International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

Strengthening The Economics Study Program At FEB Unimed Through Needs Analysis And Development Strategies

Ainul Mardhiyah[1], Dita Eka Pertiwi Sirait[2], Ivo Selvia Agustin[3], Shintami Oktavia[4], Syarah Safira Husna[5], Mutia Sugianto[6], Nadia Nur Qomarina[7], Nadin Azira[8], Ruwina Rahmanda[9]

[123456789]State University of Medan

Corespending Email : ainulmardhiyah@unimed.ac.id, ditaekapertiwi@unimed.ac.id, ivoselvia@unimed.ac.id, shintami23@unimed.ac.id, syarahsafira13@gmail.com, mutiasugianto151@gmail.com, nadiaanurr05@gmail.com, nadinazira515@gmail.com, ruwinarahmanda0806@gmail.com

Abstract

Strengthening the Economics Study Program of the Faculty of Economics and Business (FEB) of Medan State University (Unimed) requires a development strategy based on the needs of all stakeholders and a strategic environmental analysis. This study aims to identify stakeholder needs, analyze internal and external factors, and formulate a strategy for strengthening the study program that is applicable and sustainable. The study used a mixed methods approach with a sequential explanatory design, involving 166 respondents from six stakeholder groups (alumni, active students, lecturers, graduate users, study program heads, and laboratory heads), which were enriched with in-depth interviews and Focus Group Discussions (FGDs). Quantitative data were analyzed using the Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS) matrices, while qualitative data were analyzed using the Miles and Huberman interactive technique to triangulate the quantitative results. The results showed a total IFAS score of 6.644 with a strength-weakness (S-W) difference of 0.124, and a total EFAS score of 6.759 with an opportunity-threat (O-T) difference of 0.0995. The strategic position of the study program is at coordinates (0.124; 0.0995), namely Quadrant I, which indicates a favorable condition with the main internal strength

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

in the form of the quality of lecturers' human resources and external opportunities in the form of the development of a digital entrepreneurship ecosystem. The recommended strategy is an aggressive growth strategy (Strength-Opportunity) that utilizes the strength of human resources and the reputation of the department to capture opportunities for digital economic growth and entrepreneurship, without neglecting to improve weaknesses in the aspects of research-publication and utilization of digital technology.

Keywords: Needs Analysis, Development Strategy, SWOT, IFAS-EFAS, Study Program

INTRODUCTION

The Economics Study Program at the Faculty of Economics and Business (FEB) of Medan State University (Unimed) plays a strategic role in producing graduates capable of analyzing economic phenomena, formulating policies, and contributing to regional and national economic development. Amidst the dynamics of the industrial revolution 4.0 towards society 5.0, job market demands for graduate competencies have experienced a significant shift, both in terms of hard skills and soft skills, including data analysis skills, digital literacy, and the ability to adapt to changes in global economic policy.

The Independent Learning and Independent Campus (MBKM) policy also encourages higher education institutions to reorient their curriculum and strengthen study programs to better meet the needs of the business and industrial world (DUDI). However, strengthening study programs cannot be done haphazardly; a comprehensive needs analysis is required for all stakeholders, including students, alumni, lecturers, and graduate users, as a basis for formulating targeted development strategies.

Some of the problems identified in the Economics Study Program of FEB Unimed include: the suboptimal alignment (link and match) between graduate competencies and job market needs, limited partnerships with the industrial world, and the need to strengthen governance to support the achievement of superior accreditation and the competitiveness of the study program at the national and international levels. These conditions raise several fundamental questions: what are the stakeholders' needs for the competencies and governance of the study program; what internal and external factors influence its development; and how appropriate strengthening strategies can be formulated based on the results of the needs analysis and strategic environment

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

analysis. Based on these problems, this study aims to identify stakeholders' needs for the development of the Economics Study Program of FEB Unimed, analyze the internal and external factors that influence them, and formulate applicable and sustainable study program strengthening strategies.

Many studies have been conducted on needs analysis in higher education institutions, generally focusing on curriculum evaluation or partial student satisfaction. Previous research tends to treat needs analysis and development strategy analysis as separate studies, without integrating them into a single study program decision-making framework. The novelty of this research lies in the simultaneous integration of multi-stakeholder needs analysis with strategic environmental analysis (SWOT), resulting in a more comprehensive, contextual, and directly implementable study program strengthening strategy formulation by the management of the Economics Study Program, FEB Unimed.

.

