



SWOT Analysis for Enhancing the Competitiveness of STIE Ganesha South Tangerang as a Higher Education Institution

Putri Noor Ramayanti ^{1*}, Zulkifli Zainuddin ², Siti Mulasih ³, Neila Aisha ⁴

¹⁻⁴ Sekolah Tinggi Ilmu Ekonomi, Tangerang Selatan, Indonesia ²

Email: ¹putri@stieganessa.ac.id, ²uki.zulkifli@yahoo.com, ³sitimulasih@stieganessa.ac.id

⁴neila@stieganessa.ac.id

*) Corresponding Author

Abstract

This study addresses a critical gap in strategic management literature by focusing on private higher education competitiveness in Indonesia's evolving academic landscape. The research aims to analyze STIE Ganesha South Tangerang's strategic positioning and identify key factors influencing its competitive development. Utilizing a mixed-methods approach, the study incorporated in-depth interviews, documentation analysis, and questionnaires with 29 participants, following Miles & Huberman's analytical framework through IFAS, EFAS, and SWOT matrices. Empirical findings demonstrate the institution's strong competitive advantages in faculty expertise, accreditation status, and industry-aligned curricula, while revealing significant challenges in marketing effectiveness and infrastructure development. External analysis identified digital transformation and governmental policies as pivotal opportunities, alongside intensifying competition and regulatory changes as major threats. The study's implications suggest implementing aggressive growth strategies emphasizing human capital development, digital integration, and strategic industry partnerships to enhance institutional positioning. These findings provide a actionable framework for private higher education institutions seeking to navigate competitive challenges while maintaining educational quality and market relevance.

Keywords:

Strategic Management, Higher Education Competitiveness, SWOT Analysis, Institutional Development, Private Universities

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INTRODUCTION

Quality higher education must be capable of addressing both current societal challenges and potential future issues (Sawal M dkk., 2024). The principles of justice and transparency in educational implementation have become natural principles in societal life (Nagel, 2020). Consequently, the development of rational attitudes serves as a guiding star in academic life (Utama, t.t.), and the development process can only be achieved by humans prepared through quality education (Harahap & Zakir, 2024).

In Indonesia, this role is not solely carried out by state universities (PTN), which play a crucial role in producing qualified and competitive human resources. Private universities (PTS) also make significant contributions to expanding access to higher education and improving the quality of human resources. The intense competition among higher education institutions in Indonesia, particularly in the LLDIKTI Region IV area which covers 10 major cities, necessitates that each institution develop effective strategies to enhance its competitiveness.

Table 1. List of Higher Education Institutions in LLDIKTI Region IV (10 Cities)

No	Name	Rangking	Accreditation Status	City
1	Universitas Ibn Khaldun Bogor	Good	PTS	Bogor
2	Universitas Pakuan	Excellent	PTS	Bogor
3	Universitas Islam Syekh Yusuf	Very good	PTS	Tangerang
4	Universitas Nusa Bangsa	Good	PTS	Bogor
5	Universitas Swiss German	Very good	PTS	Tangerang
6	Universitas Mathla ul Anwar	Very good	PTS	Tangerang
7	Universitas Pamulang	Very good	PTS	South Tangerang
8	Universitas Pramita Indonesia	Good	PTS	Tangerang
9	Universitas Presiden	Excellent	PTS	Bekasi
10	Universitas Serang Raya	Good	PTS	Serang

Source: Direktori LLDIKTI 4, 2025

Based on Table 1, it can be observed that the list of private higher education institutions in the LLDIKTI Region 4 area (covering Bogor, Tangerang, South Tangerang, Bekasi, and Serang) is presented along with their respective accreditation statuses. Several institutions have achieved "Unggul" (Excellent) accreditation status, such as Pakuan University and President University, while others hold "Baik" (Good), "B", or "Baik Sekali" (Very Good) accreditation

levels. Overall, this list demonstrates the distribution and quality of private higher education institutions within the LLDIKTI Region 4 area.

The role of higher education is not solely fulfilled by state universities (PTN), but also by private universities (PTS) which are significantly more numerous in quantity. This highlights the substantial contribution of private institutions in expanding access to quality higher education and addressing the diverse educational needs of the population in the region. The variation in accreditation statuses among these institutions reflects the dynamic landscape of private higher education, showcasing both established institutions with excellent accreditation and developing institutions working toward quality enhancement.

Table 2. Number of Higher Education Institutions (Dikti) Data by South Tangerang City

No	District Name	Higher Education
1	Ciputat	7
2	Ciputat Timur	0
3	Pamulang	1
4	Pondok Aren	0
5	Serpong	1
6	Serpong Utara	0
7	Setu	0
Total		9

Source: Kemendikdasmen, 2025.

