

## Porter's Five Forces: Evaluating Education Management Practices for the Postgraduate Program of UIN RM Said Surakarta, Indonesia

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### Abstract

This research investigated strategic management in the postgraduate program at the Islamic Education Management School. It concentrated on strategy formulation, implementation, and evaluation to assess the curriculum, operation, and competition. Moreover, it used a descriptive design and content analysis to develop SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis and Porter's Five Forces model. This study, with 19 participants, gathered information through a questionnaire, a checklist, and document analysis. The results disclosed that curriculum implementation was not satisfactory and the S3 MPI program did not offer adequate curriculum content, and no innovation was well-prepared. Based on the SWOT analysis, curriculum, faculty quality, and marketable content were present posing threats. Innovations and strategic management to contest within internal competitors are low, and no consideration has been available to urge and expand S3 MPI in the global market. Perceptions of teaching quality, brand image, research sources, and admissions procedures fail to signify proper strategic management implementation.

**Keywords:** *strategic management, SWOT analysis, innovation, implementation.*

### Introduction

This study presents an argument for strategic management and postgraduate curriculum transformation. It has assessed Indonesia's State Islamic University RM Said Surakarta's (from now on: S3 MPI) implementation policy strategies, centering on management as a policy and how curriculum transformation applies throughout the complete program. As it is a higher education (HE) institution, S3 MPI will confront inevitable challenges to compete in global markets, demanding attention through strategic management and curriculum transformation (Mondkar, 2017; Wallace, 1999).

Education reform has brought unprecedented changes in higher education policy. An extraordinary institution with many aspects like a university is ready for transformation (Porter, 1980; Speziale, 2012), improving lifetime earnings and productivity by sanctioning citizens to play a critical role

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in plummeting poverty and ignorance, inflicting society (Quigley, 1994). From this perspective, higher education offers invaluable tools for decreasing income disparity and furthering the global knowledge economy (Arif et al., 2013; Pringle & Huisman, 2011). Globally, university graduates have turned into social and knowledge capital, prompting intense competition between public and private institutions (Mondkar, 2017; Rashid & Mustafa, 2022; Speziale, 2012).

Global HE policy stimulates competition and innovation by providing students with options (Porter, 2008). It has augmented choice and competition within the system. Students' choices will increase (Mondkar, 2017), and the publication and teaching quality will accompany their reputation (Budiharso, et. al., 2022; Rashid & Mustafa, 2022;). Speziale (2012) suggests that globalization, enlargement, and massification have critical ramifications globally (Mahlalela, 2017). Higher education essentially depends on student demand. University workloads and student demands have been rising (Arif et al., 2013; Yacek, 2017). Students are both contributors and consumers (Rashid & Mustafa, 2022). Thus, knowledge management enhances performance, innovation, competitive advantage, lesson sharing, organizational integration, unceasing improvement, and resource conservation (Budiharso, et. al., 2022; Rashid & Mustafa, 2022). Higher education has grown into a market-supplier of "experienced goods" (qualified graduates) (Arif et al., 2013; Hubbard & Beamish, 2011;).

Strategic planning helps universities attain their core educational missions, research, and public service. Two essential skills include the current precise assessment and planning (Hubbard & Beamish, 2011). Higher education is a strategic government agency (Mahlalela, 2017). The decreased public spending and increased resource efficiency have positively affected higher education's strategic planning (Meek & Wood, 1977; Mondkar, 2017). Boyett (1996) has claimed that conventional internal organizations may not respond dynamically, despite the radical changes in the macro-environment.

A substantial benefit from the public sector about strategic planning was seriously considered (Common et al., 1992). To Kotler & Fox (1995), annual plans are only beneficial if they partake in a long-term strategy for a company. Thus, educational institutions should adopt a more strategic approach. The long-term strategy must take precedence over the short-term one regarding planning (Hubbard & Beamish, 2011). The long-term goal developed the future. Therefore, the long-term strategy's annual review is required (Mahlalela, 2017). A society's production, distribution, and

consumption rely on economic lifelines. Governments must critically reflect on higher education's role and development in addressing society's needs (Meyers & VanGronigen, 2019).

Structure review and relevant programs are among the novel issues in higher education as the need for excellence in teaching and learning. The need to remain competitive with other institutions and funding adjustments for the current economic crisis' effects are other pressing subjects (Carvalho et al., 2021; Chang & Huang, 2006). It has become increasingly crucial for teachers to stay alert and trained in a contemporary and focused manner thanks to the advancements in information technology. The organizations training teachers must transform or risk being left behind due to rapid technological changes (Carvalho et al., 2021). Therefore, universities should cooperate with the general public and review their curriculum regularly to ensure that it remains updated and effective for students (Meyers & VanGronigen, 2019).

The way S3 MPI adjusts, the quality assurance center to implement the strategic management policy is relevant. Usually, postgraduate programs deal with the curriculum's quality assurance in Islamic Universities (Justyna, 2016). Budiharso, et. al., (2022) has registered curriculum content, innovation, and expertise, not building a foundation of philosophical sciences for the doctorate. The establishment of research and academic publication for an international level is not agreed upon because the needs assessment to set teaching materials is inadequate. Thus, this research applies a further analysis to comprehend the policy about strategic management.

### **Research Questions**

The research questions were as follows:

- 1) How can planning on strategic management policy define curriculum quality, staff, and organization in the S3 MPI?
- 2) How do internal and external factors apply using SWOT analysis to see the organization strategy implementation in S3 MPI?
- 3) How is the strategy assessment fulfilled depending on Porter's Five Force model to see the competitiveness and global needs of S3 MPI customers?

