THE STUDY OF STUDY PROGRAM COMPETITIVE POSITIONING IN HIGHER EDUCATION

A CASE STUDY IN A HIGHER EDUCATION INSTITUTION IN INDONESIA

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Abstract

Study Program is both product and service offered by universities. Therefore, Study Program management should be in the level of business strategy, which result in a competitive strategy that aims at sustaining and developing the competitive advantages, in order to be able to compete with competitors (other universities) and sustain as long as possible in the market. Competitive Positioning is one of ways to monitor and evaluate the quality of the Study Programs. This research aimed to comprehensively analyze the data pertaining to the study

using qualitative method approach. The study was conducted in a period of 1 years in 2016. The research found that, out of 27 Study Programs, 12 Study Programs showed very good competitive positioning level; 7 Study Programs showed good competitive positioning level; and 8 Study Programs showed poor competitive positioning level.

Keywords: Competitive Positioning, Competitive Profile Matrix (CPM), Higher Education, Program Study, Strategic Management

INTRODUCTION

The Ministry of Research, Technology and Higher Education (Kemenristekdikti) has established the Medium-Term Priority Strategic Plan (RJPM) 2015-2019, which stabilize the overall development by focusing on the development of competitive advantage of the economy based on the available natural resource, quality human resource, and science & technology capability. The strategic aims for the nation's competitive advantage, which are the improvement of the relevance, quality, and quantity of human resource with erudition, as well as science, technology, and innovative ability, are described as strategic targets (Figure 1) as follow: (1) the improvement of learning quality and higher education students; (2) the improvement of Science & Technology and Higher Education institutional quality; (3) the improvement of relevance, quality, and quantity of Science & Technology and Higher Education resources; (4) the improvement of research and development relevance and productivity; and (5) the strengthening of innovative capacity. The expected output here is to be able to achieve the competitive target of higher education in Indonesia (Figure 2).

Figure 1. The Logical Framework of Kemenristekdikti's Main Pillar

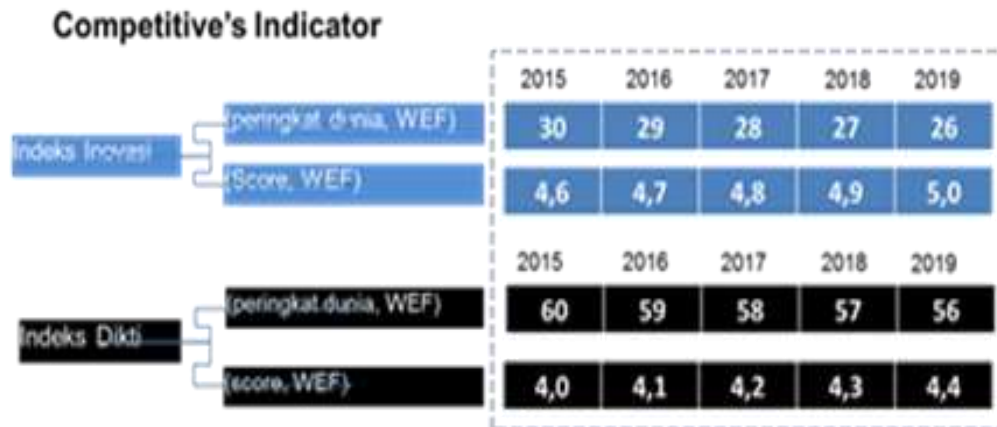Source: Kemenristekdikti Strategic Plan of 2015 – 2019

Figure 2. Competitive Indicator
Source: Kemenristekdikti Strategic Plan of 2015 – 2019

In 2015, the Ministry of Higher Education (DIKTI) ranked 3.320 (three thousand three hundred and twenty) colleges in Indonesia based on the following criteria: (a) the quality of human resource; (b) the quality of management; (c) the quality of students' activities; and (d) the quality of researches and scientific publications. The result showed that there are quality discrepancies in all of the scoring aspects including the quality disparity of Universities, both in the difference between Public Universities (PTN) and Private Universities (PTS), and the quality disparity in terms of geographical condition. The quality discrepancy of PTN and PTS can be seen from the fact that there were no PTS in the top 10. The geographical disparity between Java and Outside-Java can be seen from the quality of universities in Java (0.762) is very much better than the universities outside of Java (0.559).

