

# STRATEGIC REGULATION AND PLANNING ANALYSIS OF STRATIFICATION IN PRIVATE COLLEGES

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## Abstract

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This study aims to assess the differentiation of the freedom to learn independent campus (FLIC) program level in the Indonesian Ministry of Education and Culture policies, determine objectives scope, assess internal resources, analyze regulations, develop competitive strategies, and implement and evaluate them. FLIC is a program for students who learn outside of campus in collaboration with companies and work experience converted as academic assessments. Using a quantitative design method with a sample of the university population can provide an objective evaluation of a study. The research results of stratified data reveal different values of the entire population sample at the university level with the faculty and study program levels. It was found that there was an increase in the percentage of students' interests and talents in implementing the FLIC program from the government, and the freedom to choose lecturers outside of tertiary institutions was the most attractive factor (Hu, Liu, Chen, & Qin, 2018). Meanwhile, the main finding in this study is that there is a significant increase in the data obtained at the faculty level in the implementation of FLIC activities. Another result that supports the executive's attitude who can provide solutions from implementing this policy is that at the lowest level, the organizational structure of universities becomes more effective in implementing the FLIC program from the government.

**Keywords:** Strategic Planning, FLIC, Stratification, Executive Attitudes, Universities, Indonesia

**Authors' individual contribution:** Conceptualization — A.F.R.; Methodology — D.A.; Software — D.A.; Validation — R.E.; Formal Analysis — R.E.; Investigation — R.E. and G.A.; Data Curation — G.A.; Writing — Original Draft — D.A.; Writing — Review & Editing — D.A.; Visualization — K.N.; Supervision — A.F.R. and G.A.; Project Administration — K.N.; Funding Acquisition — K.N.

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## 1. INTRODUCTION

Strategy is described as positioning the firm and making trade-offs for the fit between activities (Porter, 2021). Strategy is a plan that integrates

the main goals and policies of the organization in a cohesive manner (Wu, Yang, & Wang, 2021). Strategic planning is a strategic component in facing the future, defined as developing and maintaining a strategic fit between organizations and adapting

to changing opportunities (Kotler & Gertner, 2017). Strategic planning is an ongoing process of automated risk-taking and decision-making systems. A view of the future can systematically organize the efforts needed in decision-making. In general, strategic planning can be interpreted as the definition of organizations in adjusting their mission and goals and allocating resources to achieve them (Hu, Liu, Chen, & Qin, 2018).

Strategic planning is important for the continuity and growth potential of the higher education environment by implementing the autonomy provided in the freedom to learn independent campus (FLIC) program. With the FLIC, the independent campus provides great hope for the growth of higher education institutions in carrying out innovation and creativity for lecturers and students. Strategic planning education is an important strategic tool to use in the long term, and many other studies have had a positive effect on organizational performance (Sisto, Fernández-Portillo, Yazdani, Estepa-Mohedano, & Torkayesh, 2022).

The FLIC program launched by the Ministry of Education and Culture aims to encourage the academic system of higher education to be able to follow the development of the world of work and digitalization so that it is hoped that the current output can be absorbed into professionals who can compete both at home and abroad. To prepare good graduates for a challenging and dynamic work environment (Nuffer et al., 2021), it is necessary to change the perspective of the curriculum as proclaimed by the Minister of Education and Culture of the Republic of Indonesia since being inaugurated in 2019 with the FLIC program. One of the FLIC program mechanisms allows students to choose the course they will take and convert values more quickly. However, a more in-depth study is needed regarding the details of the implementation mechanism with the attitudes and perceptions of lecturers/students who are directly involved in this program.

Although strategic planning is an important resource in the management of higher education institutions, several previous studies have stated that it is underutilized. Previous research (Harrison, 2016) also influences perceptions and attitudes towards implementing strategic planning. This study provides empirical evidence on strategic planning using executive attitudes toward strategic planning tools (Kalkan & Bozkurt, 2019), implemented through the FLIC program. Improved strategic planning among higher education institutions have been correlated with changes in higher education in the last period of this century, including demographic changes, reduced funding, the introduction of new technologies, increased globalization, and increased oversight of the public sector (Keller, 2017). Universities are required to improve their ability to adapt to the environment through innovative strategies and professional academic management (Salminen, 2003).