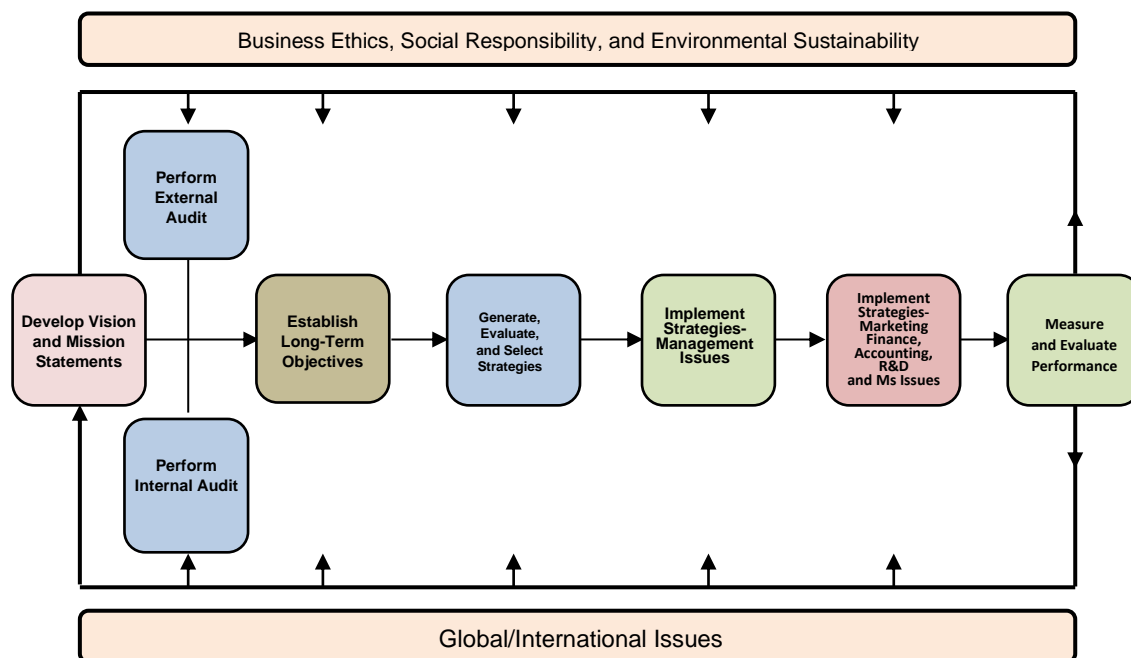
## Literature Review

### Strategic Management

David (2011) suggests that strategic management combines art and science and is used to develop, apply, and assess the goals. It has three stages: strategy formulation, implementation, and assessment. Moreover, it is at the center of a company's performance (Carvalho et al., 2021). Strategic management necessitates three steps: preparation, execution, and follow-up monitoring (Chetty et al., 2014). A crucial part of strategic management is a contemporary management model, including the interaction between the organization's internal processes and those with the external environment (Dobbs, 2014). Each stage is monitored with an assessment and revision. Maintaining and improving competitive advantages contains evaluating, planning, and implementing phases. Stakeholders' strategic action is discernible in revenue changes, market share, and profits (Chetty et al., 2014; Hubbard & Beamish, 2011). Fig. 1 shows the strategic management's most fundamental aspects.

**Figure 1**

*A Comprehensive Strategic-Management Model*



Research verified that planning was a critical instrument for the development process (Meyers & VanGronigen, 2019). The terms “strategy” and “strategic planning” are still broadly mixed up. Despite their similarities, strategy and strategic planning have unique concepts in schools (Carvalho et al., 2021). Presently, it accentuates the need for a comprehensive and holistic

approach to school planning. School strategy comprises three principal dimensions: vision, mission, and direction; intentional thinking; and articulated decision-making and action (Carvalho et al., 2021; Eacott, 2011). Therefore, school strategic plans should originate from a school's overall strategy. Plans must be devised and applied according to the school's global mission. Execution quality is linked to planning process quality (Meyers & VanGronigen, 2019). Planning helps a company contest. It requires efficient recruitment (Meyers & VanGronigen, 2019). Strategic management has the pursuing traits:

- Top-down involvement
- Vast resources
- Factors affecting the firm's future
- Future-oriented
- Impacts across functions or businesses
- Non-generative choices

The process consists of five stages: setting goals, analyzing data, developing a strategy, implementing, and monitoring it. Current objectives and strategies are verified throughout the company. The internal structure is reassessed in a strategic management context (Meyers & VanGronigen, 2019). Educational Management is a school administration's long-term transformation, aiming to improve their quality by monitoring the company's goals and objectives (Abel & Seng 2018). Strategic management subjects students to new and exciting aspects of traditional business. It provides a realistic perspective of business management and helps integrate the most popular subjects (Dobbs, 2014; Hubbard & Beamish, 2011). There exist 15 major Strategic Management Models to select from:

1. A scorecard with a balanced distribution of points
2. A strategy map
3. Value Chain Analysis
4. SWOT analysis.
5. The PEST Analysis (political, economic, sociocultural, and technological)
6. Preparing for the Unexpected
7. The Strategy of the Red and Blue Oceans
8. Porter's Five Forces Model

9. The Thompson and Strickland Model
10. The VRIO Framework (value, rarity, imitability, and organization)
- 11 Glueck's Model and Andrew's Model
12. The Schendel and Hofer Model
13. Korey's Model
14. Schematic Model of a System
15. Management of Competencies

### **Goals, Aims and Objectives**

The term "goal" denotes something that one expects to accomplish or has started to do. Aiming is the act of directing one's thoughts, feelings, and actions toward a predetermined target in mind (Edwards, 2012; Hole et al., 2019). A goal looks like a long-term action plan you have in mind. Goals are commonly subsets of the ultimate goal. Short-term goals are those achievable quickly (Wallace, 1999). Long-term goals take a long time to achieve. If you want to accomplish a thing soon, it develops into a short-term goal (Mondkar, 2017). "Too many goals" alludes to the last two, not the complete list of objectives. Planning for the next four to five years is termed long-term planning, covering many objectives (Carvalho et al., 2021; Chang & Huang, 2006).

A long-term strategy assesses a company's current market position, specifies the desired future outcomes, and formulates a plan. Short-term goals are like annual goals (Mahlalela, 2017). They have commonalities with the goal (timeframe, conditions, behavior, and criterion). Goals can be process, performance, or outcome-based. Moreover, goals for specific actions or performance "processes" are called process goals (Muslim & Isa 2011). Afternoon study sessions, such as two hours a day, may depict an example. Yet, personal standards function as the basis for setting performance objectives. Winning is what matters (Chang & Huang, 2006; Edwards, 2012; Quigley, 1994; Tarman & Dev, 2018).

An organization's performance goals can be achieved in five or more years (Kennedy, 2020; Porter, 2008;). The company's image and employee relations are long-term objectives' illustrations (Dobbs, 2014). Goals should be consistent with your vision, mission, values, and SWOT. You should ensure that your management team arranges and constructs goals for your organization (Chang & Huang, 2006; Eacott, 2011). An organization's vision and mission afford a broad sense of direction. Long-term organizational goals dictate smaller, more manageable objectives

employees can resort to as a guide in their everyday tasks (Kennedy, 2020; Hill & Westbrook, 1997).