Based on Table 1, it is evident that South Tangerang City hosts 9 higher education institutions, with an uneven distribution across its sub-districts. Ciputat serves as the main educational hub with 7 institutions, while Pamulang and Serpong each have only 1 institution. Other sub-districts currently lack higher education institutions, indicating that educational resources remain concentrated in Ciputat.

This distribution pattern highlights the strategic importance of Private Higher Education Institutions (PTS) in supporting national development. However, not all PTS can develop optimally, particularly in urban areas characterized by intense competition and the dominant challenge of enhancing human resource quality (Fuadi, 2021).

As part of the Jakarta buffer area, South Tangerang City has become a growth center for numerous PTS offering diverse study programs. The presence of major universities across the Jabodetabek region has created intense competition among private institutions for new student recruitment (Syaifullah dkk., 2021). Within this competitive landscape, STIE Ganesha South Tangerang faces significant challenges in enhancing its competitiveness and attracting prospective students (Sachlan dkk., 2025).

STIE Ganesha South Tangerang offers management and accounting programs that possess strong relevance to labor market needs. Nevertheless, several barriers continue to influence prospective students' decision-making processes when selecting higher education institutions (Arief Budiman, 2024). Conversely, the institution maintains unique opportunities in how it interacts with an environment characterized by random events and possibilities (Sofyeni dkk., 2025).

To address these challenges, a strategic study is required to identify the institution's strengths, weaknesses, opportunities, and threats. SWOT analysis serves as a strategic formulation tool that systematically analyzes and identifies various factors to develop organizational strategies based on logic that maximizes strengths and opportunities while simultaneously minimizing weaknesses and threats (Karim dkk., 2022). This approach will enable the formulation of implementable development strategies expected to provide tangible contributions to STIE Ganesha South Tangerang in preparing medium and long-term strategic plans, while also serving as a reference for other PTS facing similar challenges..

METHODS

This study employs a qualitative approach, selected to enable in-depth exploration of social realities. SWOT analysis is utilized to map internal and external factors, particularly in determining marketing strategies (Karim dkk., 2022), through a descriptive-explorative design that examines and elaborates on social events, phenomena, and situations under investigation (Waruwu, 2023). The research aims to thoroughly investigate factors influencing the development of STIE Ganesha South Tangerang.

The research subjects comprised active students and alumni, with a target of 300 students and 60 alumni selected purposively based on study program representation and year of enrollment. However, only 29 respondents ultimately participated and completed the questionnaires. This situation indicates limitations in respondent participation rates that require consideration in interpreting research findings. The original sample size was intended to ensure obtained data could represent majority student perceptions and provide insights into graduate experiences in the workforce.

Data collection was conducted through open-ended questionnaires and in-depth interviews with representative students, alumni, faculty members, leadership, and administrative staff. Additionally, field observations were carried out to assess infrastructure conditions and academic services, while documentation was obtained from accreditation reports and student data.

Data analysis followed the Miles & Huberman model, encompassing: data reduction, data display, and conclusion drawing. During the reduction phase, interview, observation, and documentation data were selected and coded into strength, weakness, opportunity, and threat themes. The results were then presented in tables and matrices (IFAS, EFAS, IE, and SWOT) to display the strategic positioning for STIE Ganesha South Tangerang's development over the next five years, expected to enhance institutional competitiveness as a higher education institution in South Tangerang. Conclusions were drawn by identifying recurring patterns, such as marketing limitations, then verified through triangulation of interviews, field observations, and policy documents, ensuring more valid findings that can serve as a foundation for strategy formulation.

Furthermore, conclusion drawing commenced during data collection at the research location, where researchers sought to understand the meaning of obtained data as the outcome of the entire research process (Qomaruddin & Sa'diyah, 2024). This approach allowed for continuous refinement of understanding and ensured that emerging insights were grounded in comprehensive contextual analysis.