The database of DIKTI (2016) in Figure 3 showed that there are 377 Public Universities (PTN) in Indonesia. Meanwhile, the recorder number of Private Universities (PTS) are 4,445 universities. Universities in Indonesia are classified in term of their levels namely *politekik, akademi, sekolah tinggi, institut, dan universitas.* The level with biggest composition for PTN and PTS respectively is *Politeknik* (vocational education) and *Sekolah Tinggi* (55%). If we look at the distribution, there is a geographical disparity because both PTN and PTS are mostly located in Java island area. The PTS composition is still dominating the PTN in various areas. Then, the PTN are usually concentrated in big cities as capital of provinces, while PTS are available in almost all city and district areas.
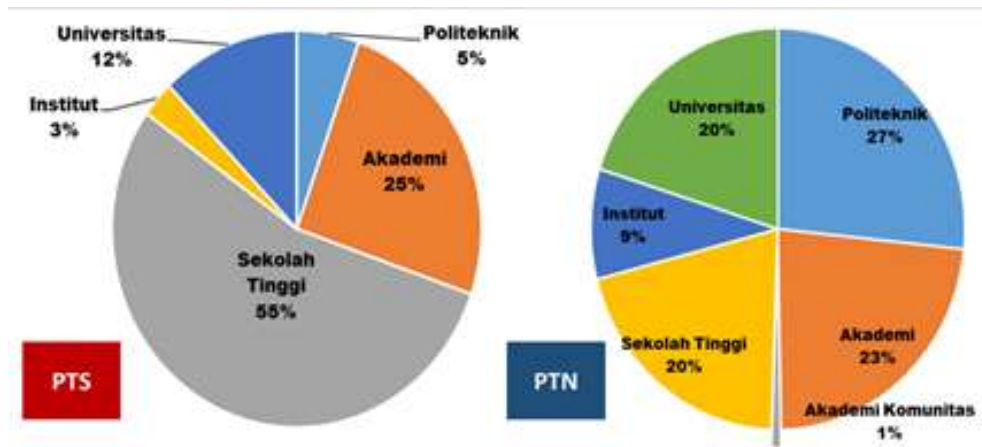
Figure 3. Indonesia's Higher Education

Source: DIKTI (2016)

The main resource Universities should have in conducting academic activities is educators or lecturers. The data from DIKTI database of second semester national recap of 2004/2015 showed that the composition of lecturers in PTS (160,159 people) is bigger than those in PTN (90,742 people). Educational quality is also reflected in the quality of the lecturers which can be seen from the functional incumbency namely the instructor (NJFA), Expert Assistant (AA), Lecturer, Associate Professor (LK) and Professor. The data from DIKTI database (2013) in Figure 4 showed that the status of 40% of the lecturers are instructor (NJFA) and the smallest composition is the Professor (3%).
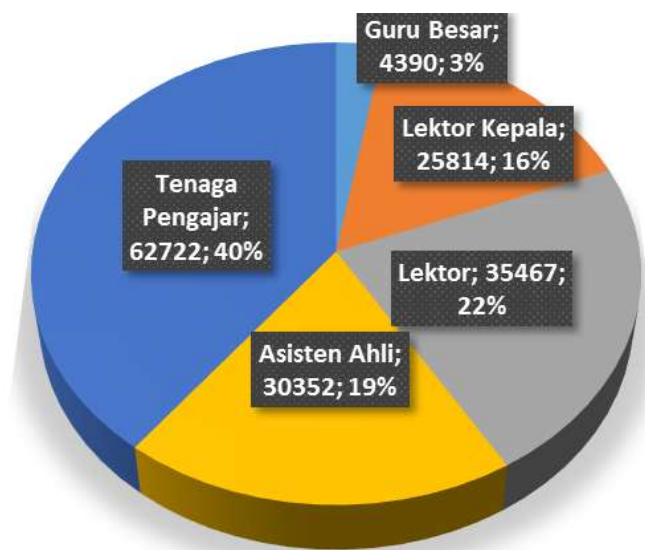