### **Vision and Mission**

A vision is about the organization's future aspirations. It encapsulates its history and current role in society. Organizations establish goals to attain their vision and missions (Edwards, 2012; Quigley, 1994). Thus, a vision statement stipulates the company's purpose, goals, and objectives. Most vision statement writers find the process gratifying and stimulating, enabling them to explicate the characteristics outlining its strategy (Edwards, 2012; Quigley, 1994). Your vision has two steps: (1) Discover the human value in your work and determine your organization's mission, and (2) Evaluate what you, your customers, and other stakeholders rate the most. A good vision improves the company's publicity. It describes shared values and success, providing all stakeholders with a reason to appreciate the company. A good vision implies a long-term goal to strive for in an organization. Therefore, it appraises the strategy for achieving the goal (Edwards, 2012; Quigley, 1994).

A mission statement should be introductory, unique, extraordinary, and T-shirt-worthy (Edwards, 2012; Carvalho et al., 2021). Foundational suggests that it explains your organization's purpose. Original implies uniqueness. Memorable means motivating employees, prospects, and clients. Finally, the mission fits on a tee. If you wish your mission statement on a T-shirt, have it short and sweet (Pilotti & Almubarak, 2021). A mission statement reviews the organization's *raison d'être*. It expounds on the organization's mission and vision. The mission statement helps employees, customers, vendors, and other stakeholders comprehend the vision (Edwards, 2012; Google Inc., 2014).

Besides defining the organization's purpose, the vision and mission statements impart a sense of belonging and identity in its employees (Dobbs, 2014). The company's vision and mission statements function as a compass, directing everyone toward a single objective. A company's mission statement is a guide for making decisions and outlining the company's core values (Hill & Westbrook, 1997). Mission statements are invaluable as they reinforce a company's identity and unite its stakeholders and employees. Company goals and strategies are outlined in their mission statement. Its future is portrayed in a vision statement. The mission and vision statements often specify their purpose, goals, and values (Carvalho et al., 2021).

## SWOT Analysis

SWOT analysis is a strategic planning method inaugurated by Hill & Westbrook (1997), assessing a strategy or objective's SWOT (Strengths, Weaknesses, Opportunities, and Threats) (Hill & Westbrook, 1997). Put differently, SWOT analyses evaluate the pros and cons of action or initiative. Employing these elements, companies can decide a plan's crucial parts. It's not rare to utilize a four-column SWOT matrix when strategizing for a company. Opportunities and threats are not always linked, while strengths and weaknesses are associated (Table 1) (Chang & Huang, 2006; Edwards, 2012; Hill & Westbrook, 1997).

**Table 1**

*SWOT Analysis Model*

Internal environment	
Strengths (S)	Weaknesses (W)
Sales staff with vast experience in existing products Good relationships with customers Good internal communication Plentiful traffic Successful marketing strategies A reputation for being innovative	Are you currently struggling to meet deadlines due to excessive work? Overwhelming rental costs Obsolete market research data Cash flow issues Excessive stock holdings Inadequate record-keeping
External environment	
Opportunities (O)	Threats (T)
Competing products on the market are less reliable or more expensive than what you use Loyal customers Product availability for purchase during the holidays Increased customer demand - customers have asked sales staff for a similar product.	Competitors have a similar product Competitors have initiated a new advertising campaign Competitor opening nearby shop The downturn in the economy may imply people are spending less.

You must first determine the project's objectives, and then assess the internal and external factors for their fulfillment before conducting a SWOT analysis (Edwards, 2012; Rego & Nunes, 2010). Specifying external influences affecting a project is the external analysis' goal in a SWOT analysis. Recognizing outside effects inflicting a company's performance is critical (Chang & Huang, 2006; Rego & Nunes, 2010). For the internal analysis, one should seek the project's strategic capacity and ability to adapt to changes (Chang & Huang, 2006). SWOT analysis includes three steps: (1) specify the strategy used or to be used, (2) identify the essential changes in the environment influencing the project under consideration, and (3) classify the project's strengths and weaknesses, and validate conclusions (Rego & Nunes, 2010; Chang & Huang, 2006).



SWOT is beneficial for evaluating an organization's internal and external setting (Hill & Westbrook, 1997). The external analysis investigates threats to company survival and opportunities for growth (Edwards, 2012; Quigley, 1994). Strength alludes to a company's advantages over competitors, while weakness denotes its disadvantages over competitors, internally and externally. Thus, strength and opportunity can maximize by minimizing menaces (Chang & Huang, 2006). By increasing current assets, addressing potential threats, and examining previously untapped potential, the SWOT analysis essentially searches for locating a company globally (Carvalho et al., 2021). It requires a rationale for each of the four quadrants. Each company's issue was verified, grouped, and prioritized depending on its relevance. The complexity of the current problem demands a complete examination of the factors prioritized. A SWOT analysis can include input from many stakeholders, including customers and employees (Hill & Westbrook, 1997).

The strategic analysis can be considered good if implementation and problem-solving after their identification are possible (Carvalho et al., 2021; Hill & Westbrook, 1997). The information gleaned from a SWOT analysis should be used appropriately by the company when formulating growth-oriented strategies. Internal qualities and goals' characteristics must fit well with the rapidly changing external business environment (Chang & Huang, 2006; Hill & Westbrook, 1997).

### **Internal Factors**

Internal factors, such as your resources and experience form your strengths (S) and weaknesses (W) (Hill & Westbrook, 1997; Chang & Huang, 2006). Examples of internal factors include, (1) budgeting (funding, income sources, and investment opportunities), (2) resources (location, facilities, and equipment), (3) human resources (employees, volunteers, and target audiences), (4) trademarks, patents, and intellectual property rights, and (5) procedures (employee programs, Department hierarchies, and software systems).

### **External factors**

Each company, organization, and person is influenced by external agents. It is a fact even if it doesn't directly or indirectly correspond to an opportunity (O) or a threat (T) (Chang & Huang, 2006). The list contains things that you or your business cannot control. It includes (1) new technology and changes in audience needs, (2) financial and economic trends affecting the market

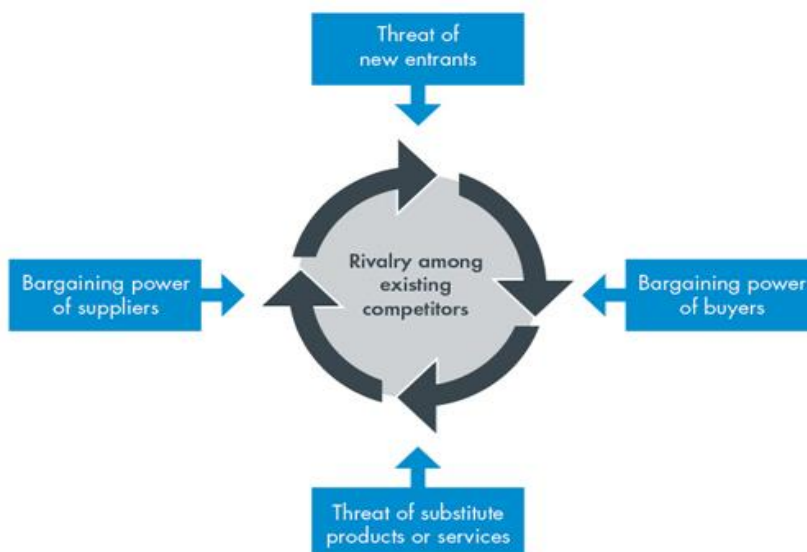
(local, national, and international financial trends), (3) putting money in (donations, legislature, and other sources), and (4) political and environmental rules.

