

Swot Analysis for Strategy Development of UNESA Graphic Design Study Program

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Abstract: A planning of action (POA) is a detailed plan that is more operational and is a short-term plan. This planning's scope is narrower than strategic planning. Before carrying out strategic planning, it is necessary to first analyze the Strength, Weakness, Opportunity and Threat (SWOT) of the Unesa Graphic Design Undergraduate Study Program (D4). So the purpose of this study is to describe the results of the analysis of SWOT. Data collection begins with a questionnaire to the academic staff. Internal Factor Evaluation (IFE) Matrix, External Factor Evaluation (EFE) Matrix, Quantitative Strategic Planning Matrix (QSPM) is used as analyzing techniques. The total weighted score of 2.98 obtained from the results of the IFE analysis shows that the study program is in a strong enough internal position to minimize weaknesses. The total weighted score of 3.24 obtained from EFE analysis shows that the study program is in a strong enough internal position to minimize weakness. The results of this study indicate that the EFI is at 2.98 while the EFE is at 3.15. If it is placed in the IFE-EFE Matrix Quadrant, it is in quadrant II, meaning that the D4 Graphic Design Study Program will grow and need to build.

Keywords: SWOT analysis; strategic development; study program

Introduction

The Unesa Vocational Program is required to always improve the quality of the education, research and community service processes accompanied by efforts to increase their relevance in the context of global competition. In the future, the Vocational Program is expected to be able to align itself with the Vocational Faculty of leading universities in Indonesia in terms of the quality of the learning process and graduates, research and community service, so as to raise the dignity of the Indonesian nation. To realize its vision and mission, the Vocational Program has prepared a document for the Vocational Program Strategic Plan, Universitas Negeri Surabaya 2021-2024. The preparation of this Strategic Plan begins with self-evaluation to see strengths, weaknesses, opportunities, and threats which are then used in formulating strategic issues.

Based on the results of the self-evaluation analysis, and referring to the main issues faced by the State University of Surabaya, there are five main issues that will be faced by the Vocational Program, namely: First, the industrial revolution 4.0 along with the accompanying breakthroughs affect all sectors of life. Second, socio-culturally, there is a shift in the demographics and socioeconomic profile of the world's population. Third, the environmental sector, especially the need for energy and water, will continue to rise, while natural resources will be depleted in the next 20 years. Fourth, the world of work in the future will be very different from what it is today. Fifth, the need for soft skills in the world of work. Sixth, the vocational education paradigm (Tim Penyusun Renstra Program Vokasi, 2021).

The Strategic Plan is a long-term plan and has a broad reach. To achieve the objectives of the strategic plan, an Operational Plan is drawn up. An Operational Plan is a plan that provides details on how the strategic plan will be implemented. An operational plan or commonly called a planning of action (POA) is a more operational detail plan and is a short-term plan. The scope of this planning is narrower than strategic planning. Is a plan that focuses on planning tactical plans to achieve operational goals.

Strategic management is defined as the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its goals (Rahim and Radjab, 2017). Strategic management is realized in the form of large-scale planning covering all

components within an organization which is outlined in the form of a strategic plan (Renstra) which is translated into operational planning, which is then translated into work programs and annual projects.(Taufiqurokhman 2016). The essence of strategic management is to identify the organization's objectives, its resources, and how these resources can be used most effectively to meet strategic objectives (Handayani and Sarwono 2021).

The Vocational Program Operational Plan (Renop) is prepared by the study programs within the Vocational Program to achieve the objectives that have been targeted by the Vocational Program in the strategic plan that has been prepared. The Renop for the Graphic Design Study Program is part of the work guidelines for each work unit within the Unesa Vocational Program, so some of the programs/activities in this Renop are also an accumulation of programs/activities that some have partially or completely failed to achieve. during the past 2021 period where these conditions were the baseline in determining programs/activities for the following year until 2024. The preparation of programs/activities in this Renop refers to the strategic objectives given in the Unesa Vocational Program Strategic Plan based on the Vocational Program Performance Indicators.

