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**Strategic Formulation for Improving Performance of Health Polytechnics in Indonesia: A Swot-based Approach**

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**Abstract**

This study aims to formulate strategies for improving the performance of Health Polytechnics in Indonesia using a SWOT-based approach. The study employed a descriptive quantitative design supported by in-depth interviews with five key informants selected purposively, consisting of higher education management experts, Public Service Agency financial managers, structural officials of Health Polytechnics, and academics experienced in health vocational education management. Data were analyzed using Internal Factor Analysis Summary (IFAS), External Factor Analysis Summary (EFAS), and the SWOT matrix. The results show that the total strength score was 2.33, while the total weakness score was 1.83, producing a positive internal strategic coordinate of 0.51. Meanwhile, the total opportunity score was 2.04, while the total threat score was 1.81, resulting in a positive external strategic coordinate of 0.23. These results place Health Polytechnics in Quadrant I of the SWOT matrix, indicating a progressive or growth-oriented strategic position. The main strengths include physical assets, lecturer availability, accreditation status, supporting infrastructure, and financial management autonomy. The main opportunities include competency alignment, national and global demand for health workers, partnerships with hospitals and industries, government support for vocational education, and digital transformation. Therefore, the recommended strategies include optimizing institutional assets, strengthening strategic partnerships, improving curriculum relevance, accelerating digital academic and administrative services, developing education and training business units, and enhancing quality assurance through continuous accreditation standards. These strategies are expected to improve the efficiency, competitiveness, and sustainability of Health Polytechnics in Indonesia.

**Keywords:** health polytechnics, institutional performance, strategic formulation

## **1. Introduction**

### *1.1 Introduce the Problem*

Improving the performance of Health Polytechnics is a strategic issue in the transformation of higher education and health workforce development in Indonesia. As vocational higher education institutions, Health Polytechnics are expected to produce competent, professional, and adaptive health workers who are able to respond to scientific, technological, and service-system changes. In a globalized higher education environment, institutions are required not only to expand access, but also to strengthen quality, relevance, accountability, and competitiveness (Ariansyah et al., 2024; Guan et al., 2025). However, many institutions still face limited resources, disparities in institutional quality, pressure to improve accreditation, and demands for stronger organizational performance (Fomba et al., 2023).

The specific problem addressed in this study is the need for a systematic strategy formulation model that can identify the internal and external conditions affecting the performance of Health Polytechnics in Indonesia. From a strategic management perspective, institutional performance is influenced by the interaction between internal resources and external environmental dynamics (Phiri et al., 2024). Therefore, this study uses a SWOT-based approach supported by IFAS and EFAS analyses to determine the strategic position of Health Polytechnics and to formulate development strategies that are consistent with institutional strengths, weaknesses, opportunities, and threats.

### *1.2 Explore Importance of the Problem*

This problem deserves attention because the performance of Health Polytechnics is directly related to the availability and quality of health workers. The global health sector continues to face significant workforce challenges, and strengthening health vocational education is one of the ways to respond to the demand for competent personnel (World Health Organization, 2024). At the same time, Technical and Vocational Education and Training systems are increasingly required to adapt to labor market transformation, digitalization, and inclusive economic development (UNESCO, 2022). These conditions make institutional performance improvement not only an internal managerial agenda, but also a strategic contribution to national health system capacity.

In the Indonesian context, Health Polytechnics must respond to policy changes, digital transformation, labor market needs, accreditation standards, and financial sustainability challenges. Institutional performance improvement therefore cannot rely solely on operational efficiency, but must also consider the ability to adapt to external changes and to create value through partnerships, innovation, and quality assurance (Iqbal et al., 2023; Yuan et al., 2024). A new analysis is needed to translate these challenges into practical strategic directions for institutional managers and policymakers.