### Porter's Five Forces

In 1979, Michael E. Porter developed his five forces model and published it in the Harvard Business Review. He urged businesses to look beyond their direct competitors and do a complete industry analysis to check if they grow. In 1980, Porter penned a book called *Competitive Strategy* and changed the way people thought about business (Dobbs, 2014; Magretta, 2012). Porter's description of "five forces" was in the first chapter of the foundational text. These forces served as a source of profitability in an industry (Banker & Bhal, 2019; Porter, 1980; 2008). The five-force model was developed to help companies perform better, solve problems, assess competition, and devise corporate strategies. The Porter framework allows people to study the essential factors affecting industry profitability (Bothwell, 2018; Enders et al., 2009). The original Porter's Five Forces diagram is in Fig.2.

**Figure 2**

*Porter's Five Forces Original Model*



### ***Competitive Rivalry***

Porter's "vital force" concept depicts how fierce the competition is among the industry leaders. If more firms enter the market, prices and profits will be influenced, and as a result, business strategies will shift (Baptista & Preto, 2010). As there exist many quality products available, customers can readily select the best product from another company. It happens when 1) similar products are in one market; 2) competitors use similar strategies; 3) the products have similar features and benefits; 4) industrial growth is slow; 5) the new entry has low barriers (Llusar & Mercedes, 2006).

### ***Supplier power: Threat of New Entrants***

Existing companies and potential newcomers could pose a menace. Having many high-quality suppliers decreases costs. It is not easy to find a long-term low-cost supplier if you do not have enough options to choose from. A company's profits ensnare in new investors. Thus, long-term marketing and business strategies are requisite. New players can readily infiltrate an established market if entry barriers are low. Industry-specific dynamics restricting a new company entry are identified as "barriers to entry" (Martin, 2014). They include (1) patent and proprietary rights; (2) access to cutting-edge infrastructure and technology; (3) government-driven barriers or economies of scale and high initial investment; (4) high switching costs for loyal customers; (5) difficulties in acquiring raw materials and (6) acquisition of effective distribution channels (Dobbs, 2014).

### ***Buyer Power: Threat of Substitutes***

Other industries' products may meet similar requirements. More substitutes for a product mean increased competition and less profit. For a producer of boxed fruit juice, coconut water, fresh juice, and soft drinks are all essential substitutes. Substitutes can decrease production costs and profits. Alternately, the lower substitute prices can increase sales and appeal to more customers, diminishing existing company sales (Pringle & Huisman (2011). Buyer bargaining power crucially impacts the price you use to sell. Your customers' power improves if you only cope with a few. You can set your terms and keep profits with a broad customer base (Dobbs, 2014).

### ***Threat of Substitution: Bargaining Power of Customers***

When buyers lose bargaining power, the substitution extortions ascend (Pringle & Huisman, 2011). When will buy-in-power be imposed? Sales can be affected by modifications in consumer behavior and purchasing power. You may be able to supplant your product or service. Substitutes

are products or services performing the same function, offered by the industry, with comparable properties. Switching costs between substitutes and industry products, or buyer obsession with substitutes, can affect the substitute products' and services' threats (Hubbard & Beamish, 2011; Klemperer, 1995). Industry and profitability request a low substitute threat, the opposite of what buyers want. When (a) demand's cross-price elasticity is low or (b) switching costs are high, substitute products and services are less probable (Dobbs, 2014).

### ***Threat of New Entry: Supplier's Bargaining Power***

Many products and services are offered by those supplying raw materials. It exhibits the relevance of maintaining good supplier relations. Suppliers have the ability to establish terms, prices, and availability depending on market vigor and dynamics in the current market. A solid supplier can increase raw material costs without decreasing sales volume (Dobbs, 2014). It is critical to know how readily new competitors can enter your market. A new entrant can quickly disrupt the competitive environment in your industry if overhead is low and expertise is freely available.

Pringle & Huisman (2011) enhanced the Porter fundamental model shown in Fig. 3.

**Figure 3**

*Porter's Five Forces Analysis (Pringle & Huisman, 2011; Porter, 2008)*

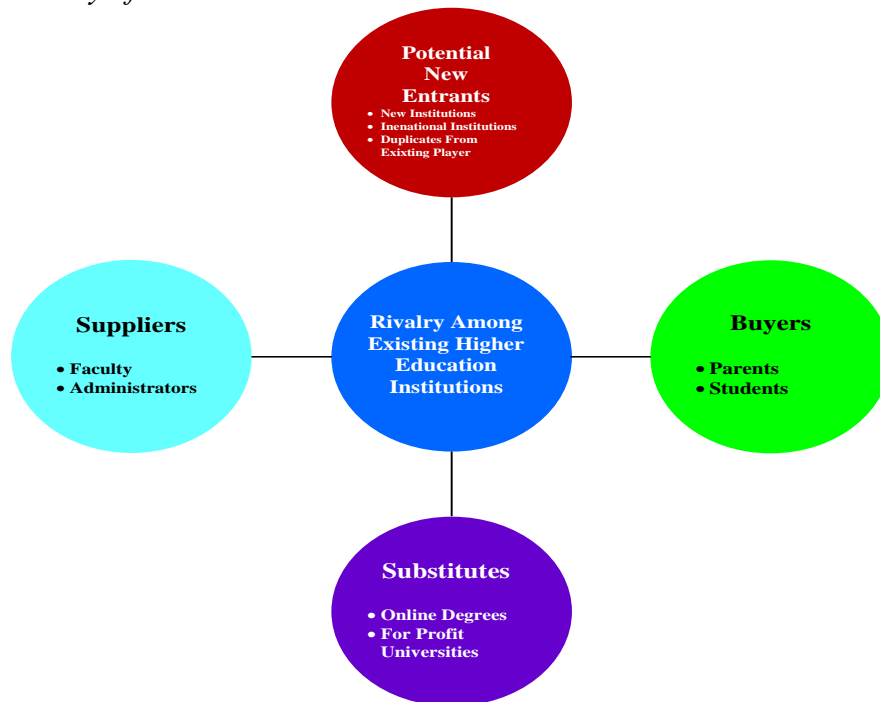


There exist five external threats menacing a company's competitiveness and survival, explored by this well-known tool for company analysis. The industry competition is modified by the threat of new entrants, powerful suppliers, buyers/customers, substitute products, and rivalry among existing companies (Porter, 2008). Fundamentally, the new competition threat corresponds to a

