanation of the social environment, and next is a detailed explanation regarding aspects of the task environment:

Industry & Business Entity—HEI is closely related to Industry and Business Entities. Study programs at HEI must tailor the curriculum, graduate profile, and graduate competencies to the needs of the industrial and business world. Apart from directing its graduates to work in industry, HEI also generally directs them to develop or create their businesses.

Non-Governmental Organization (NGO)— HEI contributes to building and developing NGOs. Another contribution from HEI is encouraging its graduates to build NGOs that contribute to society or the country.

Government-Any organization must inevitably obey and be synergistic with government regulations. In Indonesia, all HEIs must follow the policies and regulations of the Ministry of Education, Culture, Research and Technology and other government organizations that regulate higher education.

Alumni (Alumni Association)-HEI must maintain relationships with alumni. Alums are assets and also marketing for HEI. Suppose HEI's relationship with alums is good. In that case, HEI will get a series of benefits, including alum companies be-coming places for graduates to work, alums becoming donors for HEI, alums becoming guest lecturers or practitioner lecturers, and other benefits.

Student and Student Parent (Student Parent Association)-For HEI students or student parents are customers. HEI must maintain motivation and relationships with customers, and it must also maintain the level of satisfaction of customers and customer parents. HEI has the task of ensuring that its students become quality students who have achievements and are accepted by the industry, find it easy to find decent workers, and become successful businesspeople. HEI uses various measures to monitor students' academic and non-academic performance, such as using the cumulative achievement index (GPA), participation in competitions, national champion students, international champion students,

entrepreneurial students (Suasana and Warmika, 2023), and others.

Lecturer-Lecturers are essential human capital for HEI. National and international rankings highly emphasize the importance, quality, and output of lecturers. Lecturers are expected to be able to contribute both in terms of teaching quality, research and publication quality, and quality contributions to society, the industrial world, or government. Recent research from Hafni et al., (2023) also shows and supports the importance of lecturer performance in a university.

Teaching Staff-HEI needs to have adequate teaching staff. Teaching staff are employees who have special competencies to support learning activities. Examples of teaching staff include laboratory managers, teaching assistants, librarians, and others.

Employees-In any institution, employees are a task environment that needs attention. The employees referred to in HEI are those who work in academic and non-academic support units in the organizational structure of HEI.

Management-The management referred to are employees or lecturers who fall into top management, middle management, and low-level management. Some management examples are the rector, vice rector, dean, vice dean, head of the study program, head of the bureau, head of the unit, and others. Just like lecturers and employees, HEIs must also manage quality, motivation, and performance management.

Foundation or Owner-Every HEI in Indonesia must be established under the auspices of a legal entity educational foundation. The HEI Foundation provides direction to the HEI's vision, general rules, and general policies. One crucial task of the foundation is to ensure that financial needs are met to finance the HEI's academic and non-academic activities.

Competitors-The purpose of this analysis for HEI is to compare its performance achievements to competitors' performance achievements. HEI monitors competitors in various forms or activities, including mar-

keting activities, tuition fees, learning systems, curriculum, and others.

Higher Education Association—This institution functions as a communication intermediary for HEIs to convey obstacles, suggestions, and input to the government. It is also useful for HEIs to obtain information on the latest or upcoming government policies. This association also brings together an understanding of the best management techniques and procedures for advancing HEI.

Study Program Association—This association also has the same function as the higher education association. If the higher education association is for the university level, then the study program association is for the study program level.

National Accreditation Board for Higher Education (BAN-PT)—This institution is an extension of the government tasked with providing higher education rankings or accreditation. It will assess the performance or quality of higher education institutions at two levels: non-accredited and accredited. Not being accredited means that the HEI still needs to meet the standard quality criteria, and being accredited means that the HEI has met or exceeded the quality standards set by this institution.

Independent Accreditation Institution (LAM)-This institution has the same function as BAN-PT, but the difference is in the scope of their respective duties. BAN-PT carries out accreditation for higher education institutions, while LAM carries out accreditation at the study program level. The LAM criteria are a reference for HEIs to develop programs or strategic performance indicators.