### *1.3 Describe Relevant Scholarship*

The SWOT approach has been widely used as a strategic analysis tool because it enables organizations to identify strengths, weaknesses, opportunities, and threats in a structured manner. Previous studies explain that SWOT analysis is useful for linking internal conditions with external environmental factors and for supporting strategic decision-making (Gürel, 2017; John, 2024; Kumar & Praveena, 2023). In higher education contexts, SWOT-based analysis has also been applied to improve competitiveness, institutional quality, and strategic development by formulating SO, WO, ST, and WT strategies (Dyson, 2004; Phadermrod et al., 2019).

However, strategy formulation should not stop at identifying SWOT factors. The dynamic capabilities perspective emphasizes the ability of organizations to integrate, build, and reconfigure internal and external competencies in response to changing environments (Teece, 2018). This perspective is relevant for Health Polytechnics because institutional competitiveness depends on the ability to optimize resources, strengthen academic quality, develop partnerships, and respond to digital and labor market changes. Although prior studies have discussed higher education performance and SWOT applications, specific strategic formulation for Health Polytechnics in Indonesia remains limited. This study contributes by applying IFAS, EFAS, and the SWOT matrix to formulate context-specific strategies for improving institutional performance.

### *1.4 State Hypotheses and Their Correspondence to Research Design*

This study does not test causal hypotheses; instead, it is designed as a descriptive quantitative strategic analysis. The main research objective is to formulate strategies for improving the performance of Health Polytechnics in Indonesia using a SWOT-based approach. Specifically, the study aims to identify internal strengths and weaknesses, identify external opportunities and threats, determine the strategic position of Health Polytechnics through IFAS and EFAS scores, and formulate alternative strategies using the SWOT matrix.

The research design corresponds to these objectives because it combines in-depth interviews, strategic factor assessment, and document review. Internal and external factors are weighted and rated to calculate IFAS and EFAS scores, while the resulting strategic coordinates are used to position Health Polytechnics in the SWOT quadrant. This design enables the study to move from diagnosis to strategy formulation, thereby providing theoretical insight for strategic management studies and practical recommendations for institutional managers and policymakers.

## **2. Method**

### *2.1 Research Design*

This study employed a descriptive quantitative approach using a SWOT-based strategic analysis to formulate strategies for improving the performance of Health Polytechnics in Indonesia. The descriptive approach was used to systematically describe the internal and external conditions affecting institutional performance, while the quantitative approach was applied in assigning

weights, ratings, and weighted scores to strategic factors through the Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS) matrices. The SWOT method was selected because it enables the integration of internal strengths and weaknesses with external opportunities and threats as a basis for formulating institutional development strategies.

### *2.2 Research Time and Object*

This study was conducted in December 2025. The research object was Health Polytechnics in Indonesia as vocational higher education institutions in the health sector. The study focused on institutional performance improvement, particularly aspects related to resource efficiency, institutional governance, academic service quality, human resources, facilities and infrastructure, financial management, information systems, institutional partnerships, and the relevance of study programs to labor market needs. The unit of analysis in this study was the Health Polytechnic as an institutional organization.

### *2.3 Types and Sources of Data*

The data used in this study consisted of primary and secondary data. Primary data were obtained through in-depth interviews and strategic factor assessments by key informants. Secondary data were obtained from institutional documents, performance reports, accreditation documents, human resource data, facilities and infrastructure records, financial reports, partnership documents, vocational education regulations, and policies related to the management of Health Polytechnics.

### *2.4 Research Informants*

The informants were selected using a purposive sampling technique, considering their knowledge, experience, and direct involvement in the management of health vocational higher education institutions. The study involved five key informants, consisting of higher education management experts, financial managers of Public Service Agency institutions, structural officials at Health Polytechnics, and academics with experience in managing health vocational institutions. The criteria for selecting informants were based on their level of understanding, professional experience, and involvement in decision-making processes related to efficiency, governance, and institutional development.