company's market, being taken over by another company. A supplier can exert influence over the current company if its product is exclusive and few suppliers can supply it. The current company's bargaining power will decrease due to its dependence on that supplier. When purchased in bulk or the products are not unique and can be replaced, buyers or customers will have crucial bargaining power (Quigley, 1994). Substitute products threaten the company's current production concerning function and necessity. When two or more businesses compete for customers' business, they're involved in "existing company rivalry" (Dobbs, 2014).

The specific external threat analysis of a company's competitiveness, the essential focus of this tool, is solid in Porter's five forces model. However, the internal environment analysis is weak (Croucher et al., 2019). Specifying the company's current capacities regarding strength and weakness is critical to overwhelming external threats. A company's viability and competitiveness relate to how well its management interacts with its internal and external environments (Dobbs, 2014). It must use its resources to sustain and improve its competitiveness. Moreover, its strengths and weaknesses must be adequately addressed by replying to opportunities and threats within and outside the company (Pringle & Huisman, 2011). For the education needs, Porter's Five Forces are amended as in Fig. 4.

**Figure 4**  
*Rivalry of Porter's Model in Education*



## Method

### Design

This study was a descriptive design, using a quantitative approach for the data analysis (Creswell, 2014). The research concentrated on implementing strategic management and its transformation in curriculum innovation. The curriculum content, academic personnel, operation strategies, and impacts on market shares were particularized. It used documents as the foundational data making it content analysis (Zhang & Wildemuth, 2009; 2016). A descriptive approach depending on descriptive statistics with mean and rate percentage is wielded for the data analysis (Creswell, 2014). The Islamic Education Management Postgraduate Program of State Islamic University RM Said Surakarta, Indonesia conducted the research.

### Respondents

Table 2 shows the respondents that included four professors, 12 Ph.D. students, and three staff. They all came from the Postgraduate Programs of S3 MPI. Of the 15 respondents, 12 were male, and 3 were female. They participated in the S3 MPI operation so that they were knowledgeable about it.

**Table 2**

*Study Respondents*

No		Male		Female		Total
		Frequency	%	Frequency	%	
1	Professor	4	21	0	0	4
2	Students	10	52.6	2	10.5	12
3	Staff	2	10.5	1	5.3	3
		16	84.2	3	15.8	19

### Instruments

This study collected the data with two methods. The first was a SWOT and Porter's Five Forces checklist, and the researcher devised this tool utilizing Porter's Five Forces rubrics. The second was an interview guide. Before collecting data, the checklist was controlled to see its validity employing the KMO test and its reliability using the Cronbach Alpha test. The coefficient of KMO was 0.819 and Cronbach Alpha 0.830, proving that the checklist was usable and dependable. Furthermore, the interview guide was developed, with the same procedure: (1) its subject and focus were assessed, via discussions with professors, students, and staff, (2) themes from the discussion were listed appropriately, (3) a professor having expertise in strategic management, checked the

topic list, (4) the researcher performed an anchor, interviewing to two students and one professor. The result of interview guides the researcher to transcribe the protocols verbatim, identify data, code data, and analyze the themes. The researcher determined the proper duration of the face-to-face interview for each participant due to the piloting.

### **Data Collection**

The data came from questionnaire's answers, checklist, and document analysis. A questionnaire and checklist were distributed to 15 participants on three occasions, regulating the faculty group, student group, and staff group. Then, the answers were tabulated based on themes, scopes, and categories. Data collection was scrutinized to see the curriculum evaluation, staff analysis, and organization objectives. To this end, a SWOT Analysis and checklist of Porter's Five Forces were employed.

Documents analysis assessed four types of data sources: S3 MPI curriculum, S3 MPI academic guidance, vision, and mission program, syllabus, and teaching materials for the learning process in the S3 MPI. The data covered Strengths, Opportunities, Weaknesses, and Threats, implementing SWOT analysis. In line with Porter's Five Forces, data were gathered to support the evidence.

### **Data Analysis**

This study covered two basic techniques for data analyses; deriving its design from applied descriptive design (Creswell, 2014) and content analysis design (Zhang & Wildemuth, 2009; 2016). The techniques were descriptive statistics analysis and thematic analysis. Thus, descriptive statistics provided tables, diagrams, frequency, and rate percentages. Each answer was noted in the questionnaire and checklist, and the rate percentage was specified. Moreover, the documents were analyzed using qualitative content analysis by Zhang & Wildemuth (2009; 2016). The content analysis included: (1) converting numeric values and text into narrative data, (2) determining themes and units of analyses related to the research questions, (3) producing a coding system to all themes and units of analysis, (4) implementing coding system to all data and revising them if imperfect coding appears, and (5) choosing the final theme, fitting to the research questions.

## Results

### Policy Implementation

The first research question alludes to implementing strategic policy in applying reform and innovation. Policy implementation comes from the curriculum, professors and staff, and SWOT analysis.

### Curriculum Implementation

As Table 3 suggests, S3 MPI's curriculum profile is not appropriate. The curriculum has 48 credits for the entire program, but the specification to support the Ph.D. level knowledge and expertise is inadequate.

