

THE EFFECT OF STRATEGIC PLANNING ON THE IMPLEMENTATION OF INDEPENDENT CAMPUS LEARNING

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Abstract

How to cite this paper: Ekasari, R., Rodli, A. F., & Arif, D. (2022). The effect of strategic planning on the implementation of independent campus learning [Special issue]. *Corporate Governance and Organizational Behavior Review*, 6(2), 300–306. <https://doi.org/10.22495/cgobrv6i2sip14>

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ISSN Online: 2521-1889
ISSN Print: 2521-1870

Received: 05.01.2022
Accepted: 22.06.2022

JEL Classification: D83, O21, R58
DOI: 10.22495/cgobrv6i2sip14

This study was conducted to determine the strategic planning applied to teaching and learning strategies in independent campus learning programs that have been planned by the Ministry of Education and Culture of the Republic of Indonesia. This study uses a sample of the population in universities. The sample population is expected to provide a quality predictive value. The method used is descriptive quantitative research, using stratified data based on respondent stratification surveying several areas in East Java Province, Indonesia. This research is in line with what has been done by Hu, Liu, Chen, and Qin (2018) who answered the problems of higher education in China by applying different strategies to get careful planning in creating good outcomes for students and encouraging university progress and the quality of graduates. This study found that students' application of teaching and learning strategies can respond positively to the performance of the Freedom to Learn — Independent Campus (FLIC) by providing affective experiences to students in learning outside the classroom and directly entering the industrial world or creating entrepreneurial methods. This research contributes to encouraging the implementation of the Indonesian Ministry of Education policy in changing more effective learning methods by providing experiences outside the classroom.

Keywords: Strategy Implementation, Teaching-Learning Strategy, Freedom to Learn, Independent Campus, Indonesia

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

Declaration of conflicting interests: The Authors declare that there is no conflict of interest.

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 (Grenni, Horlings, & Soini, 2020). 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, 2021). 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 organizations 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 study the Freedom to Learn — Independent Campus (FLIC) program. With the Merdeka Learning program, the Merdeka 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 positively affected organizational performance (Mallon, 2019). 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 is to allow 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 (Mallon, 2019) also influences perceptions and attitudes toward implementing strategic planning. This study provides empirical evidence on strategic planning using executive attitudes toward strategic planning tools (Kalkan & Bozkurt, 2013) 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 (Tomczak, Lanzo, & Aguinis, 2017). Universities are required to improve the 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 (Li, Bhutt, Nasiri, Shaikh, & Samo, 2018). 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, 2014). In his most popular book, Keller (2007) uses many university examples as cases to explain the management transformation and strategic planning advantages of American colleges. 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 Regulation of the Ministry 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. Strategic management can encourage the rapid development of higher education (Köseoglu, Yick, & Parnell, 2021) build a strategy-structure-culture pattern (Song, Du, & Li, 2020). 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 colleges at the undergraduate level.

The survey was conducted to seek strategic planning formulation among universities and investigate planning procedures, leadership, implementation, and assessment processes. This study aimed to examine the implementation of FLIC with strategic planning at the university level. The specific research question is:

RQ: Is there a significant influence of teaching and learning strategic planning on the FLIC program?

In this study, it can be explained in detail the structure of the paper in general, which explains the gaps that occur and the problems that are solved by the new policy by the government. The first part of the research background explains the hole in the education system that is too focused on material and not ready for every graduate to compete with the industrial world due to the lack of experience and expertise that the learning system should create from schools or universities. This is to the research of Alam, Ullah, and Benaïda (2022) which explains that the educational paradigm in the classroom will only provide academic experience without any experience in their skills and abilities in making decisions. The second part describes a literature review that explains the relationship between strategic planning and government policy programs, namely the independent learning campus. The decline in interest in learning and skills is due to the lack of implementation of learning outside the campus with professionals in the industry or services (Srinivas & Rajendran, 2019). The third part explains that this research uses a survey method by sending a questionnaire designed with five competitive forces models focusing on strategic planning and government policy implementation (Setiawan, Arif, Mahmudah, Agustina, & Martah, 2021).

Therefore, the remainder of this paper is structured as follows. Section 2 presents the review of the relevant literature. Section 3 outlines the research methodology. Section 4 reveals the results of the study. Section 5 discusses the findings and, finally, Section 6 concludes the paper.

