

Comparison of the Strategic Plans of the Ministry of Education and Culture and Universitas Brawijaya Based on Theoretical

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ABSTRACT

Education has a crucial role in determining the direction of a nation's development. Indonesia's Gross Enrollment Rate (APK) data shows a positive trend, but challenges in the quality of education remain, especially in terms of literacy, numeracy and understanding of science based on PISA scores. The inequality of educational attainment between regions indicates the need to increase access and quality of education evenly throughout Indonesia. Inadequate curriculum in developing basic competencies is one of the main causes of suboptimal achievements. Apart from that, Indonesia also faces the challenge of low public IQ levels, showing the importance of improving the education system to increase the nation's overall competitiveness. The process of preparing the vision, mission and strategic objectives by the Ministry of Education and Culture and Brawijaya University adopts an approach that is in accordance with theory, but the main challenge lies in implementing the strategic plan. Brawijaya University demonstrated excellence in overcoming implementation barriers, which enabled them to achieve strategic goals more effectively. In this context, alignment between vision, mission and goals is key in designing and implementing sustainable strategic.

Keyword: Comparison; Strategic; Plan



INTRODUCTION

Education has a crucial role in determining the direction of a nation's development. Starting from elementary to tertiary level, every step of education reflects the foundations built to achieve progress. Data on the Gross Participation Rate (APK) of Indonesian society from 2015 to 2020, as stated in the Strategic Plan of the Ministry of Education and Culture 2020 – 2024, shows an encouraging positive trend. However, behind this increase, there are serious challenges that need to be overcome being felt by the community, especially in areas by the pandemic (Iswanto, 2023). The ongoing challenges necessitate continued support

and adaptation of these programs to ensure that the most vulnerable populations receive the necessary assistance to recover and thrive. In an effort to restore the economy, the Indonesian government maintains various social assistance programs as one of the main strategies for overcoming poverty. It is hoped that this step will help people who are still experiencing economic difficulties and ensure an equitable recovery throughout the country (Suryahadi et al., 2021).

On the other hand, when we look at the achievements in the Program for International Student Assessment (PISA) scores, the picture is not so rosy. Literacy, numeracy and understanding of science among Indonesian students have not shown significant improvement. The history of Indonesia's PISA literacy score, which increased from 2000 to 2009, but then decreased in 2018, is clear evidence of instability in this field. The same thing also happened to the numeracy scores, showing that the challenges in improving the quality of education are still very real.

Inequality in educational attainment is also a focus of attention. The existence of significant disparities between regions, such as Jakarta, Yogyakarta, West Sumatra and East Kalimantan and other provinces, indicates the need for efforts to increase access and quality of education evenly throughout Indonesia. In the Strategic Plan of the Ministry of Education and Culture, the reasons for this disparity are stated, and the role of curriculum design is one of the crucial factors that needs to be considered. A curriculum that does not specifically emphasize the development of basic competencies, such as literacy, numeracy and science, is one of the main causes of suboptimal achievements.

Not only on the educational scale, Indonesia also faces challenges in terms of people's IQ levels which are considered low. The report from the World Population Review places Indonesia in an unsatisfactory ranking, both at regional and global levels. This indicates that improving the education system is not only important to improve the quality of life of individuals, but also to increase the competitiveness of the nation as a whole. Universities play an important role in advancing the quality of education in a country. Through international rankings, such as QS World University, the quality of higher education institutions is evaluated based on various parameters. Gadjah Mada University, the University of Indonesia, and the Bandung Institute of Technology are pilots in achieving high rankings, but there is still a lot of work that needs to be done, especially for universities outside the top 500.

UB, as one of the leading state universities in Indonesia, has a big responsibility in supporting the vision and mission of the Ministry of Education and Culture. To increase competitiveness at national and international levels, UB must utilize existing potential optimally. Through higher education regulations that allow PTNs to develop into Legal Entity Universities (PTN-BH), UB is expected to have more space to act and innovate. However, to ensure that UB's strategic plan is in line with the government's vision, in-depth evaluation is needed. This research aims to evaluate the extent to which UB's strategic plan supports the government's agenda in improving the quality of higher education and the nation's competitiveness. Thus, it is hoped that this research can provide valuable insights for the development of educational strategies in Indonesia.