Some discussions on specific strategic plans include university internationalization strategies (Riyadi, Nugroho, & Arif, 2021). Although there are also sources of literature that have slightly debated the usefulness of planning strategies in maintaining their consistency with traditional values and academic customs (Bess & Dee, 2018). Keller (2017),

in his most popular book, uses many university examples to explain American colleges' management transformation and strategic planning advantages. Small surveys or self-assessments conducted by institutional offices have contributed to understanding higher education strategic planning. Indonesia has made major changes regarding the implementation of education, especially in higher education, by applying the FLIC concept by the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020, concerning National Education Standards.

The implementation of the concept is carried out by applying the right to study for three semesters outside the study program, for example, with student exchanges, practical work, the global entrepreneurship index, or doing independent projects. This activity will later be measured using the standard credit score converted by the study program taken at the university. The independent learning guide book published in April 2020 has explained many things regarding applying the right to study for three semesters outside the university study program. The findings expected the strategic planning carried out by implementing FLIC (Köseoglu, Yick, & Parnell, 2021), who argues that strategic management can encourage the rapid development of higher education and build a strategy-structure-culture pattern (Song, Du, & Li, 2020) for universities in Indonesia.

Empirical research is limited to specific cases rather than large-scale investigations (Ojha, Patel, & Sridharan, 2020) resulting in a lack of empirical evidence in part to quantitative data. So, we address this literature by conducting a population survey of universities with faculties and study programs at the undergraduate level. The survey was conducted to seek strategic planning formulation among universities and investigate the planning, leadership, implementation, and assessment process procedures.

The source of the theory of this study is by looking at the strategic planning carried out by China; there was an increase at the beginning of this century. Most of the literature focuses on the application of the strategic theory of college or university management, which draws on the experiences of other countries such as American and British universities (Bao-cheng, 2006; Knight, 1994; Keller, 2017).

Other literature describes Chinese universities' strategic planning practices, focusing on research universities' world-class university strategies with university leadership (Hu et al., 2016). Research from Zhang and Zhou (2016) found that management strategies can promote the rapid development of universities and can develop strategic patterns of cultural structures for universities. Meanwhile, another study explains that the government's role is vital in the strategic planning of universities in collaboration with other countries or in adopting a strategic management system from developed countries (Zhong-yun, 2009).

We addressed this literature scarcity by surveying 100 private Universities at different levels and types. The survey explored strategic planning formulation between curriculum and personal university learning and investigated planning procedures, leadership, planning texts, implementation, and assessment processes. This

article examines the differences in strategic planning between universities at different levels and types. Our specific research questions are as follows:

*RQ1: Is there a significant impact of strategic planning on the FLIC program?*

*RQ2: Is there a significant effect of strategic planning on stratification?*

*RQ3: Is there a significant effect of strategic planning on executive attitudes?*

*RQ4: Is there a significant effect of the FLIC program on stratification?*

*RQ5: Is there a significant effect of the FLIC program on executive attitudes?*

The practical implications of the results of this research are expected to be useful for academics, lecturers, and students to create or implement government programs to achieve university graduates who have competitive competitiveness in the industrial world through strategic planning and policies from executives as decision-makers and this research also contributes as an evaluation material and developing insight into the implications of the FLIC program which is relatively new in the world of education in Indonesia and will provide benefits as a source of literacy for further research on the development of the FLIC program.

The remainder of this paper is structured as follows. Section 2 reviews the literature relevant to previous research theories that explain the relationship between variables. Section 3 analyzes the methodology used to conduct empirical research on regulation and strategic stratification. Section 4 contains the results of statistical testing and a description of the findings during the research implementation process. Section 5 discusses the results. Section 6 contains conclusions from statistical tests and results.

## 2. LITERATURE REVIEW

### 2.1. Strategic planning from

The Ministry of National Education has formulated educational goals to be achieved by 2024 to describe the measures for the implementation of the mission and the achievement of the vision:

1. Expanding access to quality education for fair and inclusive students.
2. Strengthening the quality and relevance of education centred on the development of learners.
3. The story of the potential of students with character.
4. Preservation and promotion of culture, language, and literature and their mainstreaming in education.
5. Strengthening participatory, transparent, and accountable education and cultural governance systems.

And to measure the achievement of these goals, the strategic plans that The Ministry of National Education wants to make until 2024 are:

1. The target to be achieved is related to the first objective. Expanding access to quality education for equitable and inclusive students is increasing equity quality educational services at all levels.
2. The target to be achieved is related to the second goal — strengthening the quality and relevance of education centred on the development of students is to increase the quality of education learning and the relevance of education at all levels.

3. The target to be achieved is related to the third objective — the development of students' potential with character strengthens students' character.