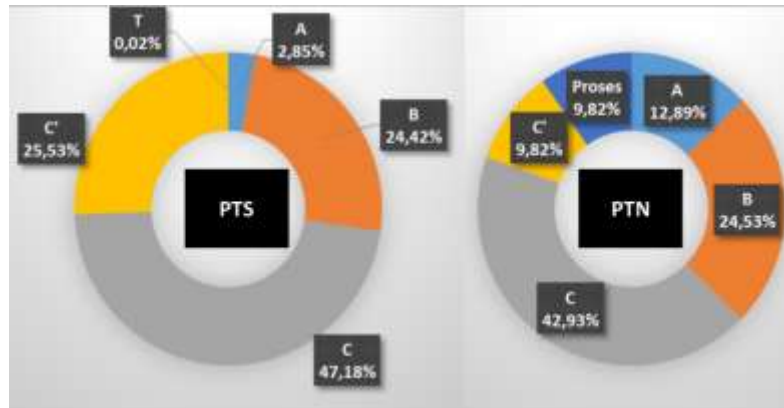Figure 4. Composition of University Lecturers in Indonesia

Figure 5. University Study Programs in Indonesia

Source: DIKTI 2014

Indonesian educational quality is regulated by the Directorate General of DIKTI through Higher Education National Standard (SNPT). The quality is reflected in an accreditation issued by Higher Education Nation Accreditation Body (BAN-PT) in the scoring form of A, B, and C. The Study Program Accreditation in Figure 5 showed that from a total 17.160 Study Program in 2014, there are still many Study Programs which are accredited C both in PTN and PTS, respectively as much as 42,93% and 72,71%. Even 0,02% of the Study Programs were not accredited. In addition to accreditation, there is also an institution accreditation quality standard issued by the same body. Ariawan (2016), based on the data from BAN-PT of January 2016, stated that only 26 (0.66%) universities in Indonesia were accredited A using the quality standard of BAN-PT. It can be seen that the majority of the universities are public universities, especially with the Legal Entity status. There are still a few public universities to be accredited A. From 3,181 PTS in Indonesia, only 5 PTS are accredited A. In fact, based on the latest information, there are still 3,738 study programs in public universities (PTN) and private universities (PTS) that have not been accredited (Ariawan, 2016). According to Illah Sailah (Directorate General of DIKTI) in Ryantie (2016), there is a big risk in 2018 because many study programs have to be stopped due to the incapability of meeting the national standard (SN) of DIKTI.

The other educational quality problems of Indonesia have been mentioned by Alie (2015), Ryantie (2015), Wulandari (2016), Putri (2016), and Joko (2016). They are as follow: (1) educators, (2) accreditation, (3) tuition, (4) academic facilities, (5) unemployed graduates, (6) academic services, (7) research quality decrease, (8) conformity between university output and industry needs, and (9) capabilities of universities to produce entrepreneur. To improvement the

educational quality of Indonesia, especially of universities, should better be done by monitoring the value chain of universities in Indonesia. According to Addvantum (2015), three main parts in the value chain of universities are Supplier, Institution, and Customer. Supplier consists of the government, corporates, and product and service providers. Institution consists of facilities, academic supporting personnel, faculties, and researchers. Customer consists of tertiary students, alumnae, and communities. Faculties govern Study Programs which include managing teaching and learning process as a primary activity complemented by facilities, faulty experts, and researchers as supporting activities.