LITERATURE REVIEW

Quality and Competitiveness of Study Programs in Higher Education

The quality of a study program reflects the alignment of higher education standards with learning outcomes, the learning process, and the relevance of graduates to the needs of society and the workplace. A study program's competitiveness is measured not only by its accreditation status but also by its ability to respond adaptively and sustainably to changing stakeholder needs.

Needs Analysis

Needs analysis is a systematic process for identifying gaps between actual conditions and those expected by stakeholders. In the context of program development, needs analysis is used to explore the expectations of students, alumni, faculty, and graduate users regarding competencies, curriculum, facilities, infrastructure, and academic governance, ensuring that program development outcomes are truly evidence-based and not merely managerial assumptions.

Study Program Development Strategy

Educational organization development strategies are generally formulated through the identification of internal factors (strengths and weaknesses) and external factors (opportunities and threats) through a SWOT analysis approach. The Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS)

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

matrices are used to map the strategic position of study programs, which are then combined in the TOWS matrix to produce realistic and measurable development strategy alternatives.

Competencies of Economics Graduates and Their Relevance to the World of Work

The competencies of Economics graduates include macro- and microeconomic analysis, research and data processing skills, public policy understanding, and cross-sector communication and collaboration skills. The relevance of these competencies to the needs of the workforce is a key indicator of the program's success in preparing job-ready and competitive graduates.

Conceptual Framework

Based on the literature review above, this study develops a conceptual framework that connects the results of stakeholder needs analysis and strategic environmental analysis (internal-external) as two main inputs in formulating a strategy to strengthen the Economics Study Program of FEB Unimed, with the final output being recommendations for applicable development strategies.

METHOD

This study uses a mixed methods approach with a sequential explanatory design, namely the collection of quantitative data through a stakeholder needs survey followed by qualitative data mining through in-depth interviews and Focus Group Discussions (FGDs) to enrich and deepen the results of the quantitative analysis, especially in the formulation of study program development strategies. The study was conducted in the Economics Study Program, Faculty of Economics and Business, Medan State University, with a population including active students, alumni, permanent lecturers, and graduate users from government agencies, banking, and the business world. The sample for quantitative data was determined using a purposive sampling technique by considering the representation of each stakeholder group, while informants for qualitative data were selected through a snowball sampling technique until information saturation was reached.

Data were collected through four complementary techniques: a closed-ended Likert-scale questionnaire to measure stakeholders' level of interest and satisfaction with aspects of competency, curriculum, and study program governance; in-depth interviews with study program leaders, lecturers, and representatives of graduate users; FGDs with

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

the study program management team to formulate alternative development strategies; and a documentation study of the curriculum, accreditation forms, faculty strategic plans, and tracer study data. The research instruments consisted of a needs analysis questionnaire whose validity and reliability had been tested, a semi-structured interview guide, and FGD guidelines compiled based on indicators from the literature review.

Quantitative data were analyzed using descriptive statistics to map the level of importance and gap analysis between expectations and actual conditions. Furthermore, internal and external factor data were analyzed using the Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS) matrices and a SWOT analysis to determine the strategic position of the study program, which was then formulated into the TOWS matrix (Weihrich, 1982) to generate alternative development strategies. Qualitative data from interviews and FGDs were analyzed using the interactive analysis technique of Miles and Huberman (1994), including data reduction, data presentation, and conclusion drawing, which were used to strengthen and triangulate the results of the quantitative analysis. This research went through five stages, namely preparation (preparation and validity-reliability testing of the instrument), data collection (questionnaire distribution, interviews, and FGDs), data analysis (needs gap, IFAS-EFAS/SWOT, and qualitative triangulation), strategy formulation, and reporting the results in the form of journal articles and strategic recommendation documents. The validity of qualitative data is tested through source triangulation and method triangulation, namely comparing the results of interviews from various groups of informants with the results of quantitative surveys and documentation data, so that conclusions are obtained that are credible and can be academically justified.

RESULTS AND DISCUSSION

This study involved 166 respondents from six stakeholder groups in the Department of Economics, FEB UNIMED: alumni, current students, lecturers, graduate users (industry/institutions), heads of study programs, and heads of laboratories. This multi-stakeholder involvement is crucial to ensure that the needs assessment and development strategy formulation reflect not only the campus's internal perspective but also the perspectives of external parties directly impacting graduate performance in the workplace.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

Table1Respondent Characteristics Based on Group

No	Respondent Group	Number (n)	Percentage
1	Alumni	52	31.3%
2	Students	50	30.1%
3	Lecturer	47	28.3%
4	Graduate Users (Industry/Agency)	12	7.2%
5	head of the study program	3	1.8%
6	Head of Laboratory	2	1.2%
	Total	**166**	**100%**

Source: Results of primary data processing (2026)

The composition of respondents was dominated by alumni (31.3%) and active students (30.1%), followed by lecturers (28.3%), while graduate users, heads of study programs, and heads of laboratories each played a role as key informants who strengthened the validity of the data from the policy and industrial needs perspective.