### *2.5 Data Collection Techniques*

Data were collected through in-depth interviews, strategic factor assessments, and document review. The in-depth interviews were conducted using a semi-structured format, allowing the researcher to use a main interview guide while still providing space for informants to express their views, experiences, and assessments in greater depth. The interviews were used to explore internal and external factors influencing the performance of Health Polytechnics. Document review was conducted to support the interview findings and to ensure that the strategic factors used in the analysis were empirically grounded and relevant to the institutional context.

### *2.6 Research Instrument*

The research instrument was developed based on the four main components of SWOT analysis: strengths, weaknesses, opportunities, and threats. Internal factors consisted of strengths and weaknesses, including the availability of physical assets, the number of lecturers and educational staff, the number of active students, institutional reputation, accreditation status, financial management autonomy, supporting infrastructure, academic information systems, internal quality assurance systems, learning and practical facilities, and financial efficiency and accountability.

External factors consisted of opportunities and threats, including regulatory support for vocational education, demand for health workers, opportunities for collaboration with hospitals and industries, digital technology development, accreditation standards, competition among higher education institutions, policy changes, risks related to funding sustainability, and labor market dynamics.

### *2.7 Data Analysis Technique*

Data analysis was carried out in several stages. The first stage involved identifying strategic factors based on in-depth interviews and document review. The second stage involved classifying the identified factors into strengths, weaknesses, opportunities, and threats. The third stage involved assigning weights to each factor based on its relative importance. The weight ranged from 0.00 to 1.00, with the total weight in each matrix equal to 1.00. The fourth stage involved assigning ratings to indicate the condition or influence level of each factor on the performance improvement of Health Polytechnics.

The weighted score for each factor was calculated by multiplying the weight by the rating, as follows:

$$\text{Weighted score} = \text{Weight} \times \text{Rating} \quad (1)$$

The weighted scores for each group of factors were then summed to obtain the total scores for strengths, weaknesses, opportunities, and threats. The strategic position of the institution was determined by calculating the difference between internal and external factors. The X-axis value was obtained from the difference between the total strength score and the total weakness score, while the Y-axis value was obtained from the difference between the total opportunity score and the total threat score.

$$\text{X-axis} = \text{Total strength score} - \text{Total weakness score} \quad (2)$$

$$\text{Y-axis} = \text{Total opportunity score} - \text{Total threat score} \quad (3)$$

### *2.8 SWOT Strategy Formulation*

The results of the X-axis and Y-axis calculations were used to determine the strategic position of Health Polytechnics in the SWOT quadrant. The SWOT quadrant served as the basis for determining the strategic orientation, namely aggressive strategy, diversification strategy, defensive strategy, or turn-around strategy. After the strategic position was determined, a SWOT matrix was developed to formulate alternative strategies.

Strategy formulation was carried out through four types of strategic combinations: SO, WO, ST, and WT strategies. The SO strategy was formulated by using internal strengths to take advantage of external opportunities. The WO strategy was formulated to reduce internal weaknesses by utilizing external opportunities. The ST strategy was formulated by using internal strengths to address external threats. The WT strategy was formulated to minimize internal weaknesses and reduce the impact of external threats.

## **3. Results**

### *3.1 IFAS and EFAS Matrices*

The Internal Factor Evaluation (IFAS) analysis was conducted to identify the main internal strengths and weaknesses influencing the development strategy of Health Polytechnics in Indonesia. The results show that the total weighted score for strengths reached 2.33, while the total weighted score for weaknesses was 1.83. The difference between strengths and weaknesses produced a positive internal strategic score of 0.51, indicating that Health Polytechnics have relatively stronger internal capacity than internal constraints (Table 1). This finding suggests that the institutional development of Health Polytechnics can be supported by existing assets, human resources, accreditation status, financial governance, and supporting infrastructure.

The most dominant strength was the adequacy of physical assets, including buildings, land, and facilities, with the highest weighted score of 0.45. This was followed by the availability of adequate lecturers with a score of 0.32, accreditation status with 0.30, and the availability of supporting infrastructure with 0.26 (Table 1). These findings indicate that Health Polytechnics have important institutional resources to support academic services, practical learning, and organizational development. In addition, financial management autonomy and asset optimization for tridharma activities also contributed positively to internal performance.