From business point of view, Study Program is both product and service offered by universities. Therefore, Study Program management should be in the level of business strategy, which result in a competitive strategy that aims at sustaining and developing the competitive advantages, in order to be able to compete with competitors (other universities) and sustain as long as possible in the market. With various problems faced by universities in Indonesia, researchers use competitive positioning to monitor and evaluate the quality of the Study Programs according to Higher Education National Standard (SNPT) by conducting a case study in one Higher Education Institution in Indonesian (Institution X) that governs three universities (A, B, and C). Study Program competitive positioning is expected to discover the advantages and disadvantages of Study Programs so that competitive advantages can be developed to ultimately compete and sustain in the market.

LITERATURE REVIEW

Higher education must have ability to maintain, enhance, or increase student enrollment. Consequently, higher education must be able to generate distinctive competitive or distinctive position relative to its competitors. Richardson et al (1995) stated that today's environment is becoming more and more intensely competitive. Industries, like higher education, once considered safe from competitive forces are now finding themselves subjected to competition for the resources they once took for granted.

Strategic Management in Higher Education

Stukalina (2014), stated that with due account for the complicated nature of the educational environment, the following principle strategy-making are supposed to be used in a modern HEI: (1) Applying the holistic approach to strategic planning and (2) Distinguishing between corporate level strategic goals and functional area-specific strategic goals. In this study, competitive positioning focus on functional area there are: (1) University services and facilities (a combination of tangible, non-tangible and semi-tangible resources); (2) Education (a

combination of tangible, non-tangible, and semi-tangible resources); (3) Research (a combination of tangible, non-tangible, and semi-tangible resources), and (4) Academic Staff (non-tangible resources).

Strategic Positioning in Higher Education

Today's environment is becoming more and more intensely competitive. Industries, like higher education, once considered safe from competitive forces are now finding themselves subjected to competition for the resources they once took for granted (Richardson, Nwankwo, & Richardson, 1995). Competition among academic institutions for students, faculty, and financial support is increasing (Karapetrovic, Rajamani, & Willborn, 1999). Furthermore, new non-university competitors in the form of industry and non-university educators have entered the higher education market (Friga, Bettis & Sullivan, 2003).

Aaker and Shansby (1982) in Harrson-Walker (2009) identify a number of ways in which a positioning statement can be conceived. The six approaches to positioning are: (1) by attribute, (2) by use, (3) by user, (4) by product category, (5) by price/quality, and (6) competitive positioning.

Lowry & Owens (2001) stated that positioning results from the specific way in which the four key marketing variables of product, price, promotion, and place (referred to as the 4 Ps) are managed. In a collegiate environment, product becomes academic programs, price is tuition and financial aid, promotion is the communications program, and place refers to the delivery system for academic programs The size of a school, class sizes, and the student faculty ratio are important elements of the academic delivery system The advertising, public relations, admissions materials, and other promotions of the institution should be coordinated to make a unified positioning statement.

Kotler & Fox (1994) stated that in order to develop a positioning strategy, institutions must (1) determine what key attributes students use in comparing institutions and which attributes are most important and (2) identify the relative positions of the institution and its competitors on the important attributes. In keeping with this general approach, Aaker and Shansby (1982) present a six-step process for developing a positioning strategy: (1) identify the competitors; (2) determine how each of the competitors is perceived and evaluated; (3) determine the positions currently held by all competing institutions, including the institution conducting the research; (4) analyze the student base; (5) the institution must decide on its positioning strategy; and (6) monitor the organization's position over time and make adjustments to the marketing strategy as may become necessary.