IFAS Matrix (Internal Factor Analysis Summary)

Table 2 presents the results of data processing for the Strength factor. The highest average score was obtained by the S1 indicator regarding the quality of human resources for lecturers and education staff (3.49), while the highest weighted score was also obtained by S1 (0.997) because it received the largest weighting (0.286).

Table2Strength Matrix

Code	Indicators (summary)	Ranking	Weight	Rating	Score
S1	Quality and competent human resources (lecturers & educational staff)	1	0.286	3.49	0.997
S2	Curriculum relevant to the world of work & KKNI	3	0.143	3.33	0.476
S3	Graduates with academic and professional competence	2	0.238	3.40	0.810
S4	Facilities and infrastructure (labs, lecture rooms, digital facilities) are adequate	5	0.095	3.30	0.314

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

Code	Indicators (summary)	Ranking	Weight	Rating	Score
S5	Good reputation & accreditation recognition	4	0.190	3.33	0.634
S6	Active & organized student activities	6	0.048	3.22	0.153
	Total		**1,000**		**3,384**

Source: Results of primary data processing (2026)

Table 2 presents the results of the Weakness factor analysis. The highest weighted score was found in W5, concerning the quantity and quality of research, scientific publications, and community service, which still need improvement (0.843), followed by W1, concerning the suboptimal use of digital technology (0.703). The lowest average score was found in W7, concerning the inconsistent learning monitoring and evaluation system (2.86).

Table3Weakness Matrix

Code	Indicators (summary)	Ranking	Weight	Rating	Score
W1	The use of digital technology is not yet optimal and comprehensive	2	0.214	3.28	0.703
W2	The hard skills and soft skills of graduates do not fully match job requirements.	3	0.179	3.28	0.586
W3	Industrial cooperation is not yet intensive & sustainable	5	0.107	3.25	0.348
W4	MBKM implementation is not yet effective (partners, coordination, HR readiness)	4	0.143	3.26	0.466
W5	The quantity and quality of research, publications and community service need to be improved.	1	0.250	3.37	0.843
W6	Access to current journals, textbooks and academic references is limited	6	0.071	2.98	0.213

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Code	Indicators (summary)	Ranking	Weight	Rating	Score
W7	Monitoring and evaluation of learning is not yet consistent and structured	7	0.036	2.86	0.102
	Total		**1,000**		**3,260**

Source: Results of primary data processing (2026)

The total IFAS score is obtained by adding the total Strength and Weakness scores, namely 3.384 + 3.260 = 6.644, with a difference (S − W) of 0.124. This positive value indicates that the department's internal strengths, as assessed by all stakeholder groups, are still more dominant than its weaknesses.

EFAS Matrix (External Factor Analysis Summary)

Table 4 presents the results of the opportunity factor analysis. The highest weighted score was O5, concerning the development of the digital entrepreneurship ecosystem (0.989), followed by O2, concerning the growth of the digital economy and fintech (0.821).

Table4Opportunity Matrix

Code	Indicators (summary)	Ranking	Weight	Rating	Score
O1	Increasing need for professional economic/business workers	4	0.143	3.39	0.484
O2	Digital economic growth, fintech & industrial transformation	2	0.238	3.45	0.821
O3	MBKM policy & government research grants	5	0.095	3.39	0.323
O4	Alumni network in various strategic sectors	6	0.048	3.33	0.159
O5	The development of the digital entrepreneurship ecosystem	1	0.286	3.46	0.989
O6	International cooperation opportunities (exchange, research, dual degree)	3	0.190	3.43	0.653
	Total		**1,000**		**3,429**

Source: Results of primary data processing (2026)

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

Table 5 presents the results of the threat factor analysis. The highest weighted score was T6, concerning the rapid changes in competency standards due to technological transformation (0.977), followed by T4, concerning the stringency of professional competency certification requirements (0.800).