Higher education is one sector that has an important role in the development of a country. To achieve the desired vision and mission, universities need a structured and directed strategic plan we will explore literature that discusses the concept implementation, and role of strategic plans in improving the quality and relevance of higher education, especially in Indonesia. The Concept of Strategic Planning in Higher Education Planning is the gathering of potential courses of

action. It is fundamentally an orderly process of group transformation involving objectives, standards, resources, selection criteria, structures, institutional, organizational, and interpersonal relationships—everything fundamental to any managerial procedure. In order to fulfill its objectives, long-term planning should specify future goals and assign roles and resources accordingly. Long-term goals are harder to accomplish in creative and complex contexts, but there is still planning potential when a thread of context stability can be presumed. Based on this, long-term planning can use scenarios—that is, potential future conditions that can be derived from existing trends by having a vision (Tabatoni et al., 2002).

A strategic plan is an essential document in formulating the vision, mission and long-term goals of an institution (Lixton, 2022). In the context of higher education, strategic plans are an important instrument for universities in identifying their strategic direction and focus to achieve academic excellence and social relevance (Lixton, 2022). The basic model of strategic planning consists of several sequential steps, starting with strategic analysis, formulating a strategy with long-term goals, and planning the actions needed to realize the strategy (Zechlin, 2010).

The basic model of strategic planning generally consists of three distinct hierarchical levels. The top level is normative management, which contains statements referring to the long-term social benefits that higher education must achieve (vision, mission), as well as the underlying values (Lixton, 2022). The middle level, which is the strategic management area, includes medium to long-term goals and strategies, as well as the strategies that will be followed to achieve them (Lixton, 2022). Finally, the area of operational management is found at the third level, where concrete actions for change (projects) are taken to achieve plans within a five to ten year reference period (Lixton, 2022).

Errors in strategic planning can occur due to errors in analysis, inadequate strategy, or poor implementation (Ansoff, 1965). According to this approach, planning should be based on expertise, and errors in planning should be corrected through increased expertise or more and better expertise (Ansoff, 1965). Therefore, a process of continuous evaluation and correction is necessary to ensure the success of strategic planning. An effective strategic planning process must include several important aspects, such as clear institutional direction, the institution's ability to choose priorities based on self-evaluation and understanding, ownership of the institution's direction by all key constituents, as well as identification of the institution's position in the local and ecclesiastical environment (including the educational environment). (Lixton, 2022). The strategic planning process is also faced with challenges and opportunities, including rapid and complex changes in the external environment and the ability of institutions to respond quickly and wisely (Lixton, 2022). Therefore, flexibility and adaptability are key in facing the ever-changing dynamics in the higher education environment.

Strategic planning begins with strategic analysis, mapping the institutional environment and external demands against internal potential (Zechlin, 2010), forming the basis for long-term goals and necessary actions often requiring external advisors. According to the Texas Workforce Commission (2005), effective strategic planning involves forming a competent team, discussing and understanding the planning model, allocating sufficient time, ensuring comprehension of processes and outcomes, discussing the institution's mission, and building a strong information base. Sallis (2010) identifies seven stages in strategic planning: establishing vision, mission, and goals; conducting market

analysis; performing SWOT analysis; planning operations and business; establishing quality policies; considering quality costs; and regular monitoring and evaluation. Hinton (2019) notes that a strategic plan comprises foundational elements, supporting components, and the strategic plan itself.