Competitive Positioning through Value Chain in Higher Education

Firstenberg (1991) stated that institutions that fail to secure a strong competitive position will lose funding and in turn, will be forced to slash their academic programs, facing diminishing quality with little room for maneuver. But institutions that take competitive positioning seriously will find their market niche and be able to offer quality educational services.
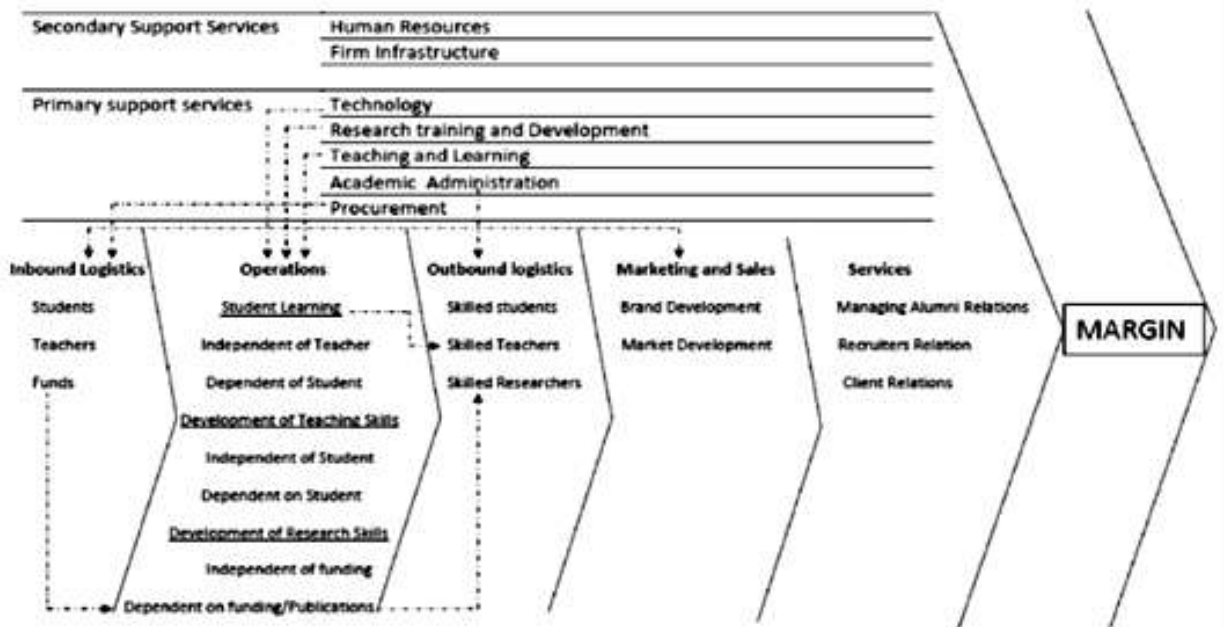

Figure 6. Reconfigured Higher Education Value Chain
Source: Pathak and Pathak (2010:170)

In an article named "Reconfiguring the higher education value chain", after a short review on value chain concept, the authors tried to redefine the value driving activities for higher education includes: Student enrolments, Research grants and publications, Teaching and learning training, Research training and development services, Technology, Student's evaluation of teaching, and Visibility. The paper represented the reconfigured value chain in higher education. The reconfigured model captures the increasing significance of support services, the emerging trend of teaching and learning (in large part independent of the physical presence, i.e. reducing level of contact), technology as an enabler as well as a creator of cost advantage and enhanced efficiency; and the formalisation of marketing and sales services. The activities identified have a structure and are capable of being outsourced (figure 3). Therefore, this study has revisited Porter's value chain analysis and extended its application to the highest education sector (Pathak & Pathak, 2010).

As we have seen there is a tendency for applying the concept of the value chain to explain and expand areas such as higher education sector. Many researchers believe that the service industry specifically the higher education institutions should develop their own value chain components. They can apply qualitative research methodologies whish less used in recent researches. As well they can take advantages of quantitative research methods to describe this concept experimentally and fundamentally. Although there might be still controversy in appropriate methodology for identifying value chain as creation supply.

Quality Assurance in Indonesian HEI

Rahayu (2014) suggested that in order to create the competitiveness of universities is needed in the scope of quality assurance both internal (quality assurance) and in the external sphere (BAN-PT or other institutions). Organizations must realize that they can not simply imitate other organizations, they should find out what is best for them to follow the right approach (Gross & Friedman, 2004). This led the organization's quality improvement efforts for college.