Robins & Coulter (2012) also divides planning based on breadth, namely strategic planning and operational planning. Strategic Planning is a plan that applies to all institutions and sets goals or targets for the entire institution in the future. The achievement of long-term targets is important to be determined with certainty so that the business entity has a focused direction in achieving its goals. In addition to determining strategic planning, business entities also need to make operational plans to achieve maximum results in business (Suharjo, 2017).

Operational planning is a process to develop tactical plans that build management's ability to direct business strategies to achieve competitive advantage on an ongoing basis with a focus on customer satisfaction. Making this plan can realize the strategic plan that has been determined by the institution by reviewing the implementation of performance in its business. Operational plans can meet short-term goals by determining the operational activities that business entities need to carry out in developing their business (Thome et al, 2012).

Operational planis part of a business strategy plan that explains how a job is done, the workflow from start to finish, and what resources should be used in the process. The purpose of the operational plan is to control a process that is in the business process. The role of the Operational plan in the business process is to provide a clear picture to all business actors involved about the information from the business process. Information can be in the form of the condition of a business process, resources, goals, responsibilities of each person involved, and the steps taken. This is very important, because if it is carried out without planning, a business process can miss the target or even fail in the middle of the road (Freddy Ajax, 2016).

SWOT analysis is a systematic identification of various factors to formulate a company's strategy. Analysis is based on logic that can maximize strengths, opportunities and at the same time minimize weaknesses and threats (Rangkuti, 2008). One of the most frequently used tools in situation analysis is the SWOT analysis. SWOT stands for internal Strengths and Weaknesses of an agency, as well as Opportunities and Threats in the environment faced by an agency. This analysis is based on the assumption that an effective strategy will maximize strengths and opportunities, and minimize weaknesses and threats. SWOT analysis not only identifies competencies (capabilities and resources) owned by the study program, but also identifies opportunities that have not been carried out by the study program due to limited resources. When applied accurately, these simple assumptions have a huge impact on the design of a reliable strategy (Rahim and Radjab, 2017):

- Strengths are resources, skills or other advantages, relative to competitors and the basic needs served or wished to be served by the institution. Strength is comparative for institutions in the market.
- Weaknesses are limitations or deficiencies in resources, skills and capabilities that seriously impede the effective performance of the institution.

- Opportunities: Opportunities are important situations that are favorable in an institutional environment. Important trends are a source of opportunity.
- Threats are a major nuisance to the current and desired position of the institution.

Based on the background of the problem, the formulation of this research problem is How is the result of the analysis of Strength, Weakness, Opportunity and Threat (Applied Undergraduate Study Program (D4) Graphic Design Unesa. So that the purpose of this study is to describe the results of the analysis of Strength, Weakness, Opportunity and Threat (SWOT) of the Unesa Applied Undergraduate Study Program (D4) graphic design.

Methods

Descriptive quantitative method was used to explain the results of the questionnaire to the academic staff of the D4 Graphic Design study program. The questionnaire contains variables related to the internal conditions and external conditions of the study program. The Likert scale was used to assign a score to each question in the questionnaire. A score of 4 is given if the questionnaire questions have a very important level. Up to a score of 1, if the questionnaire questions have a less important level. The data analysis techniques that will be used are the Internal Factor Evaluation (IFE) Matrix, the External Factor Evaluation (EFE) Matrix, the Quantitative Strategic Planning Matrix (QSPM).

Result and Discussion

1. EFE Analysis

The IFE matrix is a formulation of the analysis of the internal environment. This matrix provides a summary and evaluation of the main strengths and weaknesses in various functional areas of a business unit. The IFE matrix also provides a basis for the introduction and evaluation of relationships between these functional areas. The weight and rating on the IFE matrix is determined based on the results of the questionnaire given to the Head of the Graphic Design Study Program, the Chairman and Members of the Quality Assurance Unit and one lecturer who teaches in the Graphic Design Study Program.

The IFE matrix is used to determine how big the role of the internal factors in the study program. The IFE matrix shows the internal conditions of the study program in the form of strengths and weaknesses which are calculated based on ratings and weights. From the questionnaire, weights and ratings were calculated. The weights were calculated by the number of each question divided by the total number of overall scores. While the rating is calculated based on the value of each question divided by the number of interviewees. Based on these calculations describe the internal conditions of the Graphic Design Study Program in table 1.