International Higher Education Ranking Institutions - This institution is a world-class ranking institution. The results of this institutional ranking become a reference for various parties to determine the quality of a university at the world level. Several ranking institutions that are reputable and recognized worldwide are QS WUR, THE, Webometric, and others. In order to be recognized or obtain a world ranking,

Indonesian HEIs must be able to achieve the performance standards (criteria) set by these ranking institutions.

International Accreditation Board for Study Programs — This institution is a world-class institution that is accredited for study program levels worldwide. Its results or accreditation scores are a reference for various parties to determine the quality of a study program at universities at the world level. Several study program accreditation institutions that are recognized internationally and in Indonesia are EQAR (European et al., for Higher Education), FIBAA (Foundation for International Business Administration Accreditation), ABET (Accreditation Board for Engineering and Technology), and others.

Journal Publishers - HEI who wish to gain international and national recognition must have good relationships or collaboration with as many reputable journal publishers as possible. Reputable journal publishers at the national level have journals accredited by the government, such as accredited Sinta 1, Sinta 2, and others. Publishers (journals) with international reputations commonly used as references (recognized) are publishers with journals indexed by SCOPUS, Web of Science, and others. The number of research publications and citations of lecturers and students is essential in ranking or accreditation criteria at both national and international levels.

Special Interest Groups — These institutions or groups are usually professional associations or other forms. Examples of these institutions in Indonesia are the Indonesian Doctors Association and the Indonesian Accountants Association. These institutions will influence the curriculum and profile of graduates in related study programs at universities in Indonesia.

HEI also conducts an internal environmental analysis after or simultaneously or before conducting an external environmental analysis. Almost all Indonesian HEIs carry out internal environmental analysis using the accreditation instruments or criteria of the Indonesian higher education national accreditation body (BAN-PT), which are compiled with the unique characteristics of each HEI's business processes, vision, mission, or policies. The table 5 describes the elements of the internal environmental analysis of the Indonesian HEI.

The aspects of Indonesian HEI's internal analysis are in Table 5 are explained in more detail in the subsection.

Vision, Mission, Goals, and Strategies - This analysis evaluates the realism of the vision, mission, goals and objectives and their connection. In this analysis, HEI assesses whether programs and policies have been directed to achieve the vision, mission, goals and strategies.

Table 5
Indonesia HEI's Internal Analysis Aspects

No	Aspects	Sources
1	Organization, Governance, and Cooperation	(INF1; INF2; INF3; INF4; INF5;
2	Student	UGM, 2023; UII, 2022; UMS, 2021;
3	Human Resource	UI, 2020; BAN PT, 2019; IPB, 2019;
4	Finance, Facilities, and Infrastructure	TELU, 2018)
5	Education	
6	Research	
7	Community Service	
8	Tridharma Outcome and Achievement	
9	Specific Unique aspects of each HEI (for example, green campus, religion mission, social mission, and others)	(INF1; INF2; INF3; INF4; INF5; 2020; UII, 2022; UMS, 2021; IPB, 2019)

Source: as mentioned in the sources row in Table 5.

This analysis will also evaluate whether the units in each HEI have set goals, programs, or strategies referring to them or are under the vision, mission, goals, and objectives set by each HEI.

Organization, Governance, and Cooperation In this element, HEI evaluates various things, including organizational structure and work procedures, leadership and policies, quality control systems, and the evaluation of HEI's international and national cooperation networks and activities.

Student—I evaluate student criteria, namely b,y, looking at aspects such as the student selection system, foreign students, student-to-lecturer ratio, student-to-teaching-staff ratio, student achievement, student welfare, student talent interests, student services, and others.

Human Resources-HEI, in this aspect, will analyze various things, including the entire cycle and elements of human resource management (lecturers, laboratory assistants, teaching staff and employees), lecturer satisfaction, teaching staff satisfaction, employee satisfaction, the ratio of permanent lecturers to study programs, percentage professor lecturers, lecturer professional certifycates, permanent lecturers, the ratio of permanent lecturers to students, lecturer research, lecturer community service, lecturer achievements, adequacy and qualifications of educational staff.