Figure 1. Components of a Strategic Plan (Hinton, 2019)



Source: Author, 2024

Hinton (2019) stated that a strategic plan consists of multiple primary components. First, the institution's mission statement serves as the cornerstone of any strategic plan. This statement provides a concise explanation of the institution's goals and reasons for being. This statement functions as an explanation of the organization's existence for all institutions, albeit it may be set by the state for those under public control. Because they give everyone in the organization a common understanding of the future, vision statements are especially helpful during the planning stage. It is crucial to make sure that everyone involved in carrying out the strategic plan is in agreement if the planning process's objective is to align mission, vision, goals, and resources. particularly if one person's vision for the organization is truly reflected in the vision statement.

Giving stakeholders the chance to "take ownership" of the vision in this instance would be beneficial for the institution. This might be achieved by reviewing and revising the statement or by soliciting early feedback on the draft version. In addition, the term "goal" designates a particular accomplishment—a target that has been "checked" off the list. In contrast, the meaning of the word "objective" is a little more broad. While an objective might assist define direction by offering broad guidance, it typically lacks specific instructions on how to accomplish the goal. It seems reasonable to use more specific terms for the parts of the plan that require accountability and measurement, and more general terms for the major themes that organize the plan, given the nature of the activities required to implement a plan and the need to evaluate the accomplishment of the plan's implementation.

RESEARCH METHOD

The research method used in this research is a comparative method. According to Sugiyono (2013), comparative research is research that compares the situation of one or more variables in two or more different samples, or at two different times. In other words, comparative research is research that compares the similarities and differences of two or more properties and facts of the object

being studied based on a certain framework of thought. Comparative research is usually used to compare two or more groups on a particular variable.

In the context of this research, a comparative approach will be used to compare the strategic plan made by Brawijaya University (UB) with the strategic plan set by the Ministry of Education and Culture (Kemendikbudristek). The focus is to identify the suitability, similarities, and differences between the two plans in achieving the stated educational goals. The type of data required in this research is secondary data. Secondary data is data that has been collected by other parties previously or has been published. In this case, data regarding UB's strategic plan and the Kemendikbudristek's strategic plan are available for use in research.

The data collection techniques for this research include observation, interviews, and library research. Observations will gather information on the practical implementation of UB's strategic plan, while interviews with university leaders, faculty deans, and strategic plan management staff will provide deeper insights into the planning, implementation, and evaluation processes. Library research will collect data from relevant sources such as official documents, academic journals, and publications on higher education, strategic planning, and education policy, enhancing the understanding of the context and theories relevant to the research. By using a combination of the data collection techniques above, it is hoped that this research can provide a comprehensive understanding of the suitability of UB's strategic plan with the direction of higher education policy set by the Ministry of Education and Culture.

RESULT AND DISCUSSION

In the ever-growing era of globalization and digital transformation, strategy has become the main foundation for educational and government institutions to ensure relevance, competitiveness and sustainability. Higher education and public policy are two fields that continue to innovate to face the challenges of the times. In this context, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) and Brawijaya University are two entities that play a central role in shaping strategic direction in Indonesia.

This chapter aims to carry out an in-depth analysis of the strategic plan made by the Ministry of Education and Culture and Brawijaya University. By comparing and analyzing the two strategic plans, we can identify similarities, differences, and potential synergies that may occur between national policies and local practices. It is hoped that this comparative analysis can provide valuable insight in understanding strategic dynamics in the fields of education, research and innovation in Indonesia. Through this approach, this chapter will explore key aspects of each entity's strategic plan, including vision, mission, strategic objectives, priorities, and implementation approaches. Apart from that, the analysis will also consider the external and internal context that influences the formation and implementation of strategies, such as political, economic, social, technological and environmental factors.

1. Vision, Mission and Strategic Objectives

The vision, mission and strategic objectives of each institution and agency will be different from each other. However, as an agency under the auspices of the Ministry of Education, Culture, Research and Technology, the strategic plan made by Brawijaya University should be in line with the strategic plan of the Ministry of Education and Culture. A comparison of the vision, mission and strategic objectives of both is presented in Table 1 below.