4. The target to be achieved is related to the fourth objective — increasing the role of culture, language, and literature in the nation's life, namely increasing the promotion and preservation of language and culture.

5. The fifth goal is to strengthen the participatory, transparent, and accountable education and cultural governance system to increase the participatory, transparent, and responsible education, cultural governance approach, and accountability.

### 2.2. Differentiation of higher education in Indonesia

Universities in Indonesia are classified into several names according to the needs and study programs pursued and scientific knowledge. According to data (PDDikti Kemenristekdikti, 2017), 3,726 higher education institutions are divided into universities, institutes, colleges, academies, community academics, and polytechnics in Indonesia. Universities have different ways and methods of implementing the teaching system. However, the curriculum adopted by students has been regulated by the Ministry of Education and Culture of the Republic of Indonesia. The differentiation that occurs also occurs based on the administrative system carried out in each university which is classified into two, namely universities managed by the Ministry of Education and Culture or referred to as national universities and private universities managed by Higher Education Services Institutes ("Lembaga Layanan Pendidikan Tinggi", LLDIKTI) or institutions under the Ministry of Education and Culture in Indonesia, province area.

### 2.3. Strategic planning and FLIC program

The implementation of the FLIC program needs to be studied more deeply by looking at some literacy either from books or the results of research on educational curricula in many countries (Ulrich & Güler, 2021). The theory regarding strategic planning in higher education is what was conveyed by Srinivas and Rajendran (2019) who considered that one of the reasons for the decline in interest of prospective students was due to the boredom of studying in class based solely on class lectures, not teaching the implementation of work that was practiced based on existing theories. Therefore, strategic planning is expected to be one of the solutions for developing the FLIC program in the future with several indicators of its application, such as defining objectives, scope, assessing internal resources, analyzing internal regulations, developing competitive strategies, communicating with relevant stakeholders, implementing systems and evaluating benefit.

### 2.4. Strategic planning and stratification

The stratification problem in the higher education system is a topic of discussion in many circles, even in established countries (Davies & Zarifa, 2019). More studies on stratification in universities still

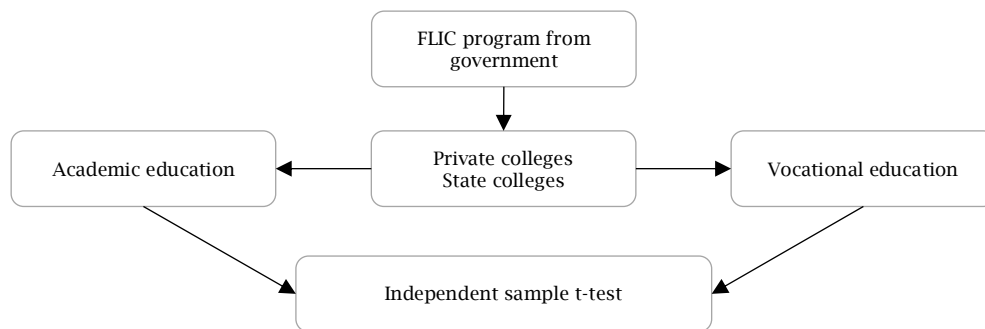
need to be done because of the lack of literacy issued by previous studies. Setiawan, Arif, Mahmudah, Agustina, and Martah (2021) illustrate a large gap if there is a significant difference in education strata in the decision-making and implementation of academic programs in higher education. The indicator that is made as a measuring tool in higher education stratification is to assess the level or sector differentiation that occurs for both lecturers and students — developed again by considering social differentiation that occurs in the university environment. The assessment continues with self-recognition indicators and appropriate and appropriate resource allocation.

## 2.5. Strategic planning and college executive attitude

The quality of education has become a hot topic amid the COVID-19 virus pandemic that has lasted for almost two years (Grove, Clouse, & Xu, 2021). Strategic planning is an integral part of supporting the progress and quality of higher education. The focus of the study conducted by Mok and Jiang (2017) also highlights the quality of universities with low instructional levels so they cannot compete when entering an increasingly dynamic and competitive world of work. The FLIC program is carried out with the hope of achieving graduates