Table 1 IFE Matrix of Graphic Design Study Program

		Weight	Rating	Score
<i>STRENGTH (S)</i>				
1	The competence (field of expertise) of lecturers is diverse and supports the needs of study programs.	0.10	4.00	0.41
2	Lecturers teach according to their field of expertise.	0.10	4.00	0.41
3	Most of the lecturers already have lecturer certification.	0.09	3.50	0.32
4	Nearly 50% of lecturers have professional competency certificates	0.10	3.75	0.36
5	The curriculum is prepared based on the KKNI and SNPT	0.10	3.75	0.36
6	The curriculum is revised periodically.	0.10	3.75	0.36
Total				2.20
<i>WEAKNESS (W)</i>				

1	There have not been many research activities and design exhibitions due to limited funds.	0.04	1.50	0.06
2	The performance of lecturers tends to be not optimal in the field of research and publications.	0.05	1.75	0.08
3	The quantity and quality of experience in the field of research is not evenly distributed among all lecturers.	0.05	1.75	0.08
4	Not many lecturers use research grants and PKM outside universities, especially from DP2M.	0.05	1.75	0.08
5	Not many textbooks produced by lecturers	0.05	2.00	0.10
6	At the study program level, there is no adequate graphic design laboratory	0.05	1.50	0.07
7	The involvement of students in lecturer research is still not much.	0.05	1.75	0.08
8	The collection of lecturers has not run optimally	0.05	2.00	0.10
9	There is no student final project research that has been included in the lecturer's research agenda	0.05	2.00	0.10
			Total	0.7
Total Strengths and Weaknesses		1.00		2.98

On the strength factor (strength/s) the results obtained are not much different, the five statements (statements 1, 2, 4, 5, and 6) have the same weight while statement 3 has the lowest weight. The highest score is in statement 1, namely: The competence (field of expertise) of lecturers is diverse and supports the needs of study programs, statement 2, namely: lecturers teach according to their fields of expertise. While the lowest score is in statement 3, namely: most of the lecturers already have lecturer certification.

On the weakness factor (weakness/w), the results obtained are not much different, the nine statements (statements 2,3,4,5,6,7,8 and 9) have the same weight while statement 1 has the lowest weight. The highest score is in statement 5: there are not many textbooks produced by lecturers, statement 8: The association of lecturers has not been running optimally, and statement 9: there is no student final project research that is included in the lecturer's research agenda. While the lowest score is in statement 1: there have not been many research activities and design exhibitions due to limited funds. The total weighted score of 2.98 obtained from the results of the IFE analysis shows that the study program is in a strong enough internal position to minimize weaknesses.

2. EFE Analysis

The EFE matrix is used to summarize the opportunities and threats in a Graphic Design study program. EFE matrix analysis performed the same calculations with the IFE matrix. The EFE matrix is used to find out how big the role of the internal factors in the Graphic Design Study Program is. The EFE matrix shows the internal conditions of the study program in the form of strengths and weaknesses which are calculated based on ratings and weights. From the questionnaire, weights and ratings were calculated. The weights were calculated by the number of each question divided by the total number of overall scores. While the rating is calculated based on the value of each question divided by the number of interviewees. Based on these calculations describe the internal conditions of the Graphic Design Study Program in table 5.4.

Table 2. Table of EFE Matrix of Graphic Design Study Program

		Weight	Rating	Score
OPPORTUNITY (O)				
1	The greater the interest of prospective students to enroll in the Graphic Design study program.	0.09	4.00	0.36
2	More and more MSME promotion needs	0.08	3.50	0.28
3	The opening of opportunities for graduates of the Graphic Design Study Program to develop digital media.	0.09	3.75	0.32
4	Graduates of the Graphic Design Study Program have the opportunity to become experts/skills in the field of digital media.	0.09	3.75	0.32