Finance, Facilities, and Infrastructure - In this aspect, HEIs in Indonesia will carry out an analysis of various things, including the financing system policies of each HEI, the adequacy and sustainability of financing for educational activities, research, community service and operational activities, policies for procurement and maintenance of facilities. As well as infrastructure, and the adequacy and sustainability of the provision of facilities and infrastructure for educational activities, research, community service and operational activities. The availability and support of information and communication technology are also essential aspects of this process. ICT at HEIs in Indonesia has a role in supporting the effectiveness of academic and non-academic activities. ICT supports HEI's academic activities, including educational activities, research and community service. ICT plays a role in supporting HEI's non-academic activities in the form of personnel information systems, financial information systems (billing and payments), and others.

Education - In this aspect, HEI analyzes various things, including the vision and mission of the faculty, the vision and mission of the study program, curriculum documents, curriculum guidelines, uniqueness of the curriculum, learning systems, learning methods, learning atmosphere, learning planning, learning monitoring, learning evaluation, suitability curriculum with government policy, suitability of the curriculum to industry needs, and suitability of the curriculum to the vision and mission of each HEI.

Research - In this aspect, HEI analyzes various things, namely the existence of research directions and policies, the suitability of research policies and directions with institutional policies (vision and mission), the existence and quality of research groups, the existence of research laboratories, the existence of international and national research collaboration partners, and system for planning, implementing and evaluating research activities. The famous names of research policy documents at Indonesian HEI are Research Master Plan (RIP) co, commonly known as Master Research Planning, and Research Road Map, commonly known as Research Road Map.

Community Service - In this aspect, HEI analyzes various things, namely the existence of community service directions and policies, the suitability of community service policies and directions with institutional policies (vision and mission), the existence and quality of community service groups, the existence of international and national community service cooperation partners, as well as a system for planning, implementing and evaluating community service activities.

The famous names of community service policy documents at Indonesian HEI are the Community Service Master Plan (RIPKM), commonly known as the Master Community Service Planning, and the Community Service Road Map (PKM et al.,), commonly known as the Community Service Road Map.

Outcome and Achievement of Tridharma - In this aspect, HEI will evaluate the achievement and impact of their activities in the three aspects of tridharma activities: educational, research, and community service. In terms of education, HEI will evaluate the average student GPA, competency certificate graduates, students' national and international academic achievements, national and international non-academic achievements, length of study of students, students graduating on time, level of success in students' studies, length of time waiting for students to get a job, level of satisfaction of graduates, quality of student's workplace, quality of student's business, number of journal publications, number of publications at seminars, number of articles cited, number of products or services adopted by industry or society, and number of research outputs and community service.

Specific Unique Aspect - This unique aspect varies from one HEI to another. UI and IPB are HEIs with a particular, unique aim or aspect, namely a focus on environmental preservation. Then UII and UMS have specific goals or aspects that are the aim of their organizations, namely preaching or spreading the teachings of the Islamic religion. These unique aspects are strongly influenced by the individual philosophy, founding group or the particular vision and mission of each HEI.

Indonesian HEI's Strategy Formulation

Strategy formulation in higher education is similar to formulation in other types of companies in that it requires determining a mission, goals, strategies, and policies. Apart from the mission, a higher education vision is first prepared.

Vision -Vision in higher education aims to show the direction and goals of the company or what the company aspires to be in the future. One example of the vision of the Indonesian HEI is "to become a superior and competitive centre of science, technology and culture, through efforts to smarten the life of the nation to improve the welfare of society, thus contributing to the development of Indonesian society and the world" (UI, 2020).

Mission—The mission in higher education is explained in theory, namely related to why the university was founded and what HEI must do to achieve the vision. An example of the mission of Indonesian HEI is "organizing and developing international standard education based on information technology" (TELU, 2018).