However, several weaknesses require strategic attention. The highest weakness score was found in the adequacy of learning and practical facilities with 0.44, followed by the alignment of tuition fees with students' financial capacity and institutional financing needs with 0.41, and the reliability of academic and administrative information systems with 0.32 (Table 1). These results show that although Health Polytechnics have relatively strong institutional assets, improvements are still needed in practical learning facilities, financial policy alignment, digital academic-administrative systems, and revenue diversification.

Overall, the positive IFAS score indicates that Health Polytechnics have a favorable internal position for performance improvement. Therefore, strategic efforts should focus on optimizing existing institutional strengths while addressing key weaknesses related to practical facilities, information systems, financing balance, and institutional revenue development.

Table 1. Internal Factor Evaluation (IFAS) for the Development Strategy of Health Polytechnics

Internal Factor Evaluation	Weight	Rating	Score
<b>Strengths</b>			
1. Adequacy of physical assets, including buildings, land, and facilities	0.10	4.50	0.45
2. Availability of adequate lecturers	0.07	4.50	0.32
3. Availability of adequate educational staff	0.02	4.13	0.08
4. Trend in the number of active students	0.05	4.25	0.21
5. Institutional reputation and experience	0.02	3.13	0.06
6. Level of autonomy in financial management, whether BLU or non-BLU	0.05	4.38	0.22
7. Availability of supporting infrastructure, including internet access, electricity, and workspaces	0.06	4.38	0.26
8. Balanced ratio according to accreditation standards	0.02	4.25	0.09
9. Optimization of assets for tridharma activities	0.05	4.25	0.21
10. Accreditation status	0.07	4.25	0.30
11. Financial efficiency, transparency, and accountability	0.01	4.75	0.05
12. Effectiveness of promotion through social media and websites	0.02	4.38	0.09
<b>Total Strengths</b>			<b>2,33</b>
<b>Weaknesses</b>			
1. Alignment of tuition fees with students' financial capacity and institutional financing needs	0.10	4.13	0.41
2. Reliability of academic and administrative information systems	0.08	4.00	0.32
3. Effectiveness of the implementation of the Internal Quality Assurance System or ISO	0.04	4.00	0.16
4. Adequacy of learning and practical facilities	0.10	4.38	0.44
5. Equitable distribution of workload	0.03	3.50	0.11
6. Availability of a performance monitoring and evaluation system	0.02	3.88	0.08
7. Proportion of revenue from training, services, or partnerships	0.06	3.13	0.19
8. Creativity in learning methods and academic services	0.03	4.25	0.13
<b>Total Weaknesses</b>			<b>1.83</b>
<b>Total</b>	<b>1.00</b>		<b>0.51</b>

External Factor Evaluation (EFAS) was conducted to identify the key opportunities and threats influencing the development strategy of Health Polytechnics in Indonesia. This analysis is important because institutional performance is not only determined by internal resources and managerial capacity, but also by external conditions such as government policy, labor market demand, technological change, accreditation standards, funding dynamics, and competition among higher education institutions. Through the EFAS matrix, each external factor was assigned a weight, rating, and weighted score to determine its relative contribution to the strategic position of Health Polytechnics.

As shown in Table 2, the EFAS results indicate that opportunities obtained a total weighted score of 2.039, while threats reached 1.805, resulting in a positive external strategic score of 0.234. This finding suggests that the external environment provides relatively greater opportunities than threats for improving the performance and development of Health Polytechnics in Indonesia.

The most dominant opportunity was competency alignment, with the highest weighted score of 0.315, followed by the national and global demand for health workers with 0.280, partnerships with hospitals, industries, and training institutions with 0.219, and government support for strengthening vocational education with 0.213. These findings indicate that Health Polytechnics have strong external prospects to enhance institutional relevance, strengthen graduate competencies, and expand collaboration with stakeholders in the health sector. In addition, the relevance of study programs to labor market needs and the utilization of digital technology also provide important opportunities for institutional transformation.