2. LITERATURE REVIEW

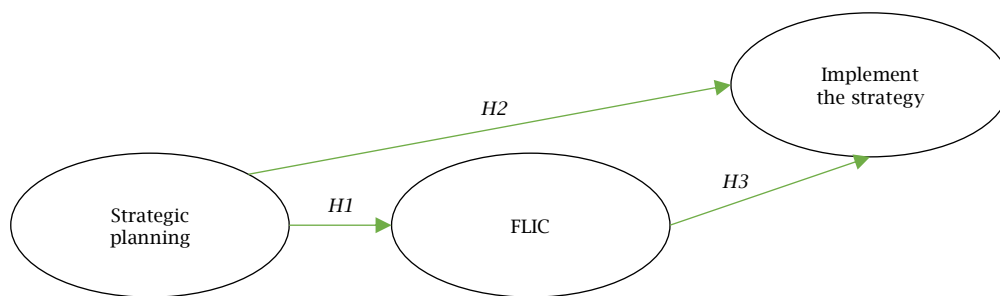
2.1. Differentiation of higher education in Indonesia

Universities in Indonesia are classified into several names according to the needs and study programs pursued and scientific knowledge. According to data (PDDikti Kemendikbud, 2017), 3,726 higher education institutions are divided into Universities, Institutes, Colleges, Academies, Community Academies, 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 Service Institute (Lembaga Layanan Pendidikan Tinggi – LLDIKTI) or institutions under the Ministry of Education and Culture in Indonesia.

2.2. 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. 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, and scope, assessing internal resources, analyzing internal regulations, developing competitive strategies, communicating with relevant stakeholders, implementing systems and evaluating benefit (Riyadi, Nugroho, & Arif, 2021).

Figure 1. Conceptual framework



Based on the conceptual or theoretical basis and the conceptual framework picture above, the hypotheses in this study are:

H1: There is a significant effect of strategic planning on FLIC.

H2: There is a substantial influence of strategic planning on implementing the strategy.

H3: There is an essential strategic FLIC influence on implementing the strategy.

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, the scope of FLIC programs, and assessment methods. This study uses a comparative analysis pattern based on various types of universities in Indonesia.

3. RESEARCH METHODOLOGY

3.1. Questionnaire design

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 (PC) special planning department, PC planning procedures, the scope of plan text, assessment, and

3.2. Sample and data

According to data from the Ministry of Education and Culture of the Republic of Indonesia in 2017, the number of universities reached 3,276, with 122 universities managed by the state or under the Ministry and 3,154 managed under the LLDIKTI in each province. The sample was taken from a university population with the number of private higher education institutions reaching 328 and 1,916 study programs. A piece of the people of private universities was collected through stratified probability sampling with a ratio of 14.2%, and 476 study programs with a balance of 24.8% were used as samples, with an estimated sample quota of 90% confidence level and 5% confidence level. The specific target population is planning officers from the surveyed institutions or their representatives in planning matters. The survey process was carried out in December 2021, and two

survey rounds to achieve the target of 476 study programs in 50 universities in 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 application 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 application 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 application or planning of the FLIC concept. One-way analysis of variance (ANOVA) was performed to examine group differences in each component.

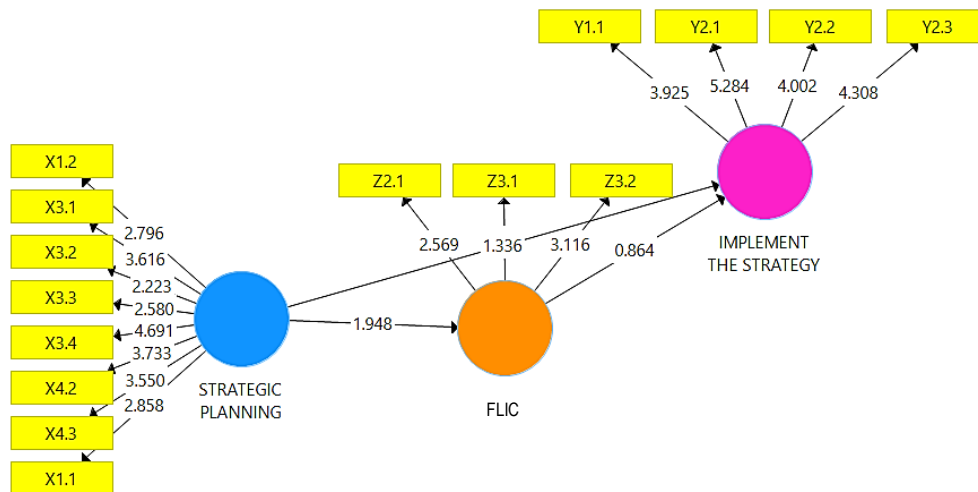
4. RESULTS

This research was conducted with the type of population sample at Maarif Hasyim Latif University throughout Sidoarjo, East Java, Indonesia. The output results of statistical testing using the SmartPLS 3 professional tools can be explained as follows:

Table 1. College FLIC outer loadings

Indicator	X1 (Strategic planning)	Z (FLIC)	Y1 (Implement the strategy)
X1.1	0.566		
X1.2	0.515		
X3.1	0.685		
X3.2	0.550		
X3.4	0.656		
X4.2	0.683		
X4.3	0.596		
Z2.1		0.683	
Z3.1		0.732	
Z3.2		0.738	
Y1.1			0.654
Y1.2			0.692
Y1.3			0.770
Y1.4			0.747

Figure 2. Bootstrapping SmartPLS



From Table 1, outer loadings after dropping the data, several questions were obtained that were declared to have had an external load value. The data above has an extreme loading value greater than 0.5 so that all of the above data is displayed as reliable (Sugiyono, 2010).

