



## **The Implementation of Higher Education Strategic Management During The Covid-19 Pandemic at Yogyakarta State University**

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### **ABSTRACT**

The Covid-19 pandemic has a high impact on higher education governance so that it has the potential to reduce the performance of the institution. Universities must adapt and innovate in strategic management to respond to environmental changes during the Covid-19 pandemic. This study aims to explain the results of the implementation of strategic management carried out by Yogyakarta State University (YSU) during the Covid-19 pandemic. Data collection is done through documentation from journals, books, YSU performance reports, Kemendikbud performance reports, policy documents, documentation of mass media reports. The data needed is in the form of secondary data that can support (4) generating strategies to be implemented in higher education management during the Covid-19 pandemic, (5) formulating policy recommendations. The analysis was carried out by collecting data, reducing data, submitting data, as well as verifying and drawing conclusions. The achievements of the implementation of the strategic management of universities during the COVID-19 pandemic with the YSU case study showed stagnation in the fields of education services, student affairs, human resource development, research and service. Implementation of agile organization and adaptive governance in higher education governance can be done with the following principles 6 principles.

*Keyword:*

Strategic Management,  
Higher Education, Covid-19,  
Universitas Negeri  
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### **INTRODUCTION**

The Covid-19 pandemic has had a major impact on university governance. This influence almost occurs in all aspects of higher education governance in implementing the tri dharma of higher education, such as education, research,

community service, human resource development, infrastructure, and university performance achievements. The implementation of higher education governance is a system of regulation, planning, monitoring, monitoring, and

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evaluation to achieve higher education goals by the National Higher Education Standards (Risanty and Kesuma, 2019). The governance of higher education services includes the availability of administrative services, managerial capabilities of managers, and the availability of facilities and infrastructure (Rusman, 2009). However, during the Covid-19 pandemic, university governance faces serious challenges. The serious challenges faced by universities are, among others: (1) the online teaching and learning process; (2) the process of new student admissions; (3) tuition financing; (4) operational costs (Media Indonesia, 2020). This challenge must be managed properly by every university.

Efforts to overcome these challenges are very dependent on the strategic management applied by universities to respond to changes. Strategic management is needed to prepare organizations to become more dynamic by implementing changes in organizational strategy and culture to survive and adapt in the face of the Covid-19 pandemic (Hoelscher, 2019; Noer, 2019; Salsabila, 2020; Taufik & Ayuningtyas, 2020). Several aspects affect the results of strategic management in organizations during the Covid-19 pandemic, namely the readiness of human resources, infrastructure support capacity, budget allocation, information technology readiness, moral will, political will, readiness and willingness to learn students in supporting online learning. Strategic management is a collection of managerial decisions and long-term decision-making actions within the organization. This includes environmental analysis (external and internal environment), strategy formulation, strategy implementation, and evaluation and control (Wheelen & Hunger, 2012). To do this environmental analysis requires an analytical tool called analysis of

Strengths, Weaknesses, Opportunities, and Threats (SWOT) which are strategic factors for specific organizations. The strategic management process is dynamic and is a set of commitments, decisions, and actions needed by an organization or organization to achieve strategic competitiveness and generate above-average profits (Kuncoro, 2006). Thus, strategic management is a set of decisions and actions that result in the formulation and implementation of plans designed to achieve the goals of an organization. Strategic management involves long-term, future-oriented decision-making and is complex and requires considerable resources, so top management participation is very important (Pearce & Robinson, 2008).

Strategic steps have been taken by the Directorate General of Higher Education (Ditjen Dikti) of the Ministry of Education and Culture (Kemendikbud) of the Republic of Indonesia to support the acceleration of the transformation of strategic management in universities. These efforts include (1) monitoring the implementation of online learning, (2) providing online learning platforms, carrying out capacity building, (3) providing incentives for acceleration and expansion of distance learning implementation (PJJ), and (4) conducting national standardization PJJ (composing Permendikbud National Standard PJJ), (5) encouraging collaboration between universities, encouraging development between universities, as well as between universities and external partners (Herlina, 2020). It aims to develop the system and quality of distance learning in higher education through the implementation of the Independent Learning Campus Independent Curriculum Policy. The emphasis of the Merdeka Campus paradigm is to make universities more open to new things to learn. Universities need to increase the

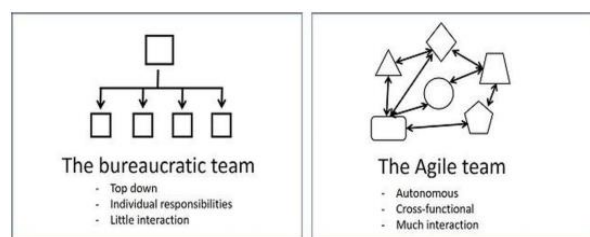
intensity of student encounters and exposure to the outside world. Universities need to facilitate the growth and development of space for appreciation of interest in talent for students to explore hard skills, soft skills, and civic skills on campus.