Table5Threat Matrix

Code	Indicators (summary)	Ranking	Weight	Rating	Score
T1	Increasing number of competing economics study programs (PTN/PTS)	5	0.095	3.11	0.296
T2	The development of AI & job automation	3	0.190	3.36	0.640
T3	Changes to BAN-PT/LAM accreditation regulations	4	0.143	3.30	0.471
T4	Strict professional competency certification requirements	2	0.238	3.36	0.800
T5	Economic uncertainty & declining interest of prospective students	6	0.048	3.04	0.145
T6	The rapid changes in competency standards due to technological transformation	1	0.286	3.42	0.977
	Total		**1,000**		**3,330**

Source: Results of primary data processing (2026)

The total EFAS score is obtained from the sum of the total Opportunity and Threat scores, namely 3.429 + 3.330 = 6.759, with a difference (O − T) of 0.0995. This positive value indicates that the external opportunities that can be utilized by the department are still greater than the threats faced, as perceived by alumni, students, lecturers, and graduate users.

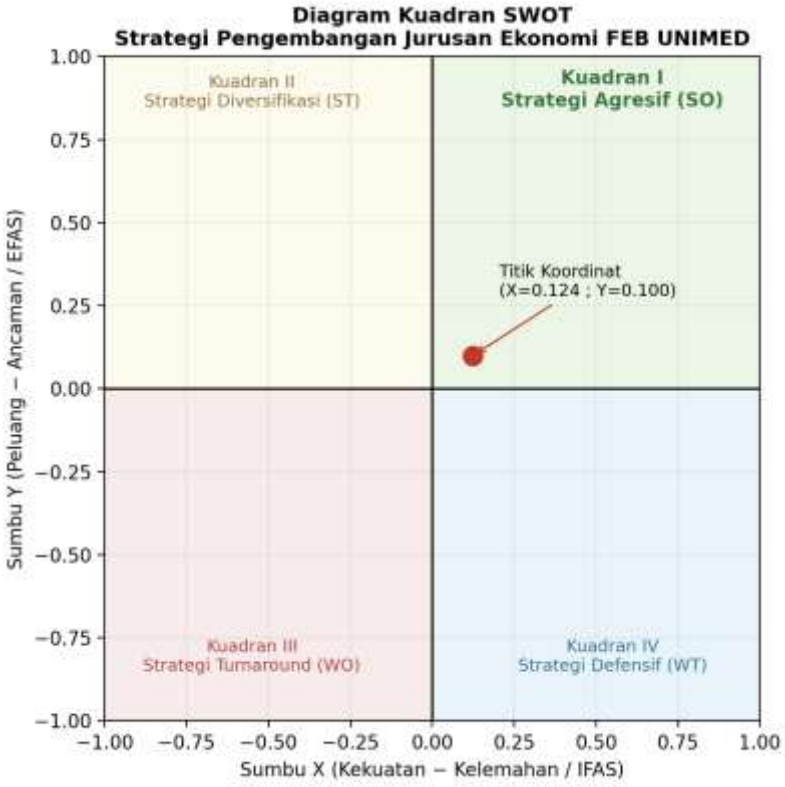
SWOT Quadrant Position

Based on the difference in IFAS scores (X-axis = 0.124) and EFAS (Y-axis = 0.0995), the strategic position of the Department of Economics, FEB UNIMED is at

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

coordinates (0.124; 0.0995), namely in Quadrant I. This position is depicted in the following Cartesian diagram.



Picture1SWOT Quadrant Diagram of the Economics Department, FEB UNIMED

DISCUSSION

1. Strengths of the Economics Department, FEB UNIMED

The results of the study indicate that the quality of human resources (S1) is the main strength with the highest weighted score (0.997), followed by graduate competency (S3) and reputation/accreditation (S5). This assessment is consistent across all respondent groups, including lecturers and graduate users who directly assess the performance of the department's HR. Freddy Rangkuti in his book SWOT Analysis: Techniques for Dissecting Business Cases emphasizes that strengths are resources, skills, or other advantages relative to competitors and the needs of the market served, so that factors with the highest scores should be the main basis in formulating organizational strategies.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

This finding aligns with a study of private universities, which found that the quality of human resources and institutional governance are key strengths underlying the strategic position of higher education institutions (Manalu & Ali, 2026). Therefore, the quality of competent lecturers and educational staff is a key asset that must be continuously maintained and developed as a foundation for department development strategies.