1. The X1.1 indicator has an external charge value of $0.566 > 0.5$, so the X1.1 indicator is reliable.
2. The X1.2 indicator has an external load value of $0.515 > 0.5$, so the X1.2 indicator is reliable.

3. The X3.1 indicator has an external load value of $0.685 > 0.5$, so the X3.1 indicator is reliable.
4. The X3.2 indicator has an external load value of $0.550 > 0.5$, so the X3.2 indicator is reliable.
5. The X3.4 indicator has an external load value of $0.656 > 0.5$, so the X3.4 indicator is reliable.
6. The X4.2 indicator has an external load value of $0.683 > 0.5$, so the X4.2 indicator is reliable.
7. The X4.3 indicator has an external load value of $0.596 > 0.5$, so the X4.3 indicator is reliable.

8. The Z2.1 indicator has an external load value of $0.683 > 0.5$, so the Z2.1 indicator is reliable.

9. The Z3.1 indicator has an external load value of $0.732 > 0.5$, so the Z3.1 indicator is reliable.

10. The Z3.2 indicator has an external load value of $0.738 > 0.5$, so the Z3.2 indicator is reliable.

11. The Y1.1 indicator has an external charge value of $0.654 > 0.5$, so the Y1.1 indicator is reliable.

12. The Y2.1 indicator has an external load value of $0.692 > 0.5$, so the Y2.1 indicator is reliable.

13. The Y2.2 indicator has an external load value of $0.770 > 0.5$, so the Y2.2 indicator is reliable.

14. The Y2.3 indicator has an external load value of $0.747 > 0.5$, so the Y2.3 indicator is reliable.

Table 2. Construct validity and reliability

Variable	Cronbach's alpha	rho_A	Composite reliability
FLIC	0.631	0.630	0.761
Strategic planning	0.762	0.765	0.827
Implement the strategy	0.690	0.692	0.809

Validity and reliability are used to assess the feasibility of latent variables to be studied.

1. *X1 latent variable (Strategic planning):* Cronbach's alpha value of 0.762; the importance of rho_A is 0.765, and the composite reliability value is 0.827, which is greater than 0.6. Thus, the latent variable X1 is valid and reliable.

2. *Latent variable Z (FLIC):* Cronbach's alpha value of 0.631; the importance of rho_A is 0.630,

and the composite reliability value is 0.761, which is greater than 0.6. Thus, the latent variable Z is valid and reliable.

3. *Latent variable Y (Implement the strategy):* Cronbach's alpha value of 0.690; the importance of rho_A is 0.692, and the composite reliability value is 0.809, which is greater than 0.6. Thus, the latent variable Y1 is valid and reliable.

Table 3. Total effect (University data)

Hypothesis	Original sample	Standard deviation	T-stats	P-value
FLIC → Implement the strategy (H3)	0.198	0.094	2.108	0.036
Strategic planning → FLIC (H1)	0.207	0.087	2,376	0.018
Strategic planning → Implement the strategy (H2)	0.176	0.089	1,992	0.038

The p-value value is used in this test instead of the t-statistic value.

The first hypothesis (H1): X1 (strategic planning) to Z (FLIC program):

H1_o: X1 has no significant effect on Z.

H1: X1 significantly affects Z.

Criteria:

1. If the p-value < 0.05 ; then reject *H1_o* and accept *H1*.

2. If the p-value > 0.05 ; then accept *H1_o* and reject *H1*.

Decision: Because the p-value is $0.041 < 0.05$, reject *H1_o* and accept *H1*. This means that X1 has a significant effect on Z.

The second hypothesis (H2): X1 (strategic planning) to Y1 (implement the strategy):

H2_o: X1 has no significant effect on Y1.

H2: X1 significantly affects Y1.

Criteria:

1. If the p-value < 0.05 ; then reject *H2_o* and accept *H2*.

2. If the p-value > 0.05 ; then accept *H2_o* and reject *H2*.

Decision: Because the p-value is $0.049 < 0.05$, reject *H2_o* and accept *H2*. This means that X1 has a significant effect on Y.