The adaptability of higher education governance will have a major influence on the achievement of organizational performance. Universities can optimize the achievement of the organization's vision, mission and goals by optimally utilizing all potentials to achieve their performance targets. Technically, governance is understood as a systematic effort in the process of achieving the expected goals, through the functions of planning, implementing, controlling, monitoring, and evaluating. Therefore, governance covers the entire process, elements of governance, and has the main goal of improving the quality of sustainable higher education in achieving the expected vision and mission as stated in the higher education strategic plan (Kadir, 2013). To accelerate the achievement of higher education performance targets during the Covid-19 pandemic, many strategic elements must be improved. The strategic elements in the development of higher education are (1) the quality of academic programs, (2) the quality of human resources, (3) the quality of infrastructure, and (4) a supportive academic atmosphere. The process of achieving the expected goals, through the functions of planning, implementing, controlling, monitoring, and evaluating (Suti et al., 2020). Therefore, governance covers the entire process, elements of governance, and has the main goal of improving the quality of sustainable higher education in achieving the expected vision and mission as stated in the higher education strategic plan (Kadir, 2013).

The strategic management of higher education must be strengthened by

building a conducive academic atmosphere and organizational culture by adopting the concept of the agile organization. An agile organization is one of the adaptations of agile public organization management, able to self-regulate, perform multi-actor interactions and provide new value in responding to existing changes (Denning, 2016). The main process of agile management differs from traditional management in that it mainly focuses on multi-directional interactions, delivering innovation and value to stakeholders.

**Figure 1 Differences in the characteristics of organizational management with traditional and agile bureaucracy**



Source: Prejean et al., 2019

There are twelve basic principles of an agile organization, namely: (1) Priority on satisfaction of service users and stakeholders; (2) Take advantage of change for its competitive advantage; (3) Using the latest software and information technology in a sustainable manner; (4) Connectivity between stakeholders is intensive, transparent, and accountable; (5) Building a conducive organizational environment and having the carrying capacity that can increase public trust; (6) Using efficient and effective communication methods both offline and online openly; (7) Software that works is the main measure of progress; (8) Agile processes promote sustainable development; (9) Constant attention to technical excellence and good design enhances agility; (10) Simplicity - the art of maximizing the amount of work not done - is very important; (11) The best

architecture, requirements and designs emerge from self-organizing teams; (12) Periodically, the team reflects on how to be more effective, then adjusts and adjusts its behavior accordingly (Prejean et al., 2019).

Higher education institutions must have agile management practices to facilitate innovation in creating adaptive governance and transformative leaders to improve performance (W. Liao et al., 2018). What organizations need is a very different mindset from the leaders, managers and staff of the organization (Denning, 2016). It is very important that higher education adapts quickly to environmental changes, is oriented to the business of education and is oriented to meet the expectations of students and other stakeholders. As companies in other industries embrace the agility to cope with complexity, higher education institutions around the world are making changes in aspects of educational settings, teaching facilities, teaching methods, international exposure and culture to be agile to meet the more tailored needs of students' learning demands (Liao et al., 2019). Therefore, every university can transform into a world-class university during the Covid-19 pandemic.

As one of the state universities with a world-class university orientation, Yogyakarta State University seeks to elaborate on the transformation of strategic changes during the Covid-19 pandemic. Based on data from the 2020 YSU Program Implementation Report, it can be seen that YSU's performance achievements in 2020 were achieved by the realization of good governance, as well as high quality of service and support in all units. The achievement of these results includes the program targets for the realization of good governance, as well as high quality of service and support in all units, with six indicators, consisting of 3 indicators (50%) with achievement above

the target, two indicators (33.33%) with achievement on target and one indicator (16.67%) not reaching the target (Bureau of General Affairs, Planning and Finance, Yogyakarta State University, 2020). During the Covid-19 pandemic, YSU made a policy that physical activity was strictly limited. YSU strives to adapt so that the main business processes of learning education services and other educational support services continue to run, and are committed to providing the best services for stakeholders. All activities have been determined to be carried out online or offline by observing health protocols in carrying out official duties. The efforts made by YSU were able to realize revenues from both BOPTN and YSU's BLU reaching 126.9% of the revenue target. This shows that the achievement of YSU's institutional governance performance has not yet met the performance target.