**Table 3**

*Proportion of MK Doctoral Management at UIN Raden Mas Said Surakarta*

No	Code	Course	Credit	Semester	Frequency (%)
1	DMPI 201	Advanced English	3	1	6.25
2	DMPI 202	Management of Modern Madrasah and Islamic Boarding Schools	3	1	
3	DMPI 303	Modern Education Management	3	1	6.25
4	DMPI 304	Theory and Practice of Educational Policy Formulation	3	1	6.25
5		Philosophy of Islamic Science	3	1	6.25
		<b>Total credit in semester 1</b>	<b>15</b>		<b>31.25</b>
6	DMPI 305	Research in Education Management	3	2	6.25
7	DMPI 306	Strategic Management and Educational Transformation	3	2	6.25
8	DMPI 307	Innovation in Islamic Education Management	3	2	6.25
		<b>Total credit in semester 2</b>	<b>9</b>		
9	DMPI 308	Journal writing publication	2	3	4.16
10	DMPI 309	Dissertation	22	3	
		<b>Total credit in semester 3</b>	<b>23</b>		<b>50</b>
		Total credit in the whole program Matriculation	<b>48</b>		
11	DMPI 012	Curriculum Management and Innovation	0	2	2
12	DMPI 013	Basis of Supervision and Administration of Islamic Education	0	2	2
13	DMPI 014	Education Financing Management	0	2	2

The curriculum structure has a specific weakness as it offers 50% theories, comprising the expertise program's courses. Yet, it is not specified to show expertise categories and the course content's fields. Moreover, the dissertation course using 50% of the total is not incorporated into



support content, enriching research craft and academic writing publications from the dissertation. The curriculum structure analysis appears in Table 3, and its possible revision is in Table 4.

**Table 4**  
*Analysis of proportion*

No	Course Group	Credit	Frequency (%)
1	Basic Science Courses	6	12.5
2	Courses in Science and Expertise	18	37.5
3	Courses of Dissertation Group	24	50
	a. Indexed International Journal Publications	2	4.2
	b. Dissertation	22	45.8
	<b>Total</b>	<b>48</b>	<b>100</b>

Table 4 elaborates the S3 MPI curriculum, depicting the proportion of courses and expertise categories. It reveals that three types of expertise are required: (1) Basic course (6 credits), (2) science and expertise course (18 credits), and (3) dissertation course (24 credits). This proportion is not acceptable, so a revision is made in Table 5.

**Table 5**  
*Analysis of S3 Curriculum Results of Various Universities*

No	Group	Credit	Frequency (%)
1	Basic course	3	6.8
2	Science and expertise course	14	31.8
3	Dissertation course group	27	61.4
	a. Research methods	3	6.8
	b. Data analysis	3	6.8
	c. Dissertation proposal	3	6.8
	d. Indexed journal publication	3	6.8
	e. Dissertation	15	34.1
	<b>Total</b>	<b>44</b>	<b>100</b>

As Table 5 indicates, the proportion of the curriculum plan has been modified, having 44 credits as the total credit. Course proportion contains (1) basic course, three credits, (2) science and expertise, 14 credits, (3) dissertation, 27 credits. This option's benefit is that the dissertation course group is divided into research methods, data analysis, dissertation proposal, and journal publication.

*Professor Expertise*

Table 6 depicts that the professors' education properness and teaching fields are not unsatisfactory. The profile indicates that 70.6% are not proper and have potential as the threats, and 29.4% apt, being the opportunity.

**Table 6***Properness of Lecturers' Education Background*

No	Initial	Field of PhD	Course to teach	Properness	Status
1	YR	Social Sciences	Philosophy of Sciences	Fair	Threat
2	AM	Alquran & Hadit	Modern Management of Pesantren	Fair	Threat
3	MM	Education	Public Policy Theory & Practice	Strong	Opportunity
4	SB	Islamic Studies	Islamic Management & innovation	Fair	Opportunity
5	LU	Linguistics	Advanced English	Content Not proper	Threat
6	IMk	Education	Strategic Management	Strong	Opportunity
7	IMd	Islamic Studies	Strategic Management	Strong	Opportunity
8	IG	Islamic Studies	Modern Pesantren	Strong	Opportunity
9	RB	Linguistics	Advanced English	Content Not proper	Threat
10	GT	Linguistics	Research Methods in Education Management	Not proper	Threat
			Modern Management	Not proper	Threat
11	BD	Civic Education	Leadership	Fair	Threat
12	MD	Islamic Studies	Modern Management	Fair	Threat
			Innovation in management	Fair	Threat
13	PW	Evaluation & Research	Research Methods in Education Management	Strong	Opportunity
14	SB	History	Educational Philosophy	Fair	Threat
15	TS	Islamic Studies	Modern Management	Fair	Threat

Table 7 reviews the aptness between the professor's educational background and their expertise in teaching. Overall, the properness of expertise demonstrates threats arising from professional academic achievements (70.6%).

**Table 7***Summary of the Lecturers' Fixed Education Background*

No	Category	Frequency	%	Status
1	Proper	-	0	Threat
2	Strong	5	29.4	Opportunity
3	Fair	8	47.1	Threat
4	Not proper	4	23.5	Threat
		17	100	

*SWOT Analysis*

Table 8 shows that strength as an internal factor and threat as an external factor is predominant in SWOT analysis. Yet, it fails to receive planning in an S3 MPI strategic management program. The evidence reveals that program quality, curriculum contents, academic quality, and learning experience assurance are unsatisfactory.

**Table 8**  
*SWOT Analysis Results*

	Strengths	Weaknesses
<b>I</b>	1. IAIN increases to UIN	1. The curriculum is not standard for a doctorate program
<b>N</b>	2. Institutional budget increases	2. Research course is limited in the number of credits
<b>T</b>	3. Low tuition fee	3. Expertise and skill content course is not defined
<b>E</b>	4. Loyalty of Islamic University graduates	4. Low education background of lecturers
<b>R</b>	5. Flexible teaching process	5. Low properness of professors
<b>N</b>	6. Fast dissertation process	6. Objectives of program are not measurable
<b>A</b>	7. Evaluation process is flexible	7. Vision and mission are not updated
<b>L</b>	8. Accreditation is B	8. Objectives are not adequately specified
	9. Quality assurance is acceptable	9. Philosophical course content is not specified
	10. Easy communication among personnel	10. Course contents are not defined in skill groups
	11. Publication to thesis requisite is easy	11. Number of credits is surplus
		12. Low role of Director in managerial
		13. Dominance of head study program
		14. Properness lecturer's expertise (professor) is low
	Opportunities	Threats
<b>E</b>	1. Good linkage with Islamic religion offices	1. Emerging of novel S3 programs
<b>X</b>	2. Loyalty of IAIN alumni	2. Quality of new emerging S3 program is better
<b>T</b>	3. Ease in technology use	3. New emerging program's tuition fee is the same
<b>E</b>	4. Online education system is accessible	4. Other universities' course content quality is superior
<b>R</b>	5. Evaluation system is not strict	5. Proportion of skilled and expertise courses is unclear
<b>N</b>		6. International competitors come
<b>A</b>		7. International learning experience is not served
<b>L</b>		8. The course contents' breadth and depth are short
		9. Syllabi does not depend on proper needs assessment

**Vision and Mission Analysis**

Further analysis on the quality of vision, mission, and objective is available in Table 9. It discloses that the S3 MPI vision is categorized as a threat. Of four missions, two were threats, and two

were opportunities. When combined with the vision, this vision and mission have a low or a threat position.