who are competitive and have a good level of competence. Changes in the sustainability mindset can help lecturers or educators frame the curriculum to facilitate a comprehensive and profound learning system for the future (Kassel, Rimanoczy, & Mitchell, 2016). The attitude of university executives is essential to support the realization of the FLIC program to realize strategic changes in the face of changes in the world of industry and work (Parkes, Buono, & Howaidy, 2017) argues that by instilling the principles of responsible education management into the curriculum, higher education institutions need to review the designs that have been made with teaching approaches, research strategies, and agendas, partner collaboration on an ongoing basis. This aligns with the FLIC program by adding to the need for fieldwork experience, implementing initiatives to reward action, developing learning and assessment platforms (Décamps, Barbat, Carteron, Hands, & Parkes, 2017). Executive attitude can also be interpreted as risk-taking or risk-averse, which is reflected by the size of the existing corporate risk (Dover, Manwani, & Munn, 2018). Corporate research in universities is measured using executive attitude indicators: profitability, efficiency, market share, debt service, processes and services, human resources, customers, and governance (Jiang, Wintoki, & Xi, 2021).

Figure 1. Conceptual framework



## 3. RESEARCH METHODOLOGY

This research is based on the strategic planning strategy of universities in Indonesia which was developed through the FLIC program. The survey was conducted in several university locations to get executive attitudes toward strategy. The questionnaire was designed under a theoretical framework with the five competitive forces model after conducting interviews and consulting with university leaders, planning staff, administrators, higher education researchers, and questionnaire design experts. The questionnaire was divided into six parts: basic situation, awareness of planning staff regarding strategic planning, private college special planning department, private college planning procedures, the scope of plan text, assessment, and assurance of plan implementation. This research focuses on strategic planning built with the FLIC program's performance, types of FLIC implementation program plans, influential groups in strategic planning, FLIC program coverage, and assessment methods. This study uses a comparative analysis pattern based on various types of universities in Indonesia.

### Questionnaire design

This study is based on the independent "Strategic Planning Survey of Private Universities in Indonesia Implementing the FLIC Program". With the support of the Indonesian Ministry of Education and Culture, the survey was designed to systematically collect information on the formulation and implementation of strategic planning by private universities in Indonesia. This survey is the first major survey in the field. The questionnaire was designed under the theoretical framework of the five competitive forces model of research (Hu et al., 2018) after interviewing and consulting with university chancellors, planning staff, government administrators, higher education researchers, and questionnaire design experts.

The questionnaire has six sections: basic situation, awareness planning staff on strategic planning, special planning departments, planning procedures, coverage of plan texts, assessments, and assurance of plan implementation. Sixty-five questions answer these six sections. This study focuses on strategic planning awareness, types of strategic plans, influential groups in strategic planning, the scope of plain text, and assessment

methods. A comparative analysis was carried out based on the various private universities that have conducted FLIC programs.

The survey process was carried out in December 2021, and two survey rounds to achieve the target of 476 study programs in 100 universities in the province of East Java, Indonesia. The distribution of the questionnaires was carried out very representatively. Descriptive statistics were determined based on the data collected, and a stratified analysis was performed using two dimensions. As noted, the first dimension is the level of the college hierarchy. The sample is focused on private universities with the implementation or planning of the FLIC concept. One-way analysis of variance (ANOVA) was performed to examine group differences in each component. Descriptive statistics were determined based on the data collected, and a stratified analysis was performed using two dimensions. As noted, the first dimension is the level of the college hierarchy. The sample focused on private universities with the implementation or planning of the FLIC concept. One-way analysis of variance (ANOVA) was performed to examine group differences in each component. Descriptive statistics were determined based on the data collected, and a stratified analysis was performed using two dimensions. As noted, the first dimension is the level

of the college hierarchy. The sample is focused on private universities with the implementation or planning of the FLIC concept. One-way analysis of variance (ANOVA) was performed to examine group differences in each component.

#### Sample and data

This survey was conducted via email to increase the questionnaire response capacity. The population in question is university and faculty officials aware of and are part of a university planning study on the FLIC program. The survey process starts from October 2021 to December 2021 with 300 questionnaires distributed in 100 universities with a sample of 3 study programs per university. Although overall, it is not massive, the distribution is correct and representative. The sample returns reached 80%, or about 235 have provided answers. Sample based on data collection, descriptive statistics were carried out through stratified analysis, which was carried out using two dimensions. The first dimension uses hierarchical levels in universities, with the first sample representing similar courses at universities. The second dimension is carried out to examine the different types of study programs at the university, economics and business study programs, engineering study programs, and other scientific study programs.