The third hypothesis (H3): Z (FLIC program) to Y1 (implement the strategy):

H3_o: Z has no significant effect on Y1.

H3: Z significantly affects Y1.

Criteria:

1. If the p-value < 0.05 ; then reject *H3_o* and accept *H3*.

2. If the p-value > 0.05 ; then accept *H3_o* and reject *H3*.

Decision: Because the p-value is $0.032 < 0.05$, reject *H3_o* and accept *H3*. This means that Z has a significant effect on Y1.

The total effect is if the variable X increases by one, then the other variables will follow the percentage of the original sample (O).

H1: Strategic planning to FLIC.

Shows the p-value < 0.05 with the original sample (O) of 0.207, which means that if the strategic planning value increases by 1 unit, the value of the FLIC program will increase by 20.7%.

H2: Strategic planning to implement the strategy.

Shows the p-value < 0.05 with the original sample (O) of 0.176, which means that if the value of strategic planning increases by 1 unit, the importance of implementing the strategy will increase by 17.6%.

H3: FLIC to implement the strategy.

Shows the p-value < 0.05 with the original sample (O) of 0.198, which means that if the value of the FLIC program increases by 1 unit, the value of implementing the strategy will increase by 19.8%.

5. DISCUSSION

Research with a population sample at Maarif Hasyim Latif University planning an appropriate strategy will bridge education progress, especially at the tertiary level. Therefore, it is necessary to study the new curriculum to implement the FLIC by the Ministry of Education and Culture of the Republic of Indonesia. From the results of data processing for the entire sample of tertiary institutions at Maarif Hasyim Latif University, it began to be seen that the significant impact of implementing strategic planning through the FLIC program on stratification and executive

attitudes had been carried out starting from strategy implementation, strategic objectives to evaluating the benefits of getting a lot of attention from respondents. However, several things related to data analysis have significantly impacted the FLIC program. Namely, the effect generated from each variable is still minimal compared to data analysis at the Faculty and Study Program levels. This research has answered with certainty resulting from the three components of the processed data.

1. *Effect of strategic planning on FLIC*: 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, increasing one strategic planning unit. It will increase the percentage of FLIC program implementation by 20.7%. The smaller the data presented, the higher the influence value will be. This is also based on the strategic planning indicator that stands 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 significantly influence the running of the FLIC program in universities (Hu et al., 2018). With the implementation of strategic planning, one can make many adjustments to achieve the desired goals. So, the FLIC program is felt by the performance 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 implementing the strategy*: Based on the results of testing data, universities assess that strategic planning significantly influences the implement the strategy variable, which means that with an increase in one strategic planning unit, the percentage of implementation of the strategy will increase by 17.6%. With this value, one can say that the role of implementing the strategy that has been prepared is important to increase the selling value of the university to the industry that will accommodate students. In addition, it also takes the role of many parties to become supervisors as an evaluation of each activity to perfect this activity.

3. *The effect of FLIC on implementing the strategy*: Based on the results of testing data, universities assess that the FLIC program significantly influences the implement the strategy variable, which means that with an increase in one unit of the FLIC program unit, the percentage of tools in the strategy variable will increase by 19.8%. This program is based on practice-based learning outside

the classroom, which is important to increase students' creativity and innovation in making decisions; this is trained amid digital disruption efforts to be easy to adapt to in the future.

6. CONCLUSION

Based on the research that has been done and the discussion, the following conclusions can be drawn:

1. Strategic planning has a positive and significant impact on the FLIC program, supported by processing population data levels based on data from universities, faculties, and study programs. The dominant indicators in influencing the FLIC program in this study are implementing the strategy, communicating the strategy to stakeholders, and evaluating the outcome (considering the benefits).

2. Strategic planning has a positive and significant impact on implementing the strategy supported by processing population data levels based on data from universities, faculties, and study programs. The dominant indicator affected is the level or sector differentiation within the university environment and social differentiation.

3. The FLIC program has a positive and significant impact on implementing the strategy, supported by processing population data levels based on university data.

This research is important in the future because the learning model that has followed the business model of the industrial world and digitalization that demands creativity and innovation from prospective workers; we try to highlight the value that occurs if learning has been carried out well in the classroom, but it should also be noted that this spurred their creativity in thinking and learning to solve problems quickly — learning outside the classroom that has been tried to be regulated in the government's decision to encourage them to be more creative and able to adapt to digital disturbances that are increasingly turning into a massive competition between industry players. From several samples and tests, significant results have been obtained that learning outside the classroom with the application of good strategies will encourage student innovation and creativity to think quickly in deciding something, and is expected to be a generation that is easy to adapt and compete in any industrial sector.

This research was conducted with limited time and cost in its implementation so that the resulting data is still very possible to be added and produce more detailed conclusions and better results in the future.

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