**Table 9**  
*Vision and Mission Evaluation*

Description	Foundational	Original	Memorable	T-shirt	Status
	Score	Score	Score	Score	
<b>Vision</b>					
To become an elite study program in producing a modern, interdisciplinary, and multidisciplinary model in solving problems of Islamic Education Management in ASEAN in 2026.	2	2	2	2	Threat
<b>Mission</b>					
1. Organizing management research-based education and teaching in the concept of modern Islamic education	3	2	3	2	Threat
2. Conducting research depending on the needs of modern Islamic educational institutions	2	2	3	3	Threat
3. Organizing community service relies on modern management, community needs, and research results.	2	2	3	3	Threat
4. Devise a network of cooperation with educational institutions and others from within and outside the country, especially in the education management	2	2	3	3	Threat
<b>Objectives</b>					
1. Produce alumni having knowledge and skills in devising and implementing modern Islamic education management science with an interdisciplinary and multidisciplinary approach.	3	2	2	3	Threat
2. Produce Islamic education management research products, responsive to the needs of modern Islamic Educational Institution Management	3	2	2	3	Threat
3. Produce alumni contributing substantially to society in the management of Modern Islamic Education, formally and informally	2	2	3	3	Opportunity
4. Generate a potential network of cooperation for developing Islamic Education Management, in formal, informal institutions, abroad, and domestically	2	2	3	3	Opportunity

### Porter's Five Forces

This section exposes the results of Porter's Five Forces. Table 10 encapsulates Porter's Five Forces' results in the strategic management implementation in the S3 MPI.

**Table 10**

*Summary of Threat and Opportunity Based on Porter's Profile*

Porter's Five Factors	Score	Status	Threat	Opportunity
1. Potential entry: Rivalry among existing competitors	2	Threat	66.6%	33.4%
2. Buyer supplier	2	Threat	75%	25%
3. Buyer power	3	Opportunity	100%	0%
4. Potential substitutes: Bargaining power of supplier	2	Threat	100%	0%
5. Bargaining power of buyers	2	Threat	85.7%	14.3%

Of the five forces in this study, threats range from 66.6 to 100% and the opportunity is between 0 and 33.3%. It implies that the S3 MPI is not well-developed and making it a better quality university is beyond expectation. Table 11 gives the details of Porter's Five Factors analysis.

**Table 11**

*Porter Rivalry Analysis*

Competitive force	Degree of Competition	Level	Status
<b>A. Rivalry among existing competitors</b>			
Potential entry			
1. Number of competitors	3	Fair	Threat
2. Diversity of competitors	4	Good	Opportunity
3. Vision, mission, and objectives	2	Low	Threat
4. Quality of lecturers	2	Low	Threat
5. Quality curriculum	2	Low	Threat
6. Quality of learning experience	2	Low	Threat
7. Quality of academic writing publication	2	Low	Threat
8. Accreditation	4	Good	Opportunity
9. Tuition fee	4	Good	Opportunity
Threat = 66.6%; Opportunity = 33.4%			
<b>B. Buyer supplier</b>			
Threat of new entrants			
1. Barriers to entry	3	Fair	Threat
2. Economies of scale	3	Fair	Threat
3. Brand loyalty	4	Good	Opportunity
4. Capital requirements	2	Low	Threat
5. Cumulative experience	2	Low	Threat
6. Government policy	4	Good	Opportunity
7. Access to distribution channels	3	Fair	Threat
8. Switching cost	3	Fair	Threat
Threat = 75%; Opportunity = 25%			
<b>C. Bargaining power of buyers</b>			
The threat of substitute product			
1. Number of substitute product available	2	Low	Threat
2. Buyer tendency to substitute	3	Fair	Threat
3. Relative price performance of substitute	2	Low	Threat
4. Perceived level of product differences	2	Low	Threat
5. Switching cost	2	Low	Threat
Threat = 100%; Opportunity = 0%			

D. Buyer power: Bargaining power of supplier		Buyer power		
1. Number and site of suppliers	2	Low	Threat	
2. Uniqueness of each supplied product	2	Low	Threat	
3. Focal company’s ability to substitute	2	Low	Threat	
Threat = 100%; Opportunity = 0%				
E. Bargaining power of buyers		Potential substitute		
1. Number of customers	2	Low	Threat	
2. Size of each customer order	2	Low	Threat	
3. Differences between competitors	2	Low	Threat	
4. Price sensitivity	2	Low	Threat	
5. Buyer’s ability to substitute	2	Low	Threat	
6. Buyer’s information availability	3	Fair	Opportunity	
7. Switching cost	2	Low	Threat	
Threat = 85.7%; Opportunity = 14.3%				

\*Score: 1=very low; 2=low; 3=fair; 4=good; 5=very good

### Stakeholders’ Perception

Besides the SWOT and Porter’s Five Factors, this study also investigates students’ perception (Table 12), perception of the institution, and teaching practice. Students remark that perception of the institution depends on the educational brand suggested by Mondkar (2017).

**Table 12**

*Student Perception of a Good Educational Brand*

No	Reasons foe enrollment in MPI UIN	Score	Status
1	Industry oriented syllabus	2	Threat
2	Extracurricular activity	2	Threat
3	Cost effective fee structure	4	Opportunity
4	Competent faculty	2	Threat
5	Excellent placement	3	Threat
6	Infrastructure and learning resources	2	Threat
Threats: 73.7%; Threat: 33.3%			
No	Reasons for brand image activity	Score	Status
1	Strong brand	2	Threat
2	Affiliated to a strong brand	2	Threat
3	Course curriculum	2	Threat
4	Education quality	2	Threat
5	Location (easily accessible)	4	Opportunity
6	Good infrastructure	2	Threat
7	Fine placements	4	Threat
8	Moderate fee structure	4	Opportunity
9	Academic quality of incoming students	2	Threat
10	Extensive students’ extracurricular activities	2	Threat
Threat: 80%; Opportunity: 20%			
Summary			
Reasons to enrollment in MPI UIN: Threats: 73.7%; Opportunity: 33.3%			
Reasons for brand image: Threat 80%; Opportunity: 20%			

Table 12 portrays students’ perception of the S3 MPI’s image and reasons for students’ enrollment in this university. The results disclose that low cost (33.3%) is considered the crucial reason for

students. The threat of 73% is distributed among oriented syllabus, extracurricular activity, competent faculty, excellent placement, infrastructure, and learning resources.