**Table 1.** Valid sample distribution

University type		Number	Percentage
Based on hierarchy	Linear	24	24%
	Non-linear	76	76%
Kind	Academic and vocational education	178	59,3%
	Academic education	96	32%
	Specialist education	26	8,6%

**Table 2.** Multicollinear test

Model	Std. error	T	Sig.	95% confidence interval	
				Lower	Upper
(Constant)	0,667	2,889	0,021	0,674	0,774
Strategic planning	0,291	2,317	0,001	0,827	0,908
FLIC	0,476	1,981	0,000	0,158	0,086
Stratification	0,376	1,997	0,000	0,236	0,335
Executive attitude	0,557	2,142	0,002	0,673	0,519
Strategic planning, FLIC, Stratification, Ex. attitude	0,701	1,976	0,013	0,896	0,767

#### Multicollinear detection with standard error value

The standard error value for all variables is  $< 1$ . The standard error constant is 0.677, which is also  $< 1$ . This indicates no multicollinearity, so the beta coefficient ( $\beta$ ) value can be measured with precision variables.

Note the confidence interval value, lower bound and upper bound; the range is minimal. For example, in strategic planning, the field is between 0.827 and 0.908. And in FLIC, the range value is 0.158 to 0.086. This causes the partial t-significance value above to be less than the critical limit of 0.05 or rejects  $H_0$  (null hypothesis), namely at strategic planning of 0.001; FLIC of 0.001; stratification of 0,000; the executive attitude of 0,002, and strategic planning, FLIC, stratification, the executive attitude of 0.013. This shows that a strongly correlated variable with other variables in the model can cause a dramatic change in the value of the partial regression coefficient.

## 4. FINDINGS

All respondents attach great importance to strategic planning and acknowledge their role in university development. There is no apparent difference between universities that have carried out the FLIC program to develop strategic plans in the past year. At the same time, there are clear differences in the formulation of unique plans carried out by study programs at several universities regarding the implementation of the FLIC program.

From the resulting survey, three respondents from one university did not make strategic plans related to this program in the long term but are still developing whether this program is acceptable in the short or medium-term and produces the expected output.

Formulating strategic planning with short and medium-term FLIC programs between study programs and universities emphasizes the formulation of plans with maximum results. The percentage of

achievements achieved is 82.21% for universities and 86.78% for academic and vocational education, which is much higher than the average (Table 3).

**Table 3.** Percentage of differences in university planning and study programs (%)

Indicator	Average	Level		Type		
		Private university	State university	Academic and vocational education	Academic education	Specialist education
Five-years plan FLIC	99,79	100	99,42	100	99,86	96,98
Medium and long term plan FLIC	76,96**	82,21**	67,66	86,78	79,88	75,76
Specialized plan	85,34***	96,88***	84,77	94,65***	92,87***	68,45***

Note: \*\*, \*\*\* significant at 0,05 and 0,01, respectively.

In connection with the formulation of specific plans, there is a gradual decline in hierarchies or sectors. In special plans, private universities and academic/vocational education are high percentages,

95.88%, and 94.65%, respectively. Private universities and academic education pathways are 82.21% and 86.78%, respectively.

**Table 4.** Motivation to start a plan

Indicator	Total	Level		Type		
		Private university	State university	Academic and vocational education	Academic education	Specialist education
Administrative power	3.56	3.42***	3.76***	3.66	3.61	3.51
Formulate the FLIC plan	2.87	2.76	2.89	2.85	2.90	2.82
Development needs	4.82	4.86	4.84	4.73	4.82	4.91

Note: \*\*, \*\*\* significant at 0,05 and 0,01, respectively.

The results of the university survey in planning the FLIC program as part of the strategic plan are significant in determining student output, the position of the university in the future, and increasing the allocation of resources appropriately. The university's position is very different from that of a company that always requires a specific development goal. In fact, strategic planning, including the FLIC program, is made to provide awareness of future planning strategies to produce competitive outputs. However, there is no clear difference between before the FLIC program and after this program.

The second finding is that several universities have the same goal as the implementation of FLIC,

which is expected to improve graduate competence, soft skills, or hard skills to be better prepared for the needs of the times prepare graduates who are superior and competitive. There are still those who have not implemented this program in its implementation because the system and rules are not yet standardized. Basically, every university wants a mission to be the best at the national level by becoming a pilot in implementing this program. However, the survey results show that only a few universities have successfully implemented this program, and it is shown by most universities with academic and vocational education (Table 4).