On another aspect, the real impact of the Covid-19 pandemic for Yogyakarta State University is the decline in the level of achievement of national university rankings. The ranking of national universities is a reflection of the achievement of higher education performance outcomes in Indonesia based on the outputs and outcomes of higher education performance. The ranking of national universities in 2018, YSU is in cluster 1, but this ranking, when compared to the previous year, has decreased from rank 10 to rank 11, and in 2019 it fell to cluster 2 at rank 16. and the new pattern implemented in 2019, was also caused by weak performance in several aspects, as well as high competition between universities. The outcome-based and information-technology-based assessment paradigms have brought YSU back to being in cluster 1 (excellent). In 2020, based on the higher education clustering assessment conducted by the Directorate General of Higher Education (Ditjen Dikti) of the

Ministry of Education and Culture (Kemendikbud), YSU managed to rank 12 with a score of 2,908. This shows that the Covid-19 pandemic has an impact on the low performance of YSU's ranking based on output and outcome.

Based on this explanation, this study focuses on examining the implementation of higher education strategic management at Yogyakarta State University during the Covid-19 pandemic. This is important to do because at this time policy recommendations and strategies are urgently needed for YSU in improving its performance during the Covid-19 pandemic situation. One of the things that play a role is by optimizing strategic management in the development of higher education governance and adaptive policy recommendations as well as adopting an agile organization. Strategic management is a collection of managerial decisions and long-term decision-making actions within the organization. This includes environmental analysis (external and internal environment), strategy formulation, strategy implementation, and evaluation and control (Wheelen & Hunger, 2012: 53). Meanwhile, an agile organization is defined as the organization's ability to respond quickly to unexpected changes in meeting the demands and needs of an increasingly changing society (Bradley et al., 2012; Holmqvist & Pessi, 2006; Ngai et al., 2011).

With the elaboration between strategic management and the adoption of an agile organization context, it is hoped that the results of this study can provide novelty in important findings so that they can provide wider benefits in developing scientific studies of public administration and overcoming governance problems at YSU during the post-Covid-19 pandemic.

## **METHODS**

This paper uses a qualitative method. Qualitative research focuses on exploring understanding and interpreting social phenomena empirically with descriptive explanations from researchers. This process involves the use and collection of various sources of empirical data. The purpose of this process can describe and explain the relationship between these social phenomena and the conceptual analysis of the researcher (Denzin & Lincoln, 2005). Collecting data was done through a literature study by looking for empirical data from secondary sources to analyze written facts documentative through literature review. The secondary data sources used include book literature, scientific reports, performance reports, national and international scientific journals, mass media reports, and online visual data related to this research topic.

The Information on a literature review is obtained from scientific books, journals, research reports, scientific essays, theses, dissertations, regulations, yearbooks, encyclopedias, and other written sources (Hamzah, 2020). Relevant documents are analyzed for their contents, namely by examining documents systematically and objectively against the forms of communication contained in writing (Komariah & Satori, 2014).

The steps for collecting data are: First, This study intends to analyze strategic management. Collect literature related to the theme and research objectives. Classify books, documents, or other sources based on their level of importance – primary, secondary, tertiary sources. Second, quoting the necessary data according to the complete research focus with the source following scientific citation techniques. Third, confirm or cross-check data from the main source or with other sources for the sake of validity and reliability or trustworthiness (Hamzah, 2020).

This research was conducted at Yogyakarta State University as one of the universities that implement the strategic management of higher education during the COVID-19 pandemic. The implementation of this research is planned to be carried out for 6 months, from March to September 2021.

In qualitative research, the findings or data can be declared valid if there is no difference between what is reported by the researcher and what happened to the object under study. The instrument in this study was the researcher himself and a guide for extracting secondary data. The type of research data used as research material, secondary data is data collected through searching documents or reviewing documentation. The secondary data used are statutory regulations, rector regulations, journals, books, news, and other secondary data.

