Pest Analysis: Improvement Strategies for "Kampus Merdeka" Quality at Indonesian Higher Education

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ABSTRACT
The Educational Ministry of Indonesia declared regulation to formulate a more effective educational system by launching the Kampus Merdeka Merdeka Belajar (MBKM) program for higher education. The urgency of problem analysis toward the MBKM implementation for a year is about clarifying the future improvement for the Kampus Merdeka program next year. This research applied a mixed-method descriptive approach to analyze the implementation's effectiveness. The study used PEST analysis to 150 questionnaires and applied regulation as the secondary data to evaluate and recommend future management strategies by considering the trends and market changes that potentially impact the sustainability of the current educational system. This study found that the political section has challenges managing bureaucracy between educational and research management in one management flow through Kampus Merdeka. Economically, the Ministry described financial bureaucracy's construction, transparency, and penetration in detail toward the higher education or educational actors. The social section discusses the creation of long-term orientation for the Kampus Merdeka, so the impact of its implementation will not be included as short-term impacts. Lastly, the technological section identifies the potency of challenges caused by the efficiency of the bureaucracy process between digital media use and the efficacy of Kampus Merdeka's impact. This study suggests re-designing the programs to adopt the MBKM locally relevant to higher education in Indonesia.

Keywords: *Higher Education, MBKM, PEST Analysis, Strategic Management.*

1. INTRODUCTION

Indonesia is optimistic about realizing the "Indonesia Emas 2045" vision as President Jokowi's preliminary plan. In order to realize this vision, the government must massively contribute to optimizing every implementation of regulations to support the realization of the vision through transformation and effective movements. One governmental party that gets massive attention in its realization is the educational party, specifically the Educational Ministry [1].

The availability of laborers is one of the demographic bonus's advantages following the existence of human capital [2]. The human capital perception here is a low death rate, low birth rate, and narrower family scale times, resulting in behavior changes and less fatalistic traits toward life. Parents' decision is about having fewer children but investing much more in every child's growth, including developed perception [3]. Nevertheless, the investment regarding educational access and health. Gary Becker's terminology states in Hayes and Setyonaluri [3] that this investment will help create productive laborers, promote higher wages, and improve life standardization.

Efforts that have been carried out to open up opportunities for "Indonesia Emas 2045" require the government's seriousness in building a futuristic path to maximize the composition of Indonesia's demographic bonus significantly [4]. Education, as a fundamental aspect for the government determining the quality of the young generation, must have an explicit path to support national development. The Educational Ministry in Indonesia had arranged the blue design for long-term planning toward strategic-visionary educational development in 2017, fulfilling the national necessities to greet Indonesia in 2045. The main context of the blue design is creating an educational system related to SDG 2030, so many points discuss qualified enforcement also supported by the quality of teachers' skill improvement, equalization of access, and infrastructure [5].

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The derivatives of the policies formulated by the Educational Ministry are their seriousness in realizing equal national development within the Kampus Merdeka program for higher education [6]. The Ministry delivered through an online site a general description of the Kampus Merdeka program, including the background of its program, namely supporting the realization of the Educational Ministry's seriousness in improving the younger generation's productivity and quality by maximizing the capacity of society with productive ages. It is related to the national goal of formulating a demographic bonus composition in 2045. There are 11 programs in Kampus Merdeka consisting of international/national student exchange programs, internships, volunteer teaching, independent learning, village development, entrepreneurship, and social projects. All students in the national high school could join it without limiting geography. The Kampus Merdeka program aims to improve students' competency regarding knowledge and job skills so that prospectively, they will graduate with readiness in the job field or ready-to-work and competent. All selected participants will have many more learning experiences to support their skills, improve their adaptability, be innovative, and excel along with their interests and talents. Moreover, this program has more flexible options, meaning all students can participate equally [1].

The learning has to be actualized to know how the quality of education in Indonesia has been implemented to reach the vision of "Indonesia Emas 2045". Monitoring the regulation released by the government about the Merdeka Belajar program as a strategy for education quality improvement, students' skills could be evaluated. Regarding the background previously mentioned, this study aims to analyze the substance of the Merdeka Belajar program using PEST analysis instruments [7]–[9]. PEST analysis as a strategy to improve the quality of education through the Merdeka Belajar program becoming an applied testing instrument. The research aims to describe how the PEST analysis method analyzes Merdeka Belajar as an education improvement program.