However, several external threats need to be anticipated. The highest threat score was found in differences in quality among Health Polytechnics with 0.271, followed by the risk of government budget cuts with 0.210, the level of competition with other higher education institutions with 0.175, and the development of hybrid or online education trends with 0.170. These results suggest that institutional performance may be affected by disparities in quality, fiscal uncertainty, increasing competition, and the need to adapt to digital learning models.

Overall, the positive EFAS score indicates that Health Polytechnics are positioned in an external environment that remains supportive of institutional development. Therefore, strategic efforts should focus on utilizing opportunities related to competency alignment, labor market demand, government support, digital transformation, and institutional partnerships, while also managing threats related to quality disparities, budget limitations, competition, and financial sustainability.

Table 2. External Factor Evaluation (EFAS) for the Development Strategy of Health Polytechnics

External Factor Evaluation	Weight	Rating	Score
<b>Opportunities</b>			
1. Regulatory support for vocational education and Public Service Agency financial management	0.03	3.88	0.116
2. Partnerships with hospitals, industries, and training institutions	0.05	4.38	0.219
3. Utilization of digital technology for educational services	0.04	4.25	0.170
4. National and global demand for health workers	0.07	4.00	0.280
5. Availability of online platform resources	0.03	4.13	0.124
6. Government support for strengthening vocational education	0.05	4.25	0.213
7. Technical and administrative challenges in system integration	0.02	3.88	0.078
8. Funding needs for digital transformation	0.01	3.13	0.031
9. Standards set by accreditation agencies	0.03	4.25	0.128
10. Relevance of study programs to labor market needs	0.05	4.13	0.206
11. Performance incentives	0.04	4.00	0.160
12. Competency alignment	0.07	4.50	0.315
<b>Total Opportunities</b>			<b>2.039</b>
<b>Threats</b>			
1. Opportunities to increase non-tuition revenue	0.04	3.63	0.145
2. Access to grant funding	0.03	3.00	0.090
3. Development of hybrid or online education trends	0.04	4.25	0.170
4. Integration of educational data through the national system	0.04	4.00	0.160
5. Policy uncertainty affecting institutional flexibility	0.04	3.25	0.130
6. Level of competition with other higher education institutions	0.04	4.38	0.175
7. Fluctuation in the number of applicants due to labor market trends	0.04	3.75	0.150
8. Risk of government budget cuts	0.06	3.50	0.210
9. Differences in quality among Health Polytechnics	0.07	3.88	0.271
10. Risk of financial sustainability	0.04	3.88	0.155
11. Disruption to academic activities	0.07	2.13	0.149
<b>Total Threats</b>			<b>1.805</b>
<b>Total</b>	<b>1.000</b>		<b>0.234</b>

3.2 *SWOT Matrix*

The SWOT matrix analysis was conducted based on the internal and external factors identified through the IFAS and EFAS evaluations. Factors with higher weights and scores were considered more influential in determining the strategic direction for the development of Health Polytechnics in Indonesia. This stage aimed to map the institutional strategic position by comparing the total scores of strengths and weaknesses as internal factors, as well as opportunities and threats as external factors.

As presented in Table 3, the total score of strengths was 2.33, while the total score of weaknesses was 1.83. The difference between these two values produced an internal strategic coordinate of  $X = 0.51$ . Meanwhile, the total score of opportunities was 2.04, while the total score of threats was 1.81, resulting in an external strategic coordinate of  $Y = 0.23$ . The positive values of both X and Y indicate that Health Polytechnics are positioned in Quadrant I of the SWOT matrix.