Goals - Like organizations in general, HEI also prepares or sets goals periodically. An example of the goal of the Indonesian HEI is to make UGM a national institution of science, culture and higher education that instils and teaches science and culture (UGM, 2023)

Targets - Targets prepared by HEIs, as explained above, are still qualitative, so HEIs will usually compile or set targets periodically at the same time as goal setting. Goals are an elaboration of more specific goals in terms of content and quantity aspects (time, amount, etc.). An example of HEI's target is "to produce graduates who have an entrepreneurial spirit, high nationalism, professional competence, leadership spirit, global insight and become trendsetters of innovation and change" (IPB, 2019).

Values-Apart from the mission, HEIs usually add Values. The values in HEI are a philosophical guide for management or employees in working, carrying out activities, or preparing programs. These values are unique for each HEI, including "honesty, justice, trustworthiness, dignity, responsibility, togetherness, openness, academic freedom, and compliance with regulations" (UI, 2020).

Strategy - In strategic planning, strategy development is one of the most critical elements. HEI has varied but limited strategic options to maintain and improve its business or financial stability. The table 6 explains what strategies are commonly used by Indonesian HEIs, namely.

Table 6
Indonesia HEI's Corporate Strategy Option

No	Strategy	Explanation	Sources
		Growth Strategies	
1	Vertical Growth	HEIs cannot use this strategy because it is more suitable for manufacturing companies than HEIs that are service providers or organizations. Manufacturing companies can acquire the businesses of suppliers, distributors, distributors, or customers, but service companies or organizations such as HEI cannot carry out this strategy.	(INF1; INF2; INF3; INF4; INF5)
2	Horizontal Growth	This strategy's application at HEI includes opening new study programs that focus on different fields or groups of knowledge from existing programs.	(INF1; INF2; INF3; INF4; INF5)
3	Concentric Diversification	Applying this strategy to HEIs is establishing new study programs in the same or different fields or groups of knowledge. The opening of the new study program can be at the bachelor's level, master's level, or doctoral level.	(INF1; INF2; INF3; INF4; INF5)
4	Conglomerate Diversification	HEI cannot implement the strategy because it is limited by Indonesian government regulations, which limit HEI's business activities to providing education only.	(INF1; INF2; INF3; INF4; INF5)
		Stability Strategies	
5	Pause/ Proceed with Caution	This strategy cannot or is rarely carried out by HEIs because study programs at HEIs can only accept students or stop their academic or business activities if they are subject to suspension from the government.	(INF1; INF2; INF3; INF4; INF5)
6	No Change	Implementing this strategy at HEI involves continuing to carry out business and organizational activities according to previous plans or strategies. HEI does not add to or reduce its implemented strategies through this strategy.	(INF1; INF2; INF3; INF4; INF5)
7	Profit	This is a general strategy by HEIs whose study programs have entered the growth and maturity phase. In conditions of growth and maturity, HEI makes various necessary savings so that profits can be maximized or increased without re-investment.	(INF1; INF2; INF3; INF4; INF5)
8	Turnaround	Apart from the profit strategy, the turnaround strategy is another alternative HEIs use in conditions where the number of students and study programs is decreasing but has yet to reach the stage of making a loss.	(INF1; INF2; INF3; INF4; INF5)

		HEI tries to make various efficiencies through resource reductions or fundamental changes in this condition.	
9	Captive Company	HEI implements this strategy by releasing several study programs that are not profitable or whose markets are already saturated and maintaining other study programs whose markets are still attractive or profitable.	(INF1; INF2; INF3; INF4; INF5)
10	Sell-Out/ Divestment	This strategy applies to HEI by selling part of its assets to other parties. The assets in question can be land, buildings, vehicles, and other tangible or intangible assets.	(INF1; INF2; INF3; INF4; INF5)
11	Bankruptcy/ Liquidation	Applying this strategy to HEIs takes the form of closing study programs and disbanding or closing HEIs.	(INF1; INF2; INF3; INF4; INF5)

Source: Wheelen et al., (2015) and confirm with all informants (2023)

From table 6, it can be concluded that the strategies used by HEIs in Indonesia are strategic growth (horizontal growth and concentric diversification), stability (no change and profit), and retrenchment (turnaround, captive company, sell-out/ divestment, and bankruptcy/liquidation).