Data collection in this study uses documentation techniques to find data in the form of existing documents relating to the strategic management of higher education during the COVID-19 pandemic. To test the validity of this research data, the researcher uses the triangulation technique, namely the technique of checking the validity of the data by utilizing something other than the data for checking or comparing the data (Moleong, 2006). In this study, the credibility of the data was tested using the source triangulation technique. Triangulation of sources means comparing and checking back the degree of trustworthiness of information obtained through different times and tools in qualitative research. Data analysis was carried out simultaneously since the researcher collected data in the field and continued to be carried out intensively after data collection was completed. The analytical technique used is an interactive model according to Miles and Huberman (1992). This analysis model consists of

four stages, namely data collection, data reduction, data presentation, and concluding.

## **RESULT AND DISCUSSIONS**

Strategic planning is one of the key factors in organizational performance to improve its adaptation to external and internal changes in strategic management (Lemoine & Richardson, 2020). This planning is important in the midst of changes due to the Covid-19 pandemic in the university environment. The university allows them to cope with environmental changes due to policy changes during the pandemic (Grünig & Kühn, 2015). This includes environmental analysis (external and internal environment), strategy formulation, strategy implementation, evaluation and control (Wheelen & Hunger, 2012).

### **The Organizational Environmental Analysis at Yogyakarta State University**

#### **1. Yogyakarta State University Internal Environment**

The internal environment in question is the strengths and weaknesses of Yogyakarta State University. There are at least seven internal factors that influence the implementation of strategic management at Yogyakarta State University. A more detailed explanation is as follows:

**Organizational Leadership.** Good leaders can create good governance, especially in higher education environments. Leaders who can capture conditions and determine solutions quickly are needed, especially while changing policy conditions. Leaders must also set a good example for their subordinates, in this case, the Chancellor of the Yogyakarta State University to lecturers and teaching staff.

**University Policy.** University policies also affect the implementation of management in the university environment. Clear rules will eliminate

doubts in work. The rules issued by the University are periodically adjusted to the policies of the Central and Regional Governments. This policy was conveyed through the Chancellor's Circular to the WA Group of lecturers and staff as well as the official website of YSU, namely [www.YSU.ac.id](http://www.YSU.ac.id). The policies that have been issued so far are in line with other regulations. This policy can especially reduce the confusion of lecturers, staff, and students in carrying out their duties and functions.

#### **Financial Resources Support.**

Financial support greatly affects the implementation of the program in the university environment. Financial Management in the last 3 years, 2018, 2019, and 2020 shows the value of WTP (Unqualified). This shows that the management at YSU is in a healthy category. Budget absorption also needs to be increased. The budget is obtained from several posts, which include Revenue from Education Services, Revenue from Provision of Goods and Other Services, and Revenue from BLU Banking Services (YSU Financial Report Team, 2021)

**Human Resources.** The allocation of human resources must be carried out most efficiently by the direction of the organization's policies. The competence of lecturers and staff needs to be improved. In the conditions of the Covid-19 pandemic, the skills that need to be improved are skills in using IT. However, not all lecturers and staff have adequate skills in using IT. In terms of education, during the Covid-19 pandemic, lecturers and staff were also encouraged to carry out further studies and increase their publications.

**Infrastructure.** A comfortable workplace, in this case, a higher education building, also increases work effectiveness by providing a sense of comfort for the academic community. This is then supported by the procurement and

maintenance of facilities and infrastructure at the University, Faculty, and Department levels.

**Responsiveness.** YSU must have the will to help the academic community solve problems by referring to fast service, clear delivery of information and willingness to help, timely service, responsiveness to academic requests. Several services are then carried out online. Further information can be accessed through the following website <http://c3.YSU.ac.id/jasa-selama-pandemi-Covid-19>.

However, unfortunately, the response provided is not always fast due to some work that feels increasingly difficult to do during the pandemic due to coordination problems.

#### **Organizational Adaptability.**

Yogyakarta State University must be able to adapt to an environment that continues to change during uncertain conditions, especially policies that continue to change. Yogyakarta State University must be able to react quickly to these changes. However, strategic planning is not static or predictive; Strategic planning is more of a learning and flexible process that allows organizations to adapt in a constantly changing environment (Elbanna et al., 2016). There are still some parties who feel stagnant in their work in this pandemic situation.

From some of the explanations above, the factors that become strengths in the YSU environment are organizational leadership, university policies, and financial resource support. Meanwhile, the weaknesses are infrastructure factors, responsiveness, human resources, and organizational adaptability. Despite being a weakness, Yogyakarta State University continues to strive to improve these weaknesses.