RESULT AND DISCUSSION

Table 3 Internal and External Factors of STIE Ganesha

Internal Factors	External Factors
<p>Strengths</p> <ol style="list-style-type: none"> 1. Campus facilities support the learning process 2. Curriculum aligns with industry demands. 3. Organizational activities support soft skills development. 4. Competencies are relevant to employment needs. 5. Adequate academic services 6. Institutional support for job placement 7. Effective campus management system. 8. Regular training programs available. 9. Reasonable workload distribution. 	<p><i>Opputunities</i></p> <ol style="list-style-type: none"> 1. STIE graduates possess industry-relevant skills 2. Companies show interest in collaboration (internships, research, recruitment) 3. Information about STIE is easily accessible to the public 4. STIE maintains a positive public image 5. Competitive tuition fees compared to other institutions.
<p><i>Weakness</i></p> <ol style="list-style-type: none"> 1. Limited/inadequate campus facilities 2. Curriculum misalignment with industry needs 3. Inactive/limited organizational activities 4. Competencies not matching job requirements 5. Slow/unfriendly academic services 6. Limited career support and alumni networking 7. Ineffective management system 8. Infrequent/discontinuous training programs 9. Excessive/uneven workload distribution 	<p><i>Threatb</i></p> <ol style="list-style-type: none"> 1. Intense competition with graduates from other institutions. 2. Difficult access to information about STIE potential decline in institutional reputation. 3. Lower institutional recognition compared to competitors 4. Perceived high tuition costs not commensurate with quality

Source: analyzed, 2025.

Following the categorization of strength, weakness, opportunity, and threat factors derived from research subjects (including students, faculty, educational staff, alumni, industry partners, government agencies, community members, prospective students, and graduate employers) as presented in Table 1, a comprehensive SWOT analysis was conducted to generate strategic alternatives. This analysis was performed within the research framework entitled "SWOT Analysis for the Development of STIE Ganesha South Tangerang as a Competitive Higher Education Institution."

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Beyond identifying these factors, the integration of strengths and weaknesses (internal factors) with opportunities and threats (external factors) enables the construction of IFAS (Internal Factor Analysis Summary) and EFAS (External Factor Analysis Summary) Matrices. These matrices play a crucial role in determining appropriate marketing strategies for implementation, serving as foundational tools for strategic planning and institutional development.

Table 4. Internal Factor Analysis Summary (IFAS) Matrix

Internal Factors	Weight	N	Bobot x N
The study program curriculum is relevant to job requirements.	0.205	4.24	0.869
Lecturers are competent and easily accessible.	0.203	4.20	0.853
Campus facilities (classrooms, libraries, laboratories) are adequate.	0.191	3.96	0.756
Administrative services and academic systems run smoothly.	0.119	4.12	0.820
Tuition fees are commensurate with facilities and quality of learning.	0.203	4.20	0.853
Total	1.000		4.151

Source: Compiled, 2025

Table 5. Summary of External Factor Analysis (EFAS).

External Factors	Weight	N	Bobot x N
Information about STIE Ganesha is easily accessible.	0.206	4.36	0.898
Internship/industry partnership opportunities are available.	0.193	4.08	0.787
I would recommend this campus to others.	0.205	4.32	0.886
I am confident that graduates of this campus can compete	0.203	4.28	0.869

in the workforce.			
The campus is quite attractive compared to other campuses.	0.193	4.08	0.787
Total	1.000		4.227

Source: Compiled, 2025

Based on tables 4 and 5, namely the matching stage, the aim is to adjust external opportunities and threats with internal strengths and weaknesses, based on data obtained in the input stage. In this study, the analytical tools used in the matching process include the IE (internal-external) matrix, SWOT quadrant, and SWOT matrix.

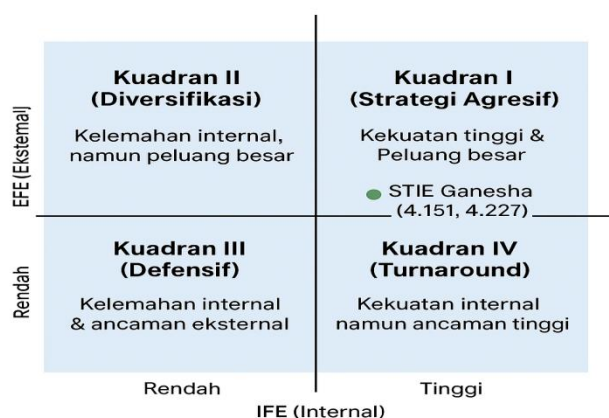


Figure 1. Internal-External (IE) Matrix Based on Total Scores in Strategic Planning.

Based on the results of the IE Matrix analysis, STIE Ganesha is in Quadrant I (Aggressive Strategy), indicating excellent conditions for growth, development, and maximum utilization of external opportunities. Where the axis explains that the horizontal axis (X) represents the IFE (Internal Factor Evaluation) value, which is the result of an evaluation of internal organizational factors such as human resources, finance, facilities, management, and organizational culture. The IFE value indicates how strong or weak the internal conditions of the organization are. If the position is on the left, it means that the IFE value is low, indicating significant internal weaknesses. Conversely, if the position is on the right, it means that the IFE value is high, indicating that the organization has strong internal strengths. Meanwhile, the vertical axis (Y) depicts the EFE (External Factor Evaluation) value, which is the result of an evaluation of external factors that affect the organization, such as opportunities and threats from the external environment (e.g., government policies, technological developments, economic conditions, and competition). If the position is at the bottom, it means that the EFE value is low, which means that the organization faces significant external threats. Conversely, if it is positioned at the top, it means that the EFE value is high, indicating that the organization has significant external opportunities for growth.