Policy—Of, all HEIs in Indonesia have made policies, which are usually stated in various documents such as strategic plans, decrees, circulars, and others, at the foundation and rectorate levels.

Indonesian HEI's Strategy Implementation

The implementation of strategies carried out by Indonesian HEI can be seen in various documents owned by HEI, including operational plans (Renop), financial plans and annual budgets (RKAT), and decision letters, circulars, quality policies, quality manuals, or standard operating procedures. (SOP) and others (INF1; INF2; INF3; INF4; INF5).

Program - The program at HEI is called an operational plan kn and is owned by Renop. Renop contains details of HEI activities in one year, including activity targets and when and how these activities are carried out. Renop is made yearly at the Rectorate, Faculty, Study Program and Work Unit levels (academic and non-academic support units).

Budget—The budget in HEI is called the activity plan and annual budget, or RKAT. It is created every year to identify sources of Renop financing. As in Reno, RKA is made at the rectorate, faculty, study program, and cooperation unit levels.

Procedure or Standard Operating Procedure (SOP)—The SOP at HEI is made for all functions, sections, and units in the HEI organizational structure. In addition to being outlined in the form of an SOP, procedures can also be outlined in other forms or types of documents, such as quality manuals, decision letters, circulars, guidelines, manuals, technical instructions, implementation instructtions, semester learning plans (RPS), modules, and others.

Indonesian HEI's Control and Implementation Strategy

The stages or elements of evaluation and control in HEI follow the stages or elements of evaluation and control as Wheelen et al., (2015). The subsection below provides a detailed explanation of the stages or elements of evaluation and control:

Identify Performance Standards or Indicators HEI determines performance measurement standards or indicators at this stage. HEI sets performance indicators at the end of strategic planning. HEI performance indicators generally compile the Indonesian government's version of higher education performance indicators, international ranking versions (QS WUR, THE) and the versions of each HEI's unique business process requirements (INF1; INF2; INF3; INF4; INF5).

Measure and Evaluate Performance - At this stage, HEI evaluates the suitability of

standards or performance indicators for actual implementation. HEI evaluation tools or media include strategic plan achievement reports (Renstra), budget absorption reports, work program achievement reports, follow-up reports, internal quality audits, external audits, financial reports by independent public accounting firms, and monitoring and controlling research activities. , monitoring and controlling community service activities, monitoring and reporting lecturer performance, employee performance reports, student achievement reports and other monitoring. HEI performs evaluations daily, weekly, monthly, quarterly, quarterly, annual, and other periods. Evaluation is also carried out by various functions or positions such as the Foundation, Chancellor, Dean, Head of Study Program, Head of Quality Assurance, Head of Bureau, Head of Unit, Head of Section, Head of Subdivision and others (INF1; INF2; INF3; INF4; INF5).

Corrective Action-At this stage, HEI takes corrective action against deviations or dis-crepancies between plans and actual achievements. Forms of corrective action include improving procedures, adjusting work methods, adjusting work programs, adjusting budgets, motivating lecturers and employees, employee rotation, and other corrective actions (INF1; INF2; INF3; INF4; INF5).

To facilitate understanding and, at the same time, summarize the research results in figure 1. Figure 1 is a picture of the strategic management process at Indonesian higher education institutions.