2. RESEARCH METHODS

According to Hair, PLS-SEM has recently been widely used in various fields, such as information system research, human resource management, tourism and hospitality, and managerial accounting. The decision to use the PLS-SEM approach in this study is based on investigating the relationship between politic, economy, social, and technology to adopt MBKM program evaluation [10]–[13].

The PEST analysis method is considered appropriate for assessing the situation of the Merdeka Campus implementation because of the existence of the Merdeka Campus, which is currently integrated with advances in information technology [8], [14]. The object of analysis in this discussion is the penetration of the Merdeka Campus as Indonesia's national education program for higher education actors and the analysis of its implementation as a higher education program.

The analysis of success or problems in the implementation or penetration of the Merdeka Campus in this article is considered relevant to be carried out using the PEST analysis method. PEST analysis is a method for evaluating external factors by measuring market trends and changes that have the potential to impact internal business [15]. There are four sections in the PEST analysis method's main topics: political, economic, social, and technological. Political points contain an analysis of the consequences or impacts caused by changes in government policies on the object of analysis. The emphasis that the PEST analysis places on external factors across the four dimensions strongly influencing higher education provides confidence in applying it to this environment as the primary operating context for academic libraries. The following section examines political, economic, social, and technological drivers and their impact on higher education institutions, including some specific implications for independent campus programs. This approach is selective for space reasons, highlighting the factors that appear to have the most substantial impact on institutions and are most likely to influence higher education strategy. While there are separate sections for each of the four dimensions, it is essential to note that they are interdependent, resulting in some overlapping coverage across sections. It is sometimes referred to, especially in conclusions, recognizing that its long-term implications for higher education will be profound but will become more evident in the future [16].

The data collected in this study was obtained from questionnaires to see the MKBM program evaluation performances in Indonesia. To support that, the form quest of a literature review through a descriptive approach, namely observing and directly analyzing the Ministry of Education and Culture policies related to the object of analysis in this study. The only hypothesis of this study is how the politic, economy, social and technology leverage the MBKM program.

3. RESULT AND DISCUSSION

The data collected came from 150 lecturers in Indonesia and then processed with SEM-PLS with the results of research analysis as follows:

Table 1. Path Coefficients

Relation	Coefficient	Error standard	T Statistics	P Values	Decision
Economy -> MBKM	0.067	0.083	0.808	0.21	Not Significant
Politic -> MBKM	0.346	0.066	5.249	0	Significant
Social -> MBKM	0.245	0.058	4.248	0	Significant
Technology -> MBKM	0.332	0.061	5.437	0	Significant

The hypothesis of this study was proposed to investigate the significant relationship between politic, economy, social and technology. The finding in on Table 1, provided empirical evidence that the hypothesis of X1 Politic, X3 Social, and X4 Technology are significant, while X2 Economy is not significant to the Y MBKM program. Figure 1 explains the results of the hypothesis that only the economy has no positive relationship with the MBKM program.

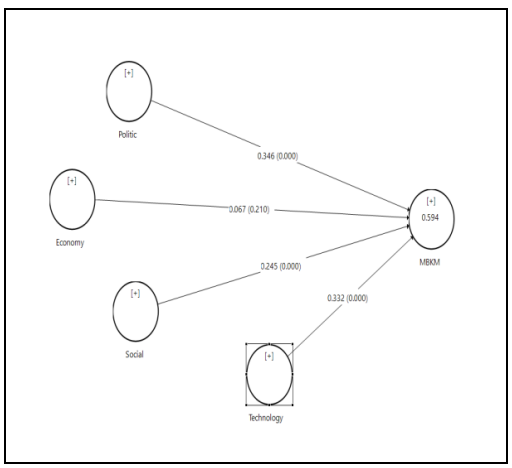

Figure 1. Result Hypothesis Model

The present researcher has addressed this question by examining the level of MKBM evaluation practices. It was found that the only the economy P-value 0.21 that have no significant contribution meanwhile the politic ,social and technology have significant impact with P-values 0.000.

3.1. Politic

The COVID-19 pandemic has significant implications for the operational implementation of the Merdeka Campus program because the registration process has been carried out online, even though the national PPKM policy with WFH (work from home) is implemented in its implementation. It has affected the implementation of several programs, such as internships and independent studies, and several national and international student exchange programs were hampered or transformed. The Certified Internship held by Narasi and the Merdeka Campus represents a program that must be carried out online and through independent study activities [17].