Table 1. Vission, Mission, dan Strategic Objectives

Element		Universitas Brawijaya		Kemdikbudristek	
1	Vission		"To become a pioneer and reformer university with an international reputation in science and technology, especially those that support industry-based Culture for Community Welfare"		"The Ministry of Education, Culture, Research and Technology supports the Vision and Mission of the President and Vice President to create an advanced Indonesia that is sovereign, independent and has a personality based on mutual cooperation through the creation of Pancasila students who believe, are devoted to God Almighty, and have noble character, global diversity, work together, be independent, reason critically and be creative."
2	Missions	1	Providing international standard education that produces graduates who are faithful and devoted to God Almighty, and have noble morals and character, are independent, professional, and have an entrepreneurial spirit;	1	Realizing relevant and high quality, equitable and sustainable education, supported by infrastructure and technology;
		2	Carrying out the role of universities as agents of renewal, pioneers and disseminators of science, technology, arts and humanities as well as agents of national economic development based on local wisdom and noble values	2	Realizing the preservation and promotion of culture as well as the development of language and literature;
		3	Organizing superior, fair and sustainable higher education governance.	3	Optimize the participation of all stakeholders to support transformation and reform in the management of education, culture, science and technology.
3	Objectives	1	Generating graduates with the skills necessary to compete and succeed at the national and international levels, including academic	1	Expanding access to quality education for students in a fair and inclusive manner;

Element	Universitas Brawijaya		Kemdikbudristek
	competence, entrepreneurial spirit, professionalism, independence, work ethic, discipline, and noble character;		
	2 creating innovative works of technology, art, social, and cultural art that may contribute to the economic growth of the country and help it achieve independence, all while upholding noble cultural values that are valuable and superior on a national and worldwide scale;	2	Strengthening the quality and relevance of education that is centered on the development of students with character;
	3 Establishing a welcoming, technologically advanced, and highly competitive environment for higher education in order to maximize the potential of each and every member of the academic community;	3	Preservation and promotion of culture, language and literature as well as their mainstreaming in education;
	4 Acknowledging responsible, efficient, modern, integrated, and effective governance in higher education to enable it to compete on a national and worldwide scale.	4	Increasing productivity, research, innovation and knowledge in higher education;
		5	Strengthening education, culture, science and technology governance systems that are participatory.

Source: Author, 2024

2. Process of Preparing the Ministry of Education and Culture's Vision, Mission and Strategic Objectives

The process of preparing an organization's mission, vision and goals is a stage that cannot be separated from preparing a comprehensive strategic plan (Renstra). In this context, the Ministry of Education and Culture and Brawijaya University adopted an approach that is in line with the theory outlined by Sallis (2010). According to Sallis, there are seven important stages in preparing a strategic plan, which include: (1) determining the vision, mission and goals; (2) market analysis; (3) SWOT analysis; (4) operational and business planning; (5)

quality policy and planning; (6) cost and quality control; and (7) monitoring and evaluation. This concept is reflected in the strategic plan preparation process guide issued by the Ministry of Education, Culture, Research and Technology, which is in the National Education System Law no. 20 of 2003, it is mandatory for the Ministry of Education and Culture and its subordinate educational institutions, including Brawijaya University, to refer to these guidelines.

In practice, both the Ministry of Education and Culture and Brawijaya University appear to have adopted a strategic plan structure that is in accordance with the framework presented by Hinton (2019). This can be seen from the way both institutions design and develop their strategic plans, which include the components emphasized by Hinton. For example, both draft a clear mission statement, which succinctly describes the purpose and existence of the organization. In addition, a future vision is also included in the strategic plan, providing a consistent picture to all parties in the institution regarding the desired direction.

Specific implementation steps and objectives are also taken into account, providing a basis for achieving targets and evaluating progress. By following the guidelines presented by Hinton, these two institutions ensure that their strategic plans are not just formal documents, but also effective tools in directing organizational activities towards achieving predetermined goals. Therefore, the strategic plan structure implemented by the Ministry of Education and Culture and Brawijaya University is in line with the approach recommended by Hinton, which can provide a solid basis for achieving the stated vision and mission.