CONCLUSION AND SUGGESTION
Conclusion

According to the study's findings, Indonesian higher education institutions' strategic management processes go through four phases: (1) environmental analysis, (2) strategy design, (3) strategy implementation, and (4) monitoring and control (see Figure 1). This strategic management procedure adheres to Wheelen et al., (2015)'s strategic management procedure.
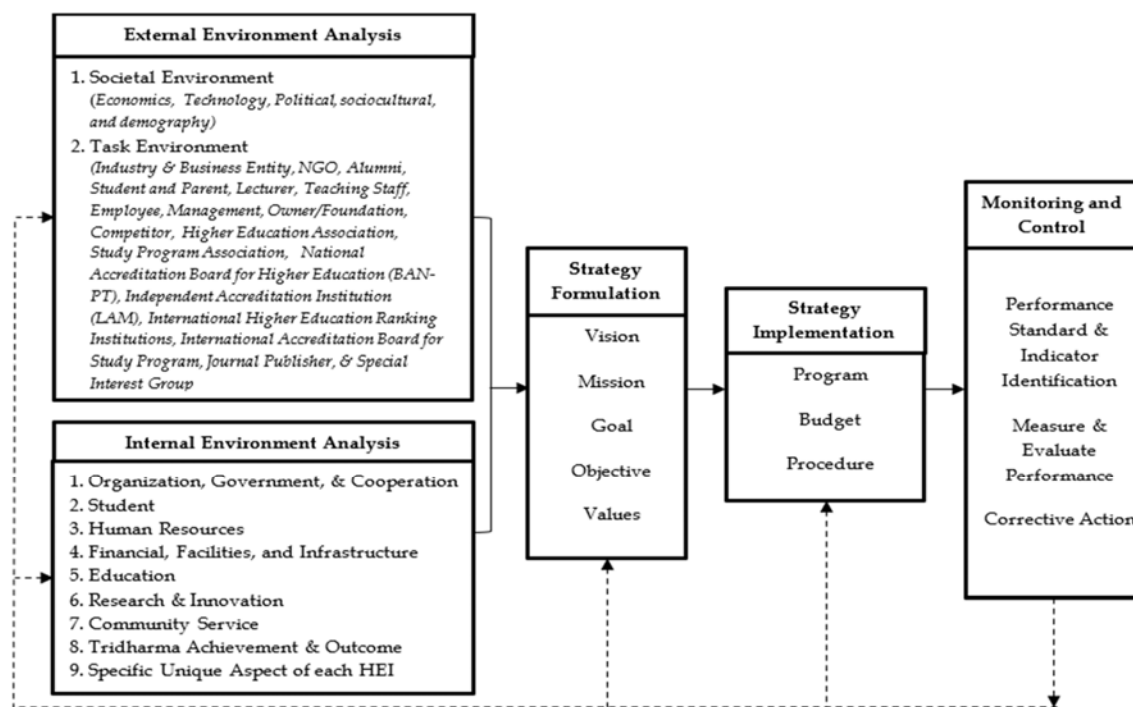

Figure 1
Indonesian HEI's Strategic Management Process
Source: Primary Data and Secondary Data, processed (2023)

External and internal environmental analyses are included in higher education environmental studies. An examination of the external environment does not contain, nor is it necessary, an analysis of the natural environment. Instead, it covers the work environment and the social environment. When analyzing the internal environment of higher education institutions in Indonesia, elements or criteria from the National Accreditation Board for Higher Education (BAN-PT) are combined with the particulars of each institution's vision, mission, and business procedures. Since corporations typically utilize functional or value chain analysis as a tool for internal environmental analysis, the specific characteristics, elements, or criteria used by Indonesian HEI are among this research's vital, intriguing findings.

Strategy formulation at Indonesian HEI involves evaluating and determining vision, mission, goals, targets, values, strategies and policies. Strategy implementation at Indonesian HEI is identified in the form of a program (Operations Plan or Renop), budget (Annual Activity and Budget Plan or RKAT), Standard Operating Procedure or SOP (procedures, manuals, guidelines, technical instructtions, semester learning plans (RPS), modules and others). The final stage of the strategic management process at Indonesian HEI is preparing the funders or indicators, performance measurement, and corrective action. Indonesia HEI's specific evaluation and monitoring activities also include internal quality audit activities, external audits (financial audits), strategic plan achievement reports, operational plan achievement reports, RKAT achievement reports, daily reports and weekly reports carried out by various functions or sections within the institution.

Suggestion

This research is useful for HEI managers in Indonesia to gain an idea of what kind of strategic management process is ideal so that the HEI they lead or manage can compete at the national and international level. From this study, HEIs managers can also obtain information related to what strategic options they can do in dealing with various environmental situations (see table 6).

The results of this research can be an essential or additional reference for creating a strategic management model for Indonesian HEIs through a quantitative research approach.

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