Table 3. Strategic Position of Health Polytechnics Based on IFAS and EFAS Scores

SWOT			
IFAS		EFAS	
S	2.33	O	2.04
W	1.83	T	1.81
$X = S - W$	0.51	$Y = O - T$	0.23

This position shows that Health Polytechnics have relatively strong internal capacity and are supported by favorable external opportunities. Therefore, the most appropriate strategic orientation is an aggressive or growth-oriented strategy, which emphasizes the use of internal strengths to take advantage of external opportunities. In this context, strategic development should focus on optimizing institutional assets, strengthening lecturer capacity, improving accreditation performance, expanding partnerships with health institutions and industries, enhancing digital-based academic services, and aligning study programs with national and global health workforce needs.

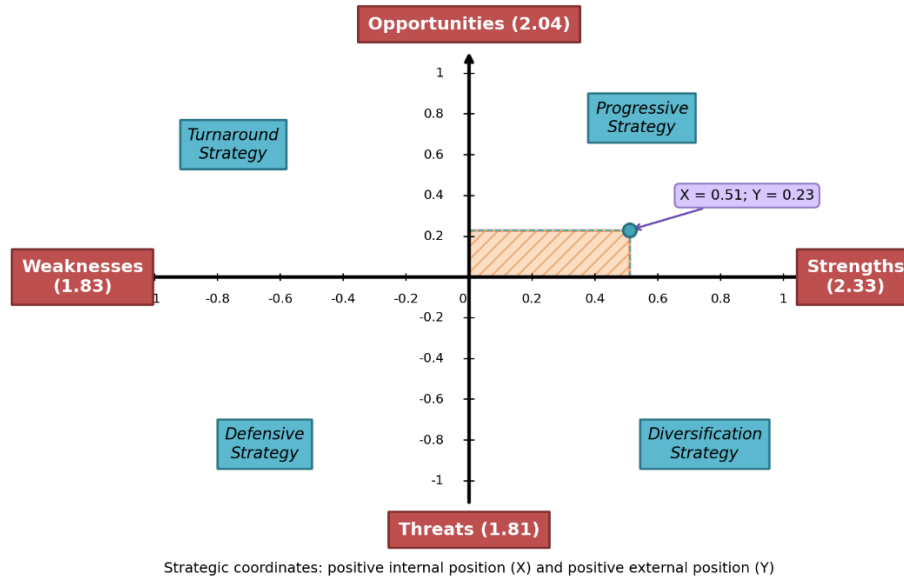


Figure 1. Strategic Position of Health Polytechnics in the SWOT Quadrant

#### 4. Discussion

The results indicate that Health Polytechnics in Indonesia are in a relatively favorable strategic position for institutional performance improvement. The IFAS results show that internal strengths outweigh weaknesses, while the EFAS results indicate that external opportunities are greater than threats. This position places Health Polytechnics in Quadrant I of the SWOT matrix, which reflects a progressive or growth-oriented strategic position. In strategic management theory, organizations positioned in this quadrant are encouraged to adopt aggressive or expansion-oriented strategies by leveraging internal strengths to capitalize on external opportunities. This finding is consistent with the SWOT/TOWS framework, which emphasizes the strategic fit between internal and external factors to generate actionable institutional strategies (Dyson, 2004).

The internal condition of Health Polytechnics demonstrates that institutional development is supported by several important strengths, particularly the adequacy of physical assets, availability of lecturers, accreditation status, supporting infrastructure, and financial management autonomy. These factors represent key organizational resources that can generate competitive advantage if managed effectively (Guerrero & Menter, 2024; Xue et al., 2026). In the context of higher education, institutional resources such as qualified academic staff, infrastructure, and governance capacity are widely recognized as critical determinants of performance and quality improvement. However, the findings also reveal several weaknesses that require strategic attention, especially the adequacy of learning and practical facilities, affordability of tuition fees, and the reliability of academic information systems. These constraints are consistent with previous studies highlighting that infrastructure gaps, financial limitations, and weak digital systems remain major challenges in vocational and higher education systems in developing countries (Seeber et al., 2023).