**Table 5.** FLIC program mission with the old curriculum

Indicator	Total	Level		Type		
		Private university	State university	Academic and vocational education	Academic education	Specialist education
New curriculum with FLIC	4.63	0.97***	0.94***	24.19***	14.42***	7.12***
Previous curriculum	25.65	40.33**	45.67**	34.23**	30.19**	24.32**

Note: \*\*, \*\*\* significant at 0,05 and 0,01, respectively.

A five-point scale is used to determine the most influential group in the FLIC program planning strategy. Six of them are university leaders, professors, heads of departments, faculties, study programs, and students by discussing nine groups. And the three groups that were further tested were from the government sector, namely the education administration section, alumni, and special external planning. The study results indicate that the rector of the university leadership, the head of the university office, and professors are a large group that influences the strategic planning of

the FLIC program at the university. And from the external side, the education administration also has a significant influence on the planning of this strategy. Meanwhile, students and alumni have minimal impact. The next explanation is that special education is more concerned with alumni and uses external planning in their strategic planning process to implement the FLIC program. Meanwhile, private universities are given a higher weight than public universities, and private universities are more focused on the role of students (Table 5).

**Table 6.** Influential indicators from different groups

Group	Total	Level		Type		
		Private university	State university	Academic and vocational education	Academic education	Specialist education
Leader of university	4.01	4.21***	3.87***	4.17	3.98	4.15
Professor	4.78	4.87**	4.84**	4.78**	4.67**	4.81**
Head of division	4.15	4.03	4.01	4.04	4.11	4.09
Faculty	4.10	4.11**	4.12**	4.14**	4.21**	4.09**
Study program	4.21	4.14	4.05	4.24	4.31	4.29
Student	3.19	3.27	3.35	3.65	3.54	3.29
Education administration	2.87	2.98	2.94	3.01	2.99	2.97
Alumni	2.98	3.13	2.94	3.03	2.99	3.01
Special external planning	3.64	3.24***	3.43***	3.12***	3.08***	2.98***

Note: \*\*, \*\*\* significant at 0,05 and 0,01, respectively.

**Table 7.** Description of FLIC program plan text

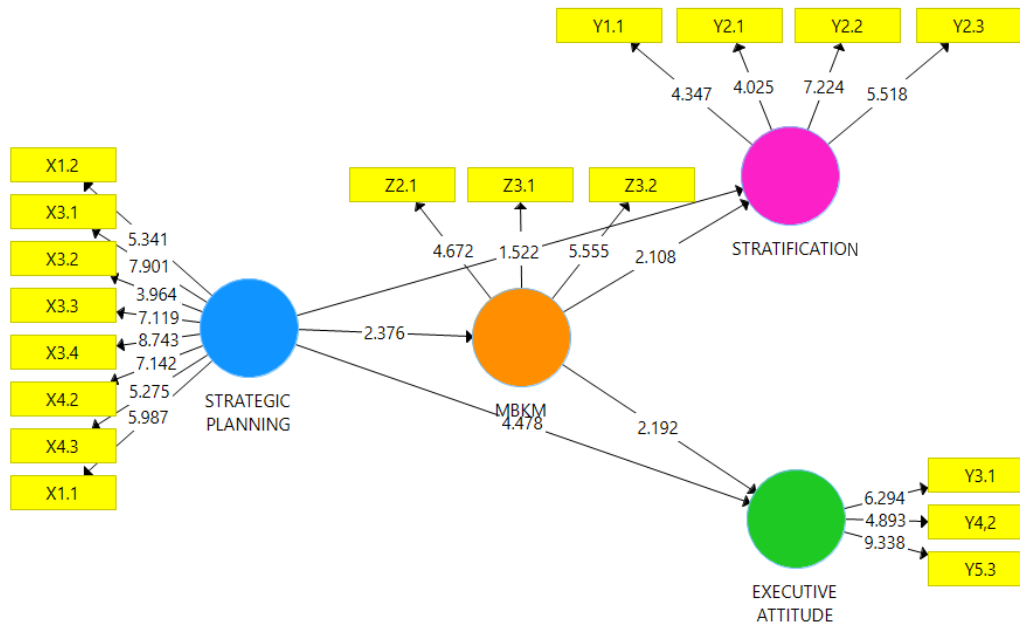
Description	Level		Type		
	Private university	State university	Academic and vocational education	Academic education	Specialist education
Missions are explained in a structured way	4.67	4.64	4.71	4.74	4.69
SWOT analysis	4.45	4.52	4.59	4.62	4.70
Evaluation indicator	4.61**	4.55**	4.67**	4.43**	4.53**
Target setting	4.35	4.31	4.38	4.41	4.39
Annual plan development	3.35***	3.51***	3.56***	3.62***	4.19***
Main task plan development	3.71*	3.78*	3.68*	3.76*	4.23*
Responsible for main tasks	4.14	3.99	4.21	3.98	3.79
Rating mechanism	3.97*	3.63*	3.59**	3.90**	3.81**

Note: \*\*, \*\*\* significant at 0,05 and 0,01, respectively.