## **2. Yogyakarta State University External Environment**

External environmental factors then affect the management in the

university environment. External environment analysis in the form of analysis related to challenges and opportunities that may occur and have an impact on Yogyakarta State University. These challenges and opportunities stem from the following two factors.

**Central Government Policy.** On the first point, Yogyakarta State University is a government-owned university that must comply with government policies. Even though in reality the University has its autonomy in managing the management of its university, the policies issued by the central and local governments become the main reference in campus policies.

**The performance of the public sector in handling the Covid-19 pandemic at the local, national and global levels.** The performance of the public sector found that the state in dealing with the Covid-19 pandemic also contributed quite a lot. Especially the government's firmness to prevent the spread of the Covid-19 virus. For example, policy restrictions not only applied to migrants who come from different districts/cities, provinces, or regions but also from different countries need to be limited. In addition to restrictive policies, there are other strict rules, such as mandatory vaccines, antigen swab tests, PCR, and so on. The government, however, also needs to provide subsidies and price arrangements for these facilities, for example for antigen swab tests and PCR because for some people who are experiencing economic difficulties due to the impact of the pandemic, the price of these tests seems very expensive.

The factor that becomes an opportunity in the external environment of YSU is the Central Government Policy. The policies issued by the central government become the main reference by YSU to determine university-level policies so that lecturers and staff are not

confused in carrying out their duties and functions. Meanwhile, the challenge is the performance of the public sector in handling the Covid-19 pandemic at the local, national and global levels. Meanwhile, the performance of the public sector, firmness is needed to run in line with the provisions or policies.

**Table 1. The analysis of strengths, weaknesses, opportunities and challenges in the governance of Yogyakarta State University during the Covid-19 pandemic**

	<b>Strength</b>	<b>Weakness</b>
	a. Organizational leadership b. University policy c. Support of infrastructure resources	a. Budget constraint b. Responsiveness of human resources c. Organizational adaptability
<b>Opportunity</b>	<b>Strength and Opportunity Strategy</b>	<b>Weakness and Opportunity Strategy</b>
a. Policy of central government and local government to support handling of the Covid-19 pandemic b. Network between actors in good university governance c. Application of ICT and global connectivity	a. Agile policy b. Innovation in education services, research and community services c. Implementing good university governance and a transformative leadership	a. Adaptive governance b. Agile human development program c. Agile organization
<b>Threat</b>	<b>Strength and Threat Strategy</b>	<b>Weakness and Threat Strategy</b>
a. Public sector performance in handling the Covid-19 pandemic at local, national and global levels b. Conditions of volatility, uncertainty, complexity, and ambiguity	a. Strategy for promotive and preventive efforts (quick wins based) b. Policies taken by the government are based on economic conditions (business driven)	a. Strategy for evaluation and rehabilitation (simple design and continuous refinement)

Source: Research team analysis, 2021.

**Analysis of Strategy Implementation, Evaluation and Control at Yogyakarta State University**

Implementation analysis is aimed at 10 aspects, namely (1) learning and student quality strategies; (2) implementation of character education for Indonesian identity; (3) institutional quality; (4) relevance and productivity of research and development; (5) relevance and productivity of community service; (6) innovative capacity; (7) supporting



power facilities; (8) relevance, quality, and quantity of human resources; (9) financial performance and accountability; and (10) good governance, as well as high quality of service and support in all units. In detail the discussion is as follows:

**Implementation of learning and student quality strategies.** The quality of learning has mostly reached the target. At the beginning of the Covid-19 pandemic, there were a few obstacles where lecturers were still making various adjustments to work patterns, teaching methods, revising teaching materials, and so on, so that the preparation of new teaching materials had not been implemented effectively. The method that must be carried out is online-based while not all lecturers master IT, even for the LMS owned by YSU (Be-smart). This also happened when there was a change to the latest Be-smart version in 2021. Tendik also had to make new adaptations which then hampered the process of working on his tasks.

**Implementation of the strategy for implementing character education for Indonesian identity.** At this point, Covid-19 has no impact on the implementation of character education for Indonesian identity. This shows that the Covid-19 pandemic has not stopped the activities of lecturers from working in an effort to instill basic individual values in lectures. Even during the Covid-19 pandemic, lecturers were still productive in producing publications.