Table 13 presents data on teaching practice, satisfaction, and industry interactions. Overall, the results affirm that threats are higher than 50%, suggesting that the S3 MPI's overall quality is below standards and not satisfactory. Strategic management as the foundation of quality assurance has yet to be implemented. The curriculum quality, academic personnel, learning process, brand image, and better university quality are the pressing problems. Explicitly, problems with teaching practices, satisfaction, and industry interactions signify the low maintenance of the university (Table 13).

**Table 13**

*Teaching Practice, Satisfaction, and Industry Interactions*

No	Activity	Score	Status
1	Lecture method	2	Threat
2	Group discussion	4	Opportunity
3	Case study	2	Threat
4	Earn while you learn	2	Threat
5	On the job training	2	Threat
6	Students exchange program	2	Threat
7	Apprenticeship and internship	2	Threat
8	Virtual studies	4	Opportunity
9	Conference and seminars	4	Opportunity
10	Industrial visits	2	Threat
11	Pen and paperless classroom	4	Opportunity
12	Peer teaching	2	Threat
13	Role play, simulation, and games	2	Threat
Teaching practice: Threat 69.2%; Opportunity: 30.8%			
Satisfaction			
1	Curriculum aspects	2	Threat
2	Teaching, learning, and evaluation	2	Threat
3	Research, consultancy, and resources	2	Threat
4	Students supports and progression	4	Opportunity
5	Governance, leadership, and management	2	Threat
6	Innovation and best practices	2	Threat
Satisfaction: Threat: 83.3%; Opportunity: 16.7%			
Industry institute interactions			
1	Guest lectures	2	Threat
2	Conference	2	Threat
3	Live projects	2	Threat
4	Internships	2	Threat
5	Seminar, webinar	4	Opportunity
6	Symposia	4	Threat
7	Industrial visits	2	Threat
8	Mock interview by industry professionals	2	Threat
Industry Institute Interactions: Threat: 75%; Opportunity: 25%			
Summary			
Teaching practice: Threat 69.2%; Opportunity: 30.8%			
Satisfaction: Threat: 83.3%; Opportunity: 16.7%			
Industry institute interactions: Threat: 75%; Opportunity: 25%			

### **Discussion and Conclusion**

This study has investigated the implementation of strategic management in the postgraduate program policy in curriculum and strategic planning. SWOT analysis has revealed how planning transformed the entire program implementation.

The present study's results are in line with those reported by Mondkar (2017) and Mahlalela (2017), disclosing that innovation of higher education curriculum is increasingly getting global. The current findings reveal that the curriculum implementation is yet to be described, using the philosophical degree standards. Thus, the doctoral degree curriculum should define concepts and capabilities the students need in- depth and the breadth for higher education (Dobbs, 2014; Rego & Nunes, 2010). Mondkar (2017) champions that higher education curricula should contain conceptual and down-to-earth values. Then, they may align with the subject-specific incepted and practical skills, innovative and planned with strategic transformation. It implies that the S3 MPI curriculum is not up-to-date, does not pose challenges and prospects and does not attract students' interest (Banker & Bhal, 2019; Mahlalela, 2017).

Regarding the curriculum dimension, this study expresses that lack of quality lies in the four pillars of curriculum: truncated objectives and learning outcomes, unusual teaching materials, inadequate teaching methods, and assessment process (Chang & Huang, 2006; Hill & Westbrook, 1997). Therefore, the nonconformist curriculum disapproves of the innovation and research quality for students' academic support, as needs assessment to serve teaching materials is unavailable (Edwards, 2012; Hole et al., 2019; Mondkar, 2017).

Thus, the curriculum quality, planning, and implementation processes must be explored. Research on curriculum innovation and schools' planning process quality are relevant (Edwards, 2012; Mondkar, 2017). Hence, this study skillfully specifies the indicators used to appraise the curriculum quality and innovation in a strategic management context. The most fundamental problem related to inadequate implementation of strategic management in the S3 MPI is satisfaction. Satisfaction indicators include the curriculum aspects, teaching-learning and evaluation, research consultancy and sources, student support, leadership, and innovation (Edwards, 2012; Hole et al., 2019; Mondkar, 2017; Mahlalela, 2017).

SWOT analysis has not covered aspects, such as comprehensiveness, evidence-based practices, and data-based decisions in this study (Chang & Huang, 2006; Hill & Westbrook, 1997). The plans have a descriptive nature and contain a list of actions instead of being a tool to support a program's



strategy. Thus, their quality and implementation may be conceded (Dobbs, 2014; Mahlalela, 2017; Porter, 2008; Quigley, 1994).

In education, strategy means thinking and deciding (Carvalho et al., 2021; Dobbs, 2014; Eacott, 2008, 2011). A strategic vision must bring planned outcomes supporting a mission or vision. Porter's Five Forces are critical for the S3 MPI development. Yet, plans should align with the mission and vision beyond external requirements (Carvalho et al., 2021; Meyers & VanGronigen, 2019). It is not easy for policymakers and S3 MPI leaders to advance and change. Management and S3 MPI, specifically, need improvement (Carvalho et al., 2021). Moreover, it is crucial to comprehend the meaning and application of strategic planning. In the beginning, decision-making and planning must consider purpose, compromise, and participation. Furthermore, the previous model's planning, conditions, and timing should need consideration.

Strategic management has formulation, implementation, and evaluation stages. A long-term goal is necessary for successful situational analysis (Edwards, 2012; Pringle & Huisman, 2011). The long-term goal covers the ambition to enhance the company's competitive stand. It calls for a specific strategy selection (Mondkar, 2017). Above all, only well-executed strategies bring a competitive advantage. Currently, management skills undermine analytical skills (Mondkar, 2017; Mahlalela, 2017). Novel strategies must be upheld throughout the organization to be effective (Mahlalela, 2017). Thus, monitoring secures success (Mondkar, 2017). Managers must continually evaluate their environments for new strengths, weaknesses, opportunities, and threats (Dobbs, 2014; Mahlalela, 2017). If new situations arise, managers must act promptly to treat them (Mondkar, 2017).

In closing, this study urges a novelty that integrating SWOT analysis in the strategic management has successfully determined the operation of education management employing Porter's Five Forces model. Theoretical novelty suggests that strategic management effectively assesses curriculum innovation, competition, and program review. Strategy formulation, implementation, and evaluation are established in an integral phase of SWOT analysis to outline goals, vision, and mission. Additionally, Porter's Five Forces help map competition for the global market. However, this study has limited data collection. Thus, future research should use an ethnography approach or a multisite case study, increasing its scope of implication.

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