The description of the text of the plan explains that most private universities and public universities always prioritize a clear mission structure with swot analysis as their goal setting. However, some do not explain how to fulfil these goals by comparing hierarchies with higher-level institutions, focusing more on mission and goal achievement. Lower-level universities focus more on program outcomes,

the development of annual plans, and program strengthening. Private universities implementing the FLIC program show a strong unity of vision and action when compared by sector. In contrast, public universities are more visionary and less action-oriented, but both value the entire strategic planning process (Table 7).

**Figure 2.** Bootstrapping



**Table 8.** Value of t and p-value on path coefficient (University data)

<i>Relationship between variables</i>	<i>Standard deviation</i>	<i>T-statistic</i>	<i>P-value</i>
FLIC → Executive attitude	0,082	2,192	0,029
FLIC → Stratification	0,094	2,108	0,036
Strategic planning → Executive attitude	0,066	4,478	0,000
Strategic planning → FLIC	0,087	2,376	0,018
Strategic planning → Stratification	0,089	1,992	0,038

This research has answered with certainty resulting from the three components of the processed data.

1. *The influence of strategic planning on FLIC at Maarif Hasyim Latif University:* Based on the testing data results, universities assess that strategic planning significantly affects the FLIC program launched by the Ministry of Education and Culture of the Republic of Indonesia, with an increase in one strategic planning unit, which will increase the percentage of FLIC program implementation by 20.7%. In contrast, at the faculty data level, it increased to 25.5% and at the study program level, rose to 45.1%. From the comparative assessment of the data at these three levels, it can be seen that the smaller the data presented, the higher the influence value. This is also based on strategic planning indicators that stand out in this study, namely choosing a competitive development strategy that can make many adjustments to the FLIC program and implementing strategy and continuous evaluations can have a considerable influence on the course of the FLIC program in universities. This research is in line with that conducted by Hu et al. (2018), with the application of strategic planning can make many adjustments to get the desired goals. So the FLIC program is felt by the implementation of strategic planning carried out in universities as a big step in providing opportunities for creativity for students and lecturers.

2. *The influence of strategic planning on stratification:* Based on the testing data results, universities assess that strategic planning significantly influences the stratification variable, which means that increasing one unit of the strategic planning unit, will increase the stratification percentage by 17.6%. In contrast, it expands to 25.9% at the faculty data level at the program level. Study 22.1%.

3. *The influence of strategic planning on executive attitude:* Based on the testing data results, universities assess that strategic planning significantly influences the organisational attitude variable, which means that increasing one unit of strategic planning, will increase the percentage of corporate attitude by 33.2%. In contrast, it rose to 34.8% at the faculty data level, and at the study, the program level increased to 49.6%.

4. *Effect of FLIC on stratification:* Based on the testing data results, universities assess that the FLIC program significantly affects the stratification variable. By increasing one unit of the FLIC program, the percentage of the stratification variable will increase by 19.8%. At the same time, at the faculty data level, it is 11.5%, and at the study program level it is 11.2%.

5. *The influence of FLIC on executive attitude:* Based on the testing data results, universities assess that the FLIC program significantly influences the organisational attitude variable, which means that with an increase of one FLIC unit, the percentage of corporate attitude will increase by 18%.

In contrast, it increases to 23% at the faculty data level, and at the study program level, it expands to 29.5%.

## 5. DISCUSSION

Why do most universities surveyed have a great motivation to implement the FLIC program in strategic planning?

According to the survey, respondents have a five-year plan, and some choose the medium and long term due to the following factors.

As a follow-up to the autonomy and freedom of students and lecturers in implementing the teaching and learning process that is no longer tied to the campus bureaucracy, the decision to launch the FLIC program from the government will be carried out independently by each university. The Ministry of Education and Culture of the Republic of Indonesia has approved this determination of education, and each university is given the authority to formulate regulations and annual plans and implement the program.