From the external perspective, the positive EFAS score indicates that the environment surrounding Health Polytechnics provides significant opportunities for development. Key opportunities include competency alignment, increasing national and global demand for health workers, partnerships with hospitals and industries, government support for vocational education, digital transformation, and the relevance of study programs to labor market needs. These findings are particularly important given that the global health sector continues to face workforce shortages. The World Health Organization (WHO) projects a substantial global shortage of health workers by 2030, particularly in low- and middle-income countries (WHO, 2024). Furthermore, UNESCO emphasizes that Technical and Vocational Education and Training (TVET) systems must adapt to labor market demands, digital transformation, and inclusive economic development (UNESCO, 2022). These global trends reinforce the strategic importance of strengthening vocational health education institutions such as Health Polytechnics. Based on the Quadrant I position, the main strategic orientation should prioritize Strength–Opportunity (SO) strategies. The first strategy involves optimizing physical assets, infrastructure, and accreditation status to strengthen strategic partnerships. Institutional resources such as laboratories, buildings, and accreditation status can be leveraged to build stronger collaborations with hospitals, industries, and professional organizations. This aligns with the concept of university–industry linkage, which is essential for improving graduate employability, innovation, and institutional relevance (Al Harrasi & Al Subhi, 2024; Khan et al., 2025).

The second strategy focuses on strengthening curriculum relevance based on national and global health workforce needs. The availability of qualified lecturers and accreditation-compliant academic systems provides a strong foundation for implementing competency-based and outcome-based education. Regular curriculum reviews involving stakeholders such as industry, professional associations, and alumni are crucial to ensure alignment with labor market needs (Mahardhani et al., 2023; Vlachopoulos & Pachni Tsitiridou, 2026). This approach is also consistent with global trends emphasizing outcome-based education and skills relevance in higher education.

The third strategy is the acceleration of digital transformation in academic and administrative services. The availability of infrastructure and financial governance capacity supports the development of integrated information systems, Learning Management Systems (LMS), and digital monitoring systems. Digital transformation is widely recognized as a key driver of efficiency, transparency, and innovation in higher education (Carmo et al., 2025). Moreover, digital systems enable data-driven decision-making, which is critical for improving institutional performance and accountability.

The fourth strategy involves developing education and training business units based on financial management autonomy. Revenue diversification through training programs, certification, and collaboration with external partners is increasingly important for financial sustainability in higher education institutions. This strategy can reduce dependence on tuition fees and government funding while enhancing institutional resilience. The fifth strategy is improving institutional quality and competitiveness through continuous accreditation processes.

Accreditation should be viewed as a strategic tool for quality assurance and continuous improvement rather than merely a compliance requirement. Strengthening internal quality assurance systems, regular evaluations, and integrating accreditation outcomes into strategic planning are essential for sustaining institutional performance.

These five SO strategies asset optimization, curriculum relevance strengthening, digital transformation, revenue diversification, and continuous quality improvement represent priority actions derived from the SWOT analysis. However, WO, ST, and WT strategies remain essential to ensure a balanced strategic approach. WO strategies are needed to address internal weaknesses through external opportunities, ST strategies to mitigate external threats using internal strengths, and WT strategies to minimize vulnerabilities and institutional risks.

Overall, the findings suggest that Health Polytechnics in Indonesia have strong potential to improve institutional performance if existing strengths are strategically leveraged. The recommended strategic direction emphasizes asset optimization, partnership expansion, competency-based curriculum development, digital transformation, financial sustainability, and continuous quality assurance. These strategies are expected to enhance not only institutional efficiency but also competitiveness, adaptability, and long-term sustainability in supporting the development of health vocational education in Indonesia.

This study concludes that Health Polytechnics in Indonesia are in a favorable strategic position for performance improvement. The IFAS results show that internal strengths exceed weaknesses, while the EFAS results indicate that external opportunities are greater than threats. This places Health Polytechnics in Quadrant I of the SWOT matrix, suggesting a progressive or growth-oriented strategy. The main strengths include physical assets, lecturer availability, accreditation status, supporting infrastructure, and financial management autonomy. However, improvements are still needed in practical learning facilities, tuition-fee alignment, academic and administrative