Thus, the results of this study not only reinforce previous literature but also offer a new perspective on community-based sustainable food development models in coastal areas. Then, the identified corporate strategy factors were compiled in a SWOT Matrix to determine alternative corporate strategies. The SWOT Matrix is presented in Table 4.

Table 6. SWOT Matrix of STIE Ganesha

<p>IFAS</p> <p>EFAS</p>	<p>Strengths</p> <ol style="list-style-type: none"> 1. High-quality human resources and competent lecturers. 2. Good institutional accreditation. 3. Adequate and digital learning facilities. 4. Well-known campus reputation. 5. Strong management support.. 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Promotion and publicity are still limited. 2. International collaboration is not yet optimal. 3. Dependence on conventional learning methods. 4. The management system is not yet fully integrated. 5. Research capacity still needs to be strengthened.
<p>Opportunities</p> <ol style="list-style-type: none"> 1. The demand for workers in the economic and business fields is increasing. 2. Government support for higher education. 3. The development of digital technology in education. 4. Opportunities for cooperation with industry. 5. Increasing public interest in higher education. 	<p>SO (Strength–Opportunity) Strategy</p> <ol style="list-style-type: none"> 1. Develop new study programs according to market needs. 2. Expand international cooperation. 3. Enhance campus branding through publications and accreditation. 4. Digitize learning and academic services. 5. Develop a student business incubator. 	<p>WO (Weakness–Opportunity) Strategy</p> <ol style="list-style-type: none"> 1. Improve lecturer competence through training and certification. 2. Utilize research grants and government assistance. 3. Collaborate with industry to improve practical facilities. 4. Modernize technology-based campus management systems.
<p>Threats</p> <ol style="list-style-type: none"> 1. Competition among universities is becoming increasingly fierce. 2. Changes in higher education policy. 3. Rapid changes in technology and digitalization. 4. The threat of global online campuses. 5. Economic fluctuations that affect students' purchasing 	<p>ST (Strength–Threat) Strategy</p> <ol style="list-style-type: none"> 1. Improve the quality of human resources to face competition. 2. Highlight the campus's differentiating advantages (entrepreneurship, digital learning). 3. Strengthen public image through social activities and research. 	<p>WT (Weakness–Threat) Strategy</p> <ol style="list-style-type: none"> 1. Operational cost efficiency and resource optimization. 2. Reorganization of management structure for efficiency. 3. Periodic evaluation of lecturer and staff performance. 4. Mitigation of financial and reputational risks through

power.	4. Strengthen the alumni network for promotion and recruitment	internal audits.
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Source: compiled, 2025

Based on the SWOT analysis results shown in Table 4, STIE Ganesha has a number of strengths that are key assets in the development of the institution, including competent lecturers, good accreditation, cooperation with government and private agencies, and a curriculum that is relevant to industry needs. However, there are still several weaknesses, such as suboptimal promotion, limited laboratory and technology facilities, an insufficient number of students, and research and community service activities that still need to be improved. Externally, there are various opportunities that can be exploited, such as the increasing demand for workers in the economic and business fields, government support for higher education, and the development of digital technology that opens up opportunities for innovation and collaboration with industry and MSMEs. However, STIE Ganesha also faces threats in the form of increasingly fierce competition between universities, changes in higher education policy, rapid technological developments, and fluctuating economic conditions.

To respond to this situation, STIE Ganesha has established several key strategies, namely developing new study programs, expanding cooperation with industry partners, increasing scientific publications, and strengthening digital-based promotion. In addition, improving lecturer competence, adjusting the curriculum, managing resources efficiently, and improving the quality of academic services are important steps to strengthen the institution's competitiveness. With these strategies, STIE Ganesha has the potential to develop into an adaptive, innovative, and highly competitive university in the era of digital education transformation.

CONCLUSION

Based on the results of the SWOT analysis, STIE Ganesha has great potential to grow as a leading university that is adaptive to changing times. Its main strengths lie in the quality of its human resources, its good academic reputation, and its extensive network of partnerships. However, to achieve greater competitiveness, improvements need to be made in the areas of promotion, supporting facilities, and increasing research activities and community service. In the external context, available opportunities such as government support for higher education and the development of digital technology can be utilized to strengthen learning innovation and collaboration with industry and MSMEs. Meanwhile, challenges such as fierce competition and changes in education policy need to be anticipated with adaptive strategies oriented towards quality improvement.

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