**Implementation of institutional quality strategy.** Institutional quality has been achieved well on the criteria for the quality of the study program and the relevance of the study program to the needs of the community. However, in terms of institutional quality, YSU's ranking and internationalization of YSU have not yet been achieved. This then needs to be considered. YSU's programs are then directed at increasing the capacity of YSU, increasing rankings such as publications and the number of doctors, as well as the

internationalization of YSU both with various international collaborations and international accreditations.

**Implementation of research and development relevance and productivity strategies.** The relevance and productivity of research has decreased overall due to the addition of requirements for lead researchers and a decrease in the number of research budgets as a result of the Covid-19 pandemic era. These requirements include having a certain Scopus H-index and Scopus mandatory output. The rest there are obstacles that occur due to the Covid-19 pandemic, especially for international research.

**Implementation of relevance and productivity strategies for community service.** In terms of relevance and productivity of community service, it is also almost the same as research, which is where most of them have not reached the target. This is because developing innovation is very much determined by the funds that can be obtained collaboratively between YSU, the business world and the community. Meanwhile, the Covid-19 pandemic has caused some activities to be postponed. However, until now, LPPM YSU continues to try to facilitate the improvement of the quantity, quality, implementation process, and effectiveness of the results of research and PPM implementation.

**Implementation of innovative capacity strategies.** The innovation work of lecturers and students has decreased due to the Covid-19 pandemic. Student achievement in 2020 also decreased compared to 2019. This was due to several things, including (1) there were restrictions on official travel, especially related to central and regional government policies; (2) most of the competitions are conducted using the internet network even though not all regions have a stable internet network, (3) the race schedule is uncertain due to some technical obstacles; (4) coordination of online competitions does not run optimally due to

limited communication; and (5) socialization that occurs is often limited to access.

**Implementation of the strategy of supporting resources.** At this point, all the targets of the supporting power facilities program have exceeded the specified target. This program includes the procurement of goods and maintenance of facilities and infrastructure that can support the implementation of the Tridharma of Higher Education, namely teaching, research, and community empowerment.

**Implementation of the strategy of relevance, quality, and quantity of human resources.** The relevance, quality, and quantity of human resources for lecturers and staff as a whole are said to have not yet reached the target. This then needs to be improved for the competence of lecturers and staff. This increase can be done by increasing the number of trainings/workshops and encouraging lecturers and staff to continue their studies.

**Implementation of performance strategy and financial accountability.** Achievement of financial performance in accordance with the target and with an Unqualified Value (WTP) The change in the parent unit of YSU from the Ministry of Research Technology and Higher Education to the Ministry of Education and Culture caused an increase in the balance of income from Rp 0 (2019) to Rp 5,825,605,0001 (2020). Education Service Revenue is the total income derived from tuition fees (SPP) and enrollment in state universities. Revenue from the Provision of Goods and Other Services is the total income received by YSU apart from tuition fees and banking services, such as registration, legalization, rent, profit sharing, etc. Revenue from BLU Banking Services is income consisting of demand deposits and deposit services ( YSU Financial Report Team, 2021).

There are several posts that have increased and decreased. The decrease in revenue from the provision of goods and other services occurred in 2020 compared to 2019 because

during the Covid 19 pandemic, YSU assets that were rented out such as GOR, Auditorium, Swimming Pool, Hotel did not provide services (closed). Education fee income increased due to the addition of a 7% quota while registration fees did not meet the target.

**Implementation of a good governance strategy, as well as high quality of service and support in all units.** With good governance, as well as high quality of service and support in all units, most of them have achieved the target. But it needs to be improved again to increase the percentage.

#### **Policy Recommendations for Optimizing YSU Performance during the Covid-19 Pandemic**

The results of the analysis of the achievements of the implementation of YSU's strategic management during the Covid-19 pandemic show that the overall performance output of YSU has stagnated in the fields of education, student affairs, human resource development, research and service. The dramatic change in the organizational environment due to adjustments during the Covid-19 pandemic has been responded to by making adjustments to YSU's institutional governance by implementing various strategies. However, strategic policy recommendations are needed to optimize YSU's performance during the Covid-19 pandemic and after the Covid-19 pandemic.