2. **Weaknesses of the Economics Department, FEB UNIMED**

The weaknesses with the highest weighted scores are the low quantity and quality of research, scientific publications, and community service (W5, score 0.843), followed by the suboptimal utilization of digital technology (W1) and the competency gap between graduates' hard skills and soft skills relative to the demands of the workforce (W2). Interestingly, this W2 indicator was also widely highlighted by graduate user groups, who directly experience this gap in the workplace. The findings regarding this competency gap are consistent with studies that strengthening students' soft skills and hard skills in an integrated manner is an urgent need to increase graduates' competitiveness and job readiness (study in BHAKTI NAGORI: Journal of Community Service, 2025).

In addition, limited access to scientific journals and the latest academic references (W6) and the inconsistent learning monitoring-evaluation system (W7) are the indicators with the lowest average, which indicates priority areas for improving internal academic governance.

3. **Opportunities for the Economics Department, FEB UNIMED**

The opportunities with the highest weighted scores are the development of the digital entrepreneurship ecosystem (O5, score 0.989) and the rapid growth of the digital economy and fintech (O2, score 0.821). These findings align with the World Economic Forum's Future of Jobs Report 2025, which noted that more than 60% of businesses in Southeast Asia view digital transformation and the need for new skills as key issues in the next five years. Therefore, educational institutions that respond to these trends have a strategic opportunity to strengthen the relevance of their graduates.

Other relevant opportunities include the Independent Learning-Independent Campus (MBKM) policy and the availability of government research grants (O3), which, according to studies on higher education institutions, play an important role as a quantitative instrument to strengthen the institution's strategic position when

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

combined with an objective SWOT analysis (Suliswiyadi, 2019, cited in Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora).

4. **Threats to the Economics Department, FEB UNIMED**

The threats with the highest weighted scores are the rapid changes in industry competency standards due to technological transformation (T6, score 0.977), followed by stringent professional competency certification requirements (T4, score 0.800), and the development of AI and job automation (T2, score 0.640). These findings reinforce the results of studies showing that the development of artificial intelligence requires adaptive transformation of higher education curricula; institutions that are slow to adapt their curricula risk being left behind in responding to changing competency needs in the workplace (Jaelani, Hidayat, & Febryantahanuji, 2024).

The threat in the form of an increase in the number and quality of competing economics study programs (T1) also needs to be watched out for, considering that according to Richard L. Daft, SWOT analysis is basically an effort to identify the strengths, weaknesses, opportunities and threats that determine the performance of an organization, including competitive pressure from similar institutions (Daft, 2010, quoted in the SWOT study of Della Laundry, Semarang University).

5. **Strategic Position: Quadrant I (Aggressive Strategy/SO)**

The calculation results show that the coordinate point (0.124; 0.0995) is in Quadrant I of the SWOT matrix, which according to Rangkuti (2018) is a very profitable situation because the organization has both internal strengths and external opportunities that can be utilized simultaneously, so the recommended strategy is an aggressive growth strategy that utilizes strengths to seize opportunities as much as possible.

This finding is consistent with research findings from other higher education institutions that also placed their institutions in Quadrant I/aggressive, with recommended strategies including expansion, curriculum innovation, and progressively increasing the competitiveness of academic human resources (Manalu & Ali, 2026). Other studies in the school context also confirm that educational institutions in the SO quadrant tend to be more prepared to adopt aggressive strategies to maximally improve educational quality (Suliswiyadi, 2019, cited in Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora, 2025).

Thus, the strategic direction of the development of the Department of Economics, FEB UNIMED should be focused on the SO (Strength-Opportunity) strategy, namely

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

utilizing the strength of qualified lecturers and the department's reputation (S1, S5) to capture growth opportunities for the digital entrepreneurship ecosystem and digital economy (O5, O2) — for example through the development of a digital entrepreneurship and fintech-based curriculum, strengthening collaboration with digital industry partners, and optimizing alumni networks to expand graduate career opportunities. Considering that this data involves direct assessments from graduate users and heads of study programs, this strategy recommendation also needs to be synchronized with curriculum policies at the study program level, without neglecting improvements to weaknesses in the research/publication aspects (W5) and technology utilization (W1) which still have relatively high scores as weaknesses.

CONCLUSION

Based on the strategic environmental analysis and stakeholder needs analysis in the Economics Study Program, FEB Unimed, it can be concluded that the six stakeholder groups, namely alumni, students, lecturers, graduate users, study program heads, and laboratory heads consistently believe that the quality of human resources and educational staff is something that must be maintained to balance the gap between hard skills and soft skills.