3. The Influence of the Organization's Vision, Mission and Strategic Goal Statements on Improving the Quality of the Ministry of Education and Culture and Brawijaya University.

The vision, mission, and strategic goals of an organization play a crucial role in improving its quality by uniting individual and group values and strengthening organizational commitment. Vision provides a far-sighted basis for strategic planning, essential for educational institutions to respond wisely and swiftly to rapid external changes. The Ministry of Education and Culture aims to create "Intelligent, Comprehensive, Competitive and Dignified Indonesian People" through a transformative educational approach, focusing on holistic human resource development. Similarly, Brawijaya University (UB) aspires to be a "Pioneer and Reformer University" with a global reputation in science and technology, contributing to community welfare and national development. Both visions highlight the need for educational institutions to remain flexible and adaptive to external dynamics, ensuring relevance and optimal contribution to national goals.

According to Hinton (2019), vision statements are crucial in institutional planning, providing uniform foresight, direction, and motivation for all members, fostering unity to achieve common goals. The visions set by institutions align with their desired future directions, but success also depends on effectively implementing these visions with commitment, resources, and strategies. Similarly, mission statements offer a strong foundation for strategic planning by clearly outlining organizational goals and activities, aligning with the institution's values and vision. Clear mission statements support the institution's values and goals, ensuring all aspects of strategic planning are aligned and effectively guiding the organization towards its mission.

Looking at the examples mentioned, the mission formulated by the Ministry of Education and Culture is in accordance with the vision previously mentioned.

This shows alignment between mission and vision, which is important in strategic planning. This alignment also supports the idea that the mission should be closely linked to the organization's long-term goals. Thus, effective strategic planning requires a clear and measurable mission, in accordance with what is expressed in the concept of strategic planning components according to Hinton (2019), especially in terms of Foundation (Mission statement) and Supporting components (values, institutional goals, vision). Apart from that, there is harmony between the goals stated in the strategic plans of the Ministry of Education, Culture, Research and Research and Brawijaya University with the vision and mission of each institution.

Although these goals may not directly address the mission, they explicitly include it. However, the main challenge for both institutions lies in the implementation of these strategic plans. According to Bryson (2005), there are four main challenges that can hinder the implementation of strategic plans, namely human, process, structural and institutional problems. In the context of national education in Indonesia, these four challenges are also inhibiting factors in implementing the Ministry of Education and Culture's strategic plans. This shows that even though there is harmony between vision, mission and goals, challenges in implementation are still something that needs to be overcome effectively.

On the other hand, when compared with Brawijaya University, Bryson's (2005) view shows that the factors identified as obstacles in the implementation of strategic plans are mostly not found. In fact, based on the results of interviews and direct observations, the process of implementing strategic plans at Universitas Brawijaya ran smoothly and was supported by human factors, good management, strong commitment, and a well-coordinated organizational structure. This shows that Brawijaya University has advantages in overcoming challenges in implementing strategic plans, which allows them to achieve their strategic goals more effectively.

4. Vision, Mission and Strategic Objectives of Brawijaya University in supporting the Ministry of Education, Culture, Research and Technology

In the draft strategic plan of Universitas Brawijaya there is a chapter which discusses the direction of Policy, Strategy, Regulatory Framework and Institutional Framework in which the chapter further discusses the relationship between steps taken by Universitas Brawijaya in supporting the national strategy and the Ministry of Education and Culture. This chapter was prepared based on a SWOT analysis carried out by Brawijaya University. This is in accordance with the theory put forward by Sallis (2010) which states that there are seven stages that can be adopted in a strategic plan. In this stage, the third step is to carry out a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to identify the strengths, weaknesses, opportunities and threats facing the organization.