The policy recommendations generated in this study refer to the analysis of YSU's institutional needs, the dynamics of problems in implementing strategic management at YSU, identification of the support system of the internal and external environment of YSU, the opportunities and challenges of YSU in the future as a State University with Law and World Class University. One of the models that can be applied in YSU's governance to respond to the changing impacts of the Covid-19 pandemic is the adoption of agile governance. Agile organization provides an alternative to improve the organization's ability to efficiently allocate financial

resources, increase agility/speed, and accuracy/accuracy in adapting to existing opportunities in an innovative and competitive manner (Huang et al., 2014). Implementation of adaptive governance in higher education governance can be done with the principles (Luna, 2015): (1) governance must always be adapted to the organizational context (good enough governance), (2) policies taken by the government are based on economic conditions (business driven), (3) in policy making, the government must respect and provide space for participation in governance (human focused), (4) productive policies in promotive and preventive efforts (based quick wins), (5) fast and adaptive policies towards conditions (systemic and adaptive approach) and (6) policies that are easily implemented by the community accompanied by evaluation and rehabilitation (simple design and continuous refinement).

First, policies related to governance must always be adapted to the context of the organization (good enough governance). Policy recommendations are directed at: (1) encouraging and focusing on program policies to deal with the Covid-19 pandemic, such as issuing circulars for civil servants and other workers to work from home; (2) refocusing the budget to support the program; (3) Simplification of the number of home base lecturers in the opening of new study programs to be more flexible, not having to meet the minimum requirement of 5 people, accompanied by the ease of obtaining accreditation in order to graduate students who have completed their studies; (4) Simplification of the number of home base lecturers in the opening of new study programs to be more flexible, not having to meet the minimum requirement of 5 people, accompanied by the ease of obtaining accreditation in order to graduate students who have completed their studies; (5) The opening of new study programs that are not only focused on the STEM field of study, but

also the main fields of study in social, humanities, and others to open Masters and Doctoral programs, besides being ready to maintain linearity continuity for students (also lecturers) who want to continue their education to a higher level; (6) Providing financial incentives for universities and study programs that will go towards internationalization, especially in fulfilling the requirements as a World Class University.

Second, the policies taken are based on economic conditions (business driven). This policy recommendation is focused on: (1) Expanding the provision of financial incentive assistance for for two semesters outside the study students who will take the right to study program and outside the campus, according to their choice and competency development. The Directorate General of Higher Education has planned to provide financial assistance to students (single tuition fee, pulses, and transport); (2) Negotiating with internet service providers to free educational websites and pocket-friendly internet packages for students; (3) Providing several facilities to support online learning, starting from PJJ, INHERENT, ID-REN, SPADA, collaboration with internet service operators, collaboration with content providers, and collaborating with several platform owners, namely, Indonesia Cyber Education , Open University, Google Suite, Nvidia-Artificial Intelligence Courses, Amazon web services; (4) Strengthening networking cooperation with the business world, the industrial world. The Ministry of Education and Culture has prepared four schemes to ease the burden on students whose family economy has deteriorated due to Covid-19. First, students can apply for a postponement of the payment of a single tuition fee (UKT) until conditions improve. Second, students can apply for a reduction in the amount of UKT if the family's economic level suddenly changes due to the pandemic. Third, students can pay UKT in installments. The four students who meet the criteria of

being incapable can use the KIP-K government assistance program.

Third, the policy provides space for participation in governance (human focused). The policy recommendations given are: (1) Decision making and policy formulation at YSU involve the aspirations of all parties, both from the leadership, senate, lecturers, education staff, students, as well as the community and cooperation partners; (2) There is inherent supervision of the performance of the leadership and the performance of the institution in a transparent, fair, and accountable manner; (3) MOOC's (Massive Open Online Courses) can be used for students and academics to get quality learning resources from international institutions or agencies, and get the opportunity to conduct competency-certified learning activities from global industries, for example AWS, CISCO, Huawei; (4) Training and capacity building for lecturers or the academic community for further studies and improving ability in creating sustainable online learning materials or content, opportunities to organize credit recognition programs between universities through online learning and the use of MOOC's international.

Fourth, productive policies in promotive and preventive efforts (based on quick wins).

This recommendation is directed at improving the quality of online course quality assurance including institutional support, learning activities, course development processes, support for lecturers and students as well as assessment and evaluation. Quality assurance in the implementation of online learning includes the preparation of quality teaching materials and passes internal quality assurance, material quality and discussion moderation to trigger creativity and student activity in the online learning process. The quality of the assignments given to students must also be relevant, problem-based, argumentative, contextual, challenging, humanist, conversational and communicative

and the quality of the tests given must be relevant and in accordance with the principles of objective tests. Monitoring, evaluation and coaching of online courses must be carried out regularly. A special SPMI unit is needed for the implementation of online learning.