Prasetyo (2014) suggested also to improve competitiveness in order to create a higher education in order to realize a good performance it is necessary accreditation for existing courses. Accreditation status of the university is a reflection of the performance of the college concerned and describes the quality, efficiency, and relevance of the courses held.

Accreditation to be important for private colleges because with their accreditation status will also affect the composition of the number of students and professors at private universities. Accreditation is one form of external quality assurance system is the process by which the competent institutions in providing formal recognition that an institution has the ability to perform certain activities. Thus, accreditation protect the public from fraud by parties who are not responsible.

Accreditation standards are benchmarks that must be met by higher education institutions. An accreditation standard consists of several parameters (elements of assessment) which can be used as a basis to measure and define quality and feasibility of the college to conduct its programs (BAN-PT, 2011).

College performance assessment based on the fulfillment of the demands of accreditation standards. Document accrediting colleges that can be processed must have met the initial requirements (eligibility) characterized by the operating license for the college of officials who are in authority, and have at least 75% of study program who are still accredited study programs at all levels that exist in universities Related high.

Standard accreditation of higher education institutions include the college's commitment to the institutional capacity and effectiveness of education consisting of seven standards as follows:

(1) The vision, mission, goals and objectives, as well as achievement strategy;

(2) The guardian, leadership, management systems and quality assurance;

(3) Students and graduates;

(4) Human resources;

(5)The curriculum, learning and academic atmosphere;

(6) Financing, facilities and infrastructure, and information systems; and

(7) Research, service / community service, and cooperative.

METHOD OF RESEARCH

This research is a qualitative in nature. The type of the research is case study. A case study research is a qualitative research to discover meaning, investigate process, and obtain in-depth definition and understanding from a person, a group, or a situation (Emzir, 2010:20).

The data collected in this research are primary data and secondary data. The primary data were obtained from questionnaire and interview of Head Study Program. The secondary data were obtained from various sources such as Central Bureau of Statistics (BPS) the local research institution, governmental department reports, newspapers, companies' official websites, local and international journals, magazines, television, and internet. The study was conducted in a one year period (2016). The Data only cover identification of Study Program of X Higher Education Institution (one higher education institution in Indonesia).

The technique of the data analysis used in this research was Competitive Profile Matrix. The steps of the data analysis adapted from David (2015) and Widodo (2010) were as follow:

1. Critical Success Factors

Critical Success Factors are the most important factors that affect the success of a product or service in the market. The factors are determined after an in-depth analysis of the factors that are considered important by the customer, therefore the customer chooses the offered products or services. The Critical Success Factors that determine the success of the quality of Study Programs are adapted from BAN-PT quality standard.

Table 1. CSF Definition

No	CSF	Definition
1	Student Body	The number of tertiary student in every Study Program
2	Accreditation	Accreditation is a quality measurement of Study Program in the form of certification issued by BAN-PT.
3	Tuition	A certain amount of money that tertiary students have to pay to go to universities
	SDP2	Educational Development Donation Fund
	UP3	Educational Management Participation Fund
	BPP fee	Educational Management Fee
	Other fee	A certain amount of money that tertiary students have to pay in addition to BPP
4	Tertiary students	
	The number of first-choice applicants	The number of tertiary student candidates that apply to a Study Program
	Annual capacity	The number students that can be accommodated by a Study Program per year
	The number of accepted tertiary students	The number of tertiary students that have completed the registration process
5.	Human Resources: Instructor (NJFA, Expert Assistant, Lecturer, Associate Professor and Professor)	Professional educators and scientists with their main task are to transform, develop, and disseminate their knowledge, technology, and art through educations, researches, and community services
6.	Graduate students	Tertiary students that have been graduated
	Annual graduate students	Tertiary students that have finished their study and the other requirements to be considered have passed
	Work waiting period (month)	Waiting period of Study Program graduate students until they are hired to work in companies
7.	Achievement	The award earned by tertiary students for their achievements
	Local	The award from a city where the Study Program is located
	National	The award from a city outside of which the Study Program is located in Indonesia
	International	The award from a city outside of Indonesia
8.	Room Facility	The facilities and infrastructures of a Study Program
	Classroom	The room where instructions take place
	Laboratory	The room where practices take place
	Meeting room	The room to hold meetings