This program is carried out massively and still requires an adjustment process because the fast transition method will confuse actors, especially lecturers and students, in implementing it. Higher education in Indonesia has evolved from a simple system that focuses on undergraduate education to a relatively balanced mixed education. The FLIC program also encourages learning that focuses more on practicum rather than theory in the classroom which is expected to motivate students' competitive mindset in the future. In addition, by applying the freedom of learning outside campus through internships, it will be more sensitive to field situations and problems. At the end of education, they can conduct research and serve the community based on research and observation.

The government strongly encourages the implementation of the FLIC program in a strategic plan that can be prepared within the next five years. Through the Ministry of Education, the government has provided space for institutions to develop this program through a lot of research and development in the future.

The difference between private and public universities at different levels and types? What are the main factors contributing to the differences, and what are the implications?

As explained in the findings, there are clear differences between universities in implementing FLIC with the type of strategic plan, development objectives, and plan text.

In the formulation of strategic planning, universities basically have a special plan, although several types of universities seem not so enthusiastic. This finding is related to the nature of special plans made for certain purposes; for example, professors from private universities are directly involved in planning the granting of



research grants from the Indonesian Ministry of Education. Special plans were made to encourage university development in certain fields.

Types of vocational education can participate in global competition, but rarely from universities that desire this. This finding shows that there are indeed differences in stratification in education in Indonesia. Universities that get a lot of financial assistance from the government will benefit greatly. This happens in many state universities that have high privileges in the eyes of society and the government. These results show that private universities must work hard to have the same reputation as public universities, which will require very high costs.

From several models and explanations above with the application of competitive forces to analyze differences, it is known that universities at different levels and certain types are placed in different competitive environments. Admission to public universities will be very competitive. Therefore, they have extreme bargaining power. Meanwhile, private universities with large external funding will gain market share from well-built facilities. Meanwhile, universities with specialist types of education will face strong demands for high-quality education. Colleges are enthusiastic about planning their strategies and ambitious in setting out their missions. Meanwhile, private universities, which were developed to complement state universities, have been operating under a relatively weak market mechanism. As such, private universities are at a disadvantage in the competitive world environment of higher education. This has happened in Indonesia's different stratification of higher education for many years.

The findings above state that private universities are a group with a high level of awareness of their development. For example, they can take strong initiatives in formulating medium and long-term plans even though they are not required. Private universities have a visionary and action-oriented nature to maintain balance throughout their strategic planning process. In addition, they are more concerned with the role of students and special externals when compared to other universities.

The results of this study are slightly contrary to what was done by Hu et al. (2018) who explained that the hierarchical level of education in China could encourage universities to become global, while this study does not have the role of students and how they compete in the outside world when they graduate from university. In the context of a free curriculum to study outside the classroom by participating in an internship program, university graduates are expected to have a competitive advantage in the world of work or industry.

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## 6. CONCLUSION

Based on the results of the 2021 strategic planning survey, this article performs a comparative analysis based on the difference between universities in Indonesia. The data results show that most of the universities surveyed have a positive awareness of strategic planning using the FLIC program as a suitable tool for developing and attracting resources and integrating them. Indeed, there are differences in the formulation of missions, texts, and assessments of strategic plans of different types. These differences show moderately that higher education needs in Indonesia are very diverse.

This article proves an obvious difference between private universities and public universities with a hierarchical stratification approach. The higher the institutional level, the more ambitious the strategic planning. As an analysis, universities with the type of vocational education focus more on alumni and special external students. At the same time, the academic type or a mixture of both is more market and action-oriented.

This study shows that the strategic planning of higher education correlates with the current education situation in Indonesia by revealing the characteristics of Indonesian higher education. At the stage and environment of unequal competition, types of universities will face different levels and types. In contrast to previous studies on in-house strategic planning, this article provides another overview of looking at strategic planning from differences within institutions. Another illustration shows different implications in strategic planning through the FLIC program. And this provides new evidence of stratification in higher education in Indonesia when viewed from a strategic planning perspective.

It is imperative to continue this research because this program will develop significantly by focusing more on students' fieldwork practices and being prepared to have work-ready competencies in the industrial world. Even in the long-term plan has been planned to be able to open up many new jobs with the emergence of creative and innovative ideas in creating new businesses.

This research has limited time, and the geographical conditions of the country of Indonesia are very wide, so it has not been able to reach the total population and samples from all provinces. For this reason, a more in-depth study of this research is needed to obtain maximum results in determining the potential of strategic planning carried out by the government and universities as the main goal is to produce students who are ready to work and have competitive advantages in the future.

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