The adaptation challenge experienced by the Ministry of Education and Culture in implementing the Merdeka Campus has shown good performance, namely the ability to continue to run its programs optimally through the idea of transforming program implementation as well as minimizing problems by not violating policy rules while optimizing the latest communication with selected program registrants. It could be seen based on the intensity of the Merdeka Campus program account and its derivative programs to inform the latest news on policy changes by providing guaranteed opportunities that are not reduced for selected registrants. Even though there is a delay in the provision of mentoring activities, administration, and community synergists must follow government policy directions during the pandemic[18].

The Identification of policies that can have implications for Merdeka Campus activities, namely regarding campus rights in converting the value of students who have attended Merdeka Campus programs, are yet as expected. The Merdeka Campus side emphasized in the Merdeka Campus Guidebook that students selected to participate in the Merdeka Campus programs can have the opportunity to complete one semester, equivalent to 20 credits, to two semesters, equivalent to 40 credits in their participation. It is an important opportunity for all students to "spend" their semester with a more innovative experience, but this policy still faces many problems in its implementation [19], [20]

There has not been a synchronization of the Merdeka Campus policy with the readiness of the home campus for the program, making the technical certainty of the implementation ineffective. The option to repeat the semester should not be considered a practical option in this case because, considering the purpose of implementing the Merdeka Campus, an opportunity to study for three semesters outside the study program to ensure an increase in skills and self-competence to be ready to work [6]. The repetition of the semester is very contradictory to this big goal. Therefore, a practical attitude in responding to this case is the readiness of the home campus to have an adaptive assessment system or carry out an adaptive semester assessment transformation following this national higher education program [21].

The national political climate that accompanies this national higher education program is a critical response to the election of Nadiem Makarim as the Ministry of Education and Culture in the form of a merger between the Ministry of Education and Culture and the Ministry of Research and Technology, which is considered too "stifling" the role of the Ministry of education and risks discrediting the quality of national research and technology research [22].

3.2. Economic Factor Analysis

In the economic sector, the Ministry of Education and Technology has recorded a significant increase in funding. The budget in 2022 increased to Rp542.8 trillion from IDR 541.7 trillion (YoY) [23]. Surprisingly, the highest spending budget was the Ministry of Education and Culture, which remains constant at IDR 72,994 trillion for 2022 due to the increase in funding in line with the nominal increase. Specific details about the results are still focused on educational concerns such as improving the curriculum and quality of education accompanied by improvements in teacher quality. Based on an agreement with Commission 10 of the DPR, Kemendikbudristek agreed to allocate funds for vocational education and training programs to improve quality teaching and learning programs [24].

Based on the official website of the Ministry of Education and Culture, the qualification for Merdeka Campus funding with an available amount is IDR 270 billion. In contrast, for competitive funding proposals for related research programs within Merdeka Campus, which is one billion rupiah as well with additional points being the allocation for matching funds of 3:1. Based on a breakdown of the proportion of three points from the Ministry depending on the quality of the proposal then one point from the industry. Construction for higher education in collaboration with national industry to form more adaptive and innovative students towards future industrialization. The need for initiation and primary stimulation leads educational institutions to create a more independent system in collaboration with industry [25].

Institutions face obstacles in total penetration of the contextualization of the Merdeka Campus to all national universities, including financial transparency. There are still problems with the efficiency of implementing this national program, such as the independence of higher education institutions for student assessment instruments from many interruptions and aggressive confrontations from students about their delay in intensive acceptance as apprentices or national student exchanges on various Merdeka Campus social media.

3.3. Social Factor Analysis

In the implementation of the Merdeka Campus, the concept of community is addressed to all actors in educational institutions, ranging from students and university staff to ministry staff. Based on the number of registrants for the Merdeka Campus this year, Indonesian students are highly interested in the Merdeka Campus program. However, all programs at the Merdeka Campus had been provided before the Kemendikbudristek period. However, the more innovative points brought all current programs equal, namely providing equal opportunities in taking national educational institutions and adding points of strengthening the industry with educational institutions by the Ministry of Education and Culture as a third party. Two parties [1], [26].

Considering the demographic bonus that will become Indonesia's megatrend in 2045 is also a significant concern of the Ministry of Education and Technology in implementing the Merdeka Campus program so that the efforts and values that are most needed to be implemented by the government are on the rise of the younger generation to become adaptive and innovative in line with industrial dynamics so that Indonesia does not experience an era of disruption, in economic growth and demographic bonuses. It was undoubtedly related to Nadiem Makarim's statement the day after being sworn in as Minister of the Ministry of Education and Culture that in the future, Indonesia needs more practical regulations in order to optimize the rise of economic innovation to help national economic growth so that in the context of implementing the Merdeka Campus; entrepreneurship, apprenticeship, and self-reliance are also included as mainstay programs as well as government efforts to raise a more adaptive young generation through freedom of learning. Based on the WEF survey on the most problematic factors for doing business in Indonesia, poor work ethic in the national workforce is 5.8% and the 10th highest problematic point after-tax rates [27].