Fifth, policies that are fast and adaptive to the situation (systemic and adaptive approach). The policy recommendations given are: (1) Innovation in the implementation of the tri dharma of higher education through innovation in the field of education and learning, innovation in the use of research results, and innovation in utilizing the results of community adoption; (2) Strengthening the online learning platform. Online learning is an alternative to modern learning methods. There is no difference in treatment in the quality assurance process between online learning and online or face-to-face learning. In practice, the Ministry of Education and Culture provides an online learning platform that can be accessed on the <https://spada.kemdikbud.go.id> and <https://lecturerdaring.kemdikbud.go.id> pages. The Ministry of Education and Culture also cooperates with telecommunications providers to provide free or low-cost internet access for lecturers and students.

Sixth, policies that are easy to implement by the community are accompanied by evaluation and rehabilitation (simple design and continuous refinement). The recommendations given include: (1) the equivalent of credits and hours of activity in the implementation of the Independent Learning Curriculum at the Independent Campus; (2) The expansion of courses through recognition requires a clear system inside and outside the study program/campus that will direct the choices and guidelines of students and lecturers; (3) The latest regulation on lecturer load is in accordance with curriculum changes from the implementation of the Merdeka Campus policy, especially the fulfillment of student learning rights for 3 (three) semesters of studying outside campus.

## **CONCLUSION**

The achievements of the implementation of the strategic management of universities during the COVID-19 pandemic with the YSU case study showed stagnation in the fields of education services, student affairs, human resource development, research and service. Implementation analysis is aimed at 10 aspects, namely (1) the learning and student quality strategies mostly achieve the target; (2) implementation of character education for Indonesian identity in accordance with the target; (3) most of the institutional quality has not reached the target; (4) the relevance and productivity of research and development has not yet reached the target; (5) most of the relevance and productivity of community service have not reached the target; (6) most of the innovative capacity has not reached the target; (7) supporting power facilities are in accordance with the target; (8) the relevance, quality, and quantity of human resources have not yet reached the target; (9) financial performance and accountability are in line with the target; and (10) good governance, as well as high quality of service and support in all units, have largely not reached the target.

Implementation of an agile organization and an adaptive governance in higher education governance can be done with the principles described by Luna (2015) (1) governance must always be adapted to the organizational context (good enough governance), (2) policies taken by the government are based on economic conditions (business driven), (3) in policy making, the government must respect and provide space for participation in governance (human focused), (4) productive policies in promotive and preventive efforts (based quick wins), (5) fast and adaptive policies towards conditions (systemic and adaptive

approach) and (6) policies that are easily implemented by the community accompanied by evaluation and rehabilitation (simple design and continuous refinement).

Our recommendations is to Optimization of educational administrative staff performance. The pandemic accelerates the implementation of online learning policies. In addition, the government has also prepared 16 basic competencies to face the 21st century, and to be able to compete in an era full of challenges. In realizing this, it can be emphasized on a good ecosystem in order to create creativity and innovation. There are three things that have been determined at universities, as 21st century learning spaces", namely comfortable campuses, safe campuses, and healthy campuses. In realizing a healthy campus, it can be realized with no drugs, no cigarette smoke, physically healthy, mentally healthy, spiritually healthy, and environmentally healthy.

In addition, there are several learning policies during the pandemic, namely providing online learning platforms for universities, providing platforms for for online resources, in collaboration with telecommunications providers to provide free internet access, training and capacity building for lecturers, opportunities to organize credit recognition programs, and the use of international Massive Open Online Courses (MOOCs). In supporting standby campuses and healthy campuses, we have developed a Health Promoting University (HPU) which has been carried out by several campuses. During this pandemic there were several new policies at higher education, namely using masks, maintaining distance, washing hands with soap, implementing a healthy diet, and trying to improve health literacy of the student health volunteer program (RECON), improving the quality and capacity of Teaching Hospitals and

Faculties. Medicine, facilitation of PPE (Personal Protective Equipment), reagents and Covid-19 detection tools with rapid tests and PCR, as well as the development of innovative products to control Covid-19. The Directorate General of Higher Education has also launched the book *Portrait of Higher Education in a Pandemic Period*, as a knowledge management system for adapting higher education during a pandemic.

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