2. Rating

Rating in CPM represents the responses of products or services to the critical success factors. A highest rating shows that the products and services can respond to the critical success factors well, and it shows the main power of the offered products and services. The range in the rating is between 1,0–4,0, and can be applied to every factor. There are some important points related to rating in CPM. They are as follow:

      a. Rating will be applied to every critical success factor.

b. A low products and services response to a critical success factor is rated 1, which mean that the factor is a main weakness of the offered product or service.

c. An average response to a critical success factor is rated 2, which mean that the factor is a minor weakness of the offered product or service.

d. An above-average response to a critical success factor is rated 3, which mean that the factor is a minor strength of the offered product or service.

e. A superior company response to a critical success factor is rated 4, which mean that the factor is a main strength of the offered product or service.

3. Weight

The weight in CPM represents the relative importance of a factor to become the determinant of the success of an offered product or service. The weight ranged from 0,0 that means unimportant, to 1,0 that means important. The total of all the factors' weight must be equal to 1,0.

4. Weighted Score

Weighted score is the achieved result after the weight of every factor is multiplied by the ranking score.

5. Weighted Score Sum

The sum of all weighed scores is the same as the total weighted score. The final score from the total weighted score must be anywhere around 1.0 (low) to 4.0 (high). The mean of total weighted score for CPM is 2.5, where every product or service with its total weighted score below 2.5 can be considered to be in a weak position. The products or services with total weighted score above 2.5 are considered to have a strong position.

Another dimension in CPM is that the product or service with the highest total weighted score is considered the winner among competitors. However, the total numbers of weighted scores only represent a relative power of the compared products and services.

Expert Judgment

An expert is someone who understands the condition of the Study Programs in X Higher Education Institution. The experts in this research are Directors and VPs as strategists in the management of Universities. Expert judgment is needed to get weighted score in order to obtain CPM in every Study Program, as follows:

1. CSF Weighting

The experts conduct various weighting from 0 – 100% with the sum of total weighting of all CSF is 100%. Table 3 is served as an example.

Table 2. Example of CSF Weighting

Competitive Factors	Weighting
Akreditasi	25%
Biaya Perkuliahan	20%
Jumlah Pendaftar	20%
Masa Tunggu Lulusan	15%
Jumlah Dosen	10%
Prestasi Mahasiswa	5%
Fasilitas	5%
Total	**100%**

2. Study Programs Rating Based on CSF

The experts rate very Study Program based on the scale of 1 – 10 in the following Competitive Ratings: 10 = Very strong performance, 5 = Average performance, 1 = Very poor performance

ANALYSIS AND DISCUSSION

After analyzing the data by expert judgment based on Critical Success Factor (CSF) using Competitive Profile Matrix (CPM) analysis technique, it can be seen that the output of the data analysis is as follow:

Table 3. Institution X Study Programs Total Score

STUDY PROGRAM	TOTAL SCORE
Study Program 1	7.65
Study Program 2	2.55
Study Program 3	4.79
Study Program 4	4.14
Study Program 5	2.78
Study Program 6	4.33
Study Program 7	4.32
Study Program 8	7.34
Study Program 9	5.115
Study Program 10	7.285
Study Program 11	6.625
Study Program 12	5.565
Study Program 13	3.3
Study Program 14	2.55
Study Program 15	3.15
Study Program 16	2.705
Study Program 17	5.155
Study Program 18	4.22
Study Program 19	4.71
Study Program 20	2.77
Study Program 21	4.715
Study Program 22	5.48
Study Program 23	1.47
Study Program 24	3.91
Study Program 25	1.695
Study Program 26	2.78
Study Program 27	6.955
Mean	4.372407407

In the output of the research, the total score mean of Lemdikti (Higher Education Institution) TF is 4.372, so that the Study Programs with above average total score can be categorized in a very good competitive positioning level, while below average total score (7.37 – 3.0) determine a Study Program to be in a good competitive positioning level, the remaining Study Programs with the average total score under 3.0 are categorized as poor.