5	The number of facilities both inside and outside the PT for self-development.	0.08	3.50	0.28
6	Opportunities for further study are very wide.	0.08	3.50	0.28
7	The number of scholarships for further studies both at home and abroad.	0.08	3.50	0.28
8	Many offers of cooperation with other institutions for the development of the creative industry	0.09	3.75	0.32
9	Increased public interest in entering the D4 Graphic Design Department/Prodi as a source of funds	0.09	4.00	0.36
			33.25	2.80
THREAT (T)				
1	Increased competition in the implementation of similar study programs in East Java	0.04	1.75	0.07
2	Lack of strong public perception of diploma programs, especially applied undergraduates.	0.04	1.75	0.07
3	Students from S1 Visual Communication Design	0.05	2.00	0.09
4	The demand for the provision of complete and representative facilities and infrastructure.	0.03	1.50	0.05
5	The existence of PT competition by highlighting facilities and infrastructure	0.04	1.75	0.07
6	The number of graduates of similar study programs from other provinces competing to fill the vacancy in the formation of graphic design personnel in East Java is increasing	0.05	2.00	0.09
			10.75	0.44
Total Opportunities and Threats		1.00		3.24

On the opportunity factor (opportunity / o) the results obtained are not much different, for the nine statements, the range of values is 0.8 and 0.9. Factors 1,3,4,8, and 9 have a value of 0.9 while statements 2,5,6 and 7 have a value of 0.9. While the threat factor (threat/t) the results are quite varied, the highest score is 0.5 in statements 3 and 6. Statement 3: there are students who come from S1 Visual Communication Design and Statement 6: Number of graduates of similar study programs from other provinces participating competing to fill the void in the formation of graphic design personnel in East Java is increasing. The lowest score of 0.3 is in statement 4, namely: the demand for the provision of complete and representative facilities and infrastructure.

The total weighted score of 3.24 obtained from the results of the EFE analysis shows that the study program is in a strong enough internal position to minimize weaknesses.

Tabel 3. EFI and EFE Matrix Table of Graphic Design Study Program

	Weight	Rating	Weight X Rating
Strength (S)	0.59	22.75	2.23
Weaknesses (W)	0.42	16	0.75
		EFI	2.98
Opportunity (O)	0.76	33.25	2.80
Threats (T)	0.24	10.75	0.44
		EFE	3.24

The total weighted score of 2.98 obtained from the results of the IFE analysis shows that the study program is in a strong enough internal position to minimize weaknesses. The total weighted score of 3.24 obtained from effect analysis shows that the study program is in a strong enough internal position to minimize weakness



Figure 1 Diagram SWOT Anslsys using weight and rating.

3. IFE and EFE Matrix Analysis

The use of IE Matrix Analysis aims to determine the strategic position and alternative strategies of an Applied Undergraduate Study Program (D4) that is right for Graphic Design in order to face competition and future growth. The results obtained from the IFE and EFE matrices are used to compile the IE matrix, so that it can be seen the position of the Applied Undergraduate Graphic Design Study Program (D4) with that position, it can be seen what the right strategy is.

EFE /IFE		IFE		
		Strong (3.0 - 4.0)	Medium (2.0 - 2.99)	Weak (1.0 - 1.99)
EFE	High (3.0 - 4.0)	I	II	III
	Medium (2.0 - 2.99)	IV	V	VI
	Low (1.0 - 1.99)	VII	VIII	IX

	Grow and Develop
	Take care and maintain
	Sell and Divest

Figure 2 IFE and EFE matrix

The average total score on the IFE matrix is 2.98 while the EFE matrix from the results of the IE Matrix analysis in the figure, puts the Applied Undergraduate Study Program (D4) of Graphic Design in cell II called Grow and Build. Average cells for IFE matrices and high cells for EFE matrices. In this position, it is possible for the Applied Undergraduate Study Program (D4) of Graphic Design to carry out intensive strategies and integrative strategies. Intensive strategies include market penetration by expanding marketing through promotional efforts, market development by expanding market share geographically is a new area and study program development. In addition, in cell II there is an integrative strategy, namely forward integration, backward integration and horizontal integration.

Conclusion

This study indicates that the EFI is at 2.98 while the EFE is at 3.15. If it is placed in the IFE-EFE Matrix Quadrant, it is in quadrant II, meaning that the D4 Graphic Design Study Program will grow and need to build.

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