The results of the internal factor analysis (IFAS) show that the strengths of the department are more dominant than its weaknesses, with a difference (S−W) of 0.124, where the quality of human resources (S1), graduate competencies (S3), and reputation/accreditation (S5) are the main supports, while the biggest weaknesses lie in the low quantity and quality of research, scientific publications, and community service (W5) as well as the less than optimal use of digital technology (W1). Meanwhile, the results of the external factor analysis (EFAS) show that the opportunities that can be utilized by the department are greater than the threats faced, with a difference (O−T) of 0.0995, mainly originating from the development of the digital entrepreneurship ecosystem (O5) and the growth of the digital-fintech economy (O2), while the main threats come from the rapid changes in industrial competency standards due to technological transformation (T6) and strict professional certification requirements (T4).

The combination of these two results places the strategic position of the Economics Study Program of FEB Unimed at coordinates (0.124; 0.0995), namely Quadrant I of the SWOT matrix, which indicates a favorable situation because the department has both internal strengths and external opportunities that can be utilized simultaneously. Therefore, the most appropriate strengthening strategy to be

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

implemented is an aggressive growth strategy (Strength-Opportunity), namely utilizing the strength of qualified lecturer human resources and the department's reputation to capture growth opportunities in the digital entrepreneurship ecosystem and the digital economy, including through the development of digital entrepreneurship and fintech-based curriculum, strengthening cooperation with digital industry partners, and optimizing alumni networks to expand graduate career opportunities.

Nevertheless, the implementation of this aggressive strategy needs to be accompanied by efforts to improve internal weaknesses, particularly increasing the quantity and quality of research, scientific publications, and community service, expanding the use of digital technology in the learning process, and strengthening the learning monitoring and evaluation system, so that the competitiveness and sustainability of the quality of the Economics Study Program, FEB Unimed can be maintained amidst the rapid changes in the competency needs of the workforce. Further research is recommended to measure the effectiveness of the implementation of the recommended SO strategy periodically, as well as expanding the scope of respondents who use graduates so that the results of the needs analysis are more representative.

REFERENCES

National Accreditation Board for Higher Education (BAN-PT). (2022). BAN-PT Regulation Number 1 of 2022 concerning Accreditation Mechanisms. https://www.banpt.or.id/

Daft, RL (2010). Management. Cited in: SWOT Analysis to Determine Competitive Strategy in Della Laundry Business. Semarang University. https://repository.usm.ac.id/files/skripsi/B11A/2016/B.131.16.0385/B.131.16.0385-15-File-Komplit-20200826011421.pdf

David, F.R. (2009). Strategic Management: Concept and Cases. New Jersey: Prentice Hall.

Jaelani, J., Hidayat, EN, & Febryantahanuji, F. (2024). The Impact of Artificial Intelligence (AI) Implementation on Higher Education Curriculum Management in Central Java. E-Business: Scientific Journal of Economics and Business, 17(1), 339-352. https://doi.org/10.51903/e-bisnis.v17i1.1790

A Study of Artificial Intelligence Integration in Indonesian Higher Education: Opportunities, Challenges, and Implementation Framework. Journal of Information Systems Technology (2025). https://www.researchgate.net/publication/391859068

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Ministry of Education and Culture of the Republic of Indonesia. (2020). Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education (the basis for the Independent Learning-Independent Campus policy).

Manalu, I., & Ali, H. (2026). Analysis of Organizational Development Strategy of XYZ Private Higher Education Institution Using SWOT Method and SPACE Matrix. Indonesian Journal of Education and Culture, 4(1), 1-8. https://doi.org/10.38035/jpkn.v4i1.2994

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.). Thousand Oaks, CA: Sage Publications.

Soft Skills and Hard Skills Training for Students to Increase Competitiveness and Job Readiness. Bhakti Nagori: Journal of Community Service, 5(2), 2025, 1029-1035. https://doi.org/10.36378/bhakti_nagori.v5i2.4975

Rangkuti, F. (2018). SWOT Analysis: A Technique for Dissecting Business Cases. Jakarta: PT Gramedia Pustaka Utama.

Richards, J. C. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.

Educational Institution Development Strategy Through SWOT Analysis: A Theoretical Review. Khatulistiwa: Journal of Education and Social Humanities. https://researchhub.id/index.php/Khatulistiwa/article/download/5784/3238/17337

World Economic Forum. (2025). The Future of Jobs Report 2025. https://www.weforum.org/publications/the-future-of-jobs-report-2025/

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.