The research found that, out of 27 Study Programs, 12 Study Programs showed very good competitive positioning level (Study Program 1, Study Program 8, Study Program 10, Study Program 27 (University C), Study Program 11, Study Program 12, Study Program 22, Study Program 17, Study Program 9, Study Program 3, Study Program 19, Study Program 21); 7 Study Programs showed good competitive positioning level (Study Program 6, Study Program 7, Study Program 18, Study Program 4, Study Program 24 (University B), Study Program 13, Study Program 15); and 8 Study Programs showed poor competitive positioning level (Study Program 26 (University B), Study Program 5, Study Program 20, Study Program 16, Study Program 14, Study Program 2, Study Program 25 (University B), Study Program 23)).

After being analyzed using Competitive Profile Matrix (CPT) data analysis technique, the output of the research can be made into a form of Radar Chart and Positioning Map as follow.
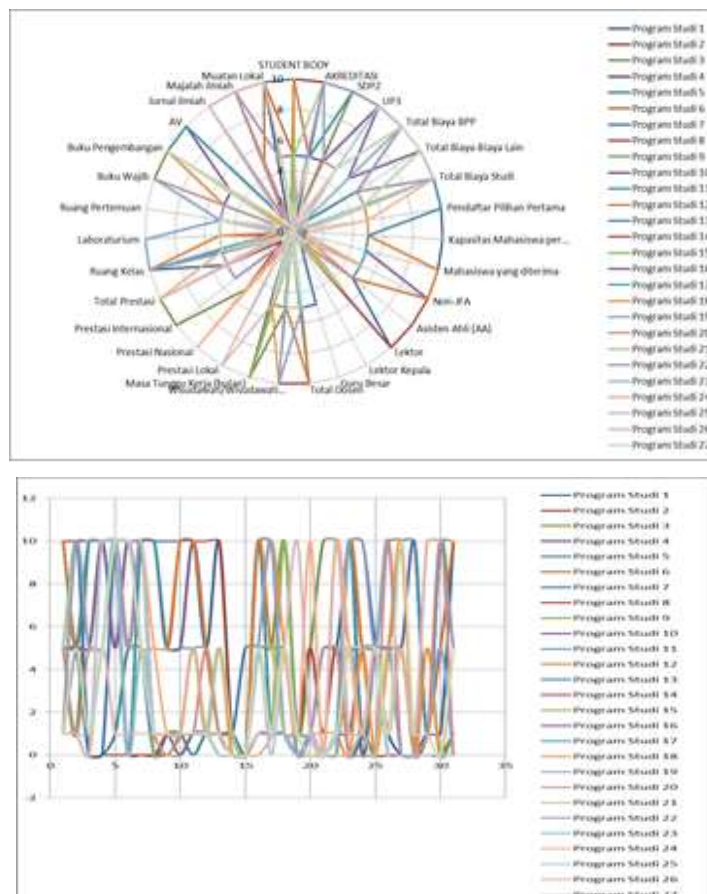
CONCLUSION

Competitive Positioning is one of ways to monitor and evaluate the quality of the Study Programs. Hence, this paper intended to examine 'study program competitive positioning' in higher education in Indonesia. For this, a qualitative analytical approach was adopted. The research found that, out of 27 Study Programs, 12 Study Programs showed very good competitive positioning level; 7 Study Programs showed good competitive positioning level; and 8 Study Programs showed poor competitive positioning level.

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