3.4. Technological Factor Analysis

Implementing the Merdeka Campus is in line with the pandemic conditions, so program penetration by the Ministry is highly dependent on the use of technology. It can be an innovative and adaptive way for the Ministry to introduce it as the latest innovation to the public, considering that in this digital era, mass communication is growing along with technological developments, especially Information Technology (I.T.) [28]. In this case, the Ministry of Education and Culture takes advantage of technology, especially I.T., as a channel for communicating and penetrating Merdeka Campus to the public, such as social media, namely Website, YouTube, and Instagram. Thus, communication applications such

as Zoom are used to conduct online meetings with students or other educational actors [29], [30].

Implementation of the use of social media by the Ministry is carried out correctly. The Ministry knows that its program targets students and Generation Z, the most significant social media users today. In addition, the Ministry also penetrates the Merdeka Campus through its social media content while adapting young people's favorite types of social media, such as podcasts and I.G. Live. The young people are interested in joining the Merdeka Campus by the Ministry through their social media. However, based on the problem in the previous section, the use of technological factors must also be optimized in the form of a bureaucratic process so that the Ministry of Education and Technology can successfully organize the Merdeka Campus bureaucracy, especially information synchronization between the Ministry and many parties in the Merdeka Campus program during the digital era. Online learning during the COVID-19 pandemic is well established by offering opportunities to unlock increased access to different audiences and generate institutional income. From a student's point of view, government-assisted convenience, and quotas, supported by an effective technology platform, make online education attractive. However, the provider's experience is not always straightforward. Since early 2020, the coronavirus pandemic has forced higher education institutions to switch to online learning as the default platform for students unable to attend campus. It has the potential to create long-term momentum toward ubiquitous online study habits. However, the COVID-19 era research from the independent campus program has created opportunities for adopting new technologies in all disciplines, not just science and digital scholarship, including advances in digital humanities research [29], [31], [32].

4. CONCLUSION

This article aims to examine the independent campus program through the instruments of political, economic, social, and technological factors that affect higher education and identify the implications for or through the independent learning program in order to achieve the vision of a golden Indonesia 2045 with its demographic bonus [1]. The findings show that trends in these four dimensions have brought about significant changes in higher education over the past few years, especially during the COVID-19 pandemic. Politically, it is the Indonesian state policy to make a combination of competition for funding, tight accountability, increasing pressure, and considerable dissatisfaction in higher education. However, implementing the Merdeka Campus program has challenges in proving its ability to manage the bureaucracy in one direction. The economic climate is challenging, and its key features in many countries include high tuition fees, loan debt, and intense competition to attract students and meet their expectations of value for money and employability. The fundamental problem with nominal funding is that their funding allocation is still increasing. However, the particular problem is how the Ministry provides instructions in the form of construction, transparency, and deep penetration of the financial bureaucracy, as well as student rights policies towards universities or education actors as targets for the Merdeka Campus program. Social trends have resulted in a more extensive and diverse student body who may experience various challenges at university, including welfare issues. Higher education institutions are increasingly aware of their obligations to society, paying greater attention to global sustainability, gender equality, and public perception.

The responsibility for the planning of the long-term orientation for the Merdeka Campus creates an impact of the enactment of the Merdeka Campus will not only be a short-term event considering that many characteristics of Indonesians need to be developed into more significant characteristics so that they can become people with the characteristics or spirit of local wisdom, global interest, namely a society that upholds local dignity but has significant global interests and adaptations. Technological factors have provided opportunities and threats, democratized access to information, and facilitated online and collaborative learning is data-driven research and promises new possibilities alongside ethical issues through artificial intelligence. The Merdeka Campus Program is available to the public through social media, modern communication channels, and creative digital content. However, the problem is still regarding the efficiency of the bureaucratic process in using digital media and the effectiveness of the impacts obtained from the Merdeka Campus program.

AUTHORS' CONTRIBUTIONS

Rajiv Dharma Mangruwa and Syahputra is colleague in Telkom University that contribute equally among the task force given to produce this paper.

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