Based on the discussion in this subchapter in supporting the vision of the Ministry of Education, Culture, Research and Technology (Kemdikbudristek), the relationship can be seen from several strategic aspects that have been explained. The following is an analysis of the relationship based on the points provided:

- a. Increasing the Competitiveness of Study Programs. UB's strategy to increase the competitiveness of Study Programs can support the vision of the Ministry of Education and Culture by creating students who have faith, piety, noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. By improving the quality of graduates, UB contributes to the formation of students with noble character and global diversity.

- b. Increasing Learning Process Innovation. UB's efforts to increase innovation in the learning process, especially through the "Independent Campus" concept, will help create an academic atmosphere that is healthy and responsive to current developments. This is in accordance with the Ministry of Education and Culture's vision of creating creative and independent students.
- c. Increasing Student Competitiveness in Innovation. UB's strategy to increase student competitiveness in innovation is in line with the vision of the Ministry of Education and Culture in supporting the development of an independent and globally diverse Indonesia. Students who are competitive in innovation will be able to contribute to the realization of an advanced Indonesia that is sovereign and independent.
- d. Increasing the uptake of research and community service products. UB's actions to increase the uptake of products resulting from research and service into industry and society are in accordance with the vision of the Ministry of Education and Culture in supporting the creation of innovations that can meet the needs of the industrial world and society globally.
- e. Improving the Quality of Financial Management and Information Systems. UB's efforts to improve the quality of financial management and information systems can support the vision of the Ministry of Education and Culture in creating an accountable and competitive government in the era of globalization.
- f. Improving the Quality of Higher Education in an Integrated Way. UB's strategy to improve the quality of management of higher education institutions in an integrated manner is in accordance with the vision of the Ministry of Education and Culture in supporting the development of an effective and efficient education system.
- g. Increasing the Ability of the Academic Community. UB's efforts to improve the ability of the academic community to be independent and autonomous can support the vision of the Ministry of Education and Culture in creating students who are independent and reason critically.

Thus, UB's strategic plan as a whole consistently supports the vision of the Ministry of Education and Culture in creating an advanced Indonesia that is sovereign, independent, and has a personality based on mutual cooperation. UB, through the strategies it has taken, tries to create a responsive, innovative and quality educational environment to produce the next generation who are ready to face global challenges. Because it aligns closely with the Ministry's goals of fostering an advanced, independent, and globally competitive Indonesia. It serves as a catalyst for fostering academic excellence, innovation, and societal impact, ensuring alignment with the broader national strategy of advancing Indonesia's educational landscape.

CONCLUSION

The process of preparing a vision, mission and strategic goals is a crucial stage in preparing an organization's strategic plan. The Ministry of Education, Culture, Research and Research and Brawijaya University have adopted an approach that is in line with the theory outlined by Sallis (2010), as well as the framework presented by Hinton (2019). These steps include determining a clear vision, mission and goals, market analysis, SWOT analysis, operational and business planning, quality policy and planning, cost and quality control, as well as monitoring and evaluation.

Both institutions have developed clear mission statements and inclusive future visions in their strategic plans, in line with the framework presented by

Hinton (2019). Implementation of strategic plans, however, is still a challenge that needs to be overcome, especially in the context of national education in Indonesia. These challenges include human, process, structural, and institutional issues, which can hinder the successful implementation of strategic plans. In this case, Brawijaya University shows superiority in overcoming implementation challenges, compared to the Ministry of Education, Culture, Research and Research. This shows the importance of human factors, good management, strong commitment, and structural coordination in supporting the implementation of strategic plans.

To increase the success of strategic plan implementation, the Ministry of Education, Culture, Research and Research and Brawijaya University need to pay attention to factors that can hinder implementation, such as human, process, structural and institutional problems. It is also important to continuously monitor and evaluate implementation progress, as well as make necessary adjustments according to changes in the external and internal environment. In addition, coordination and communication between all parties involved in implementing the strategic plan needs to be improved. This will ensure that all members of the organization have the same understanding of the vision, mission and strategic goals, and strengthen their commitment to achieving them. In this way, the implementation of strategic plans can run more smoothly and effectively, and support the achievement of the organization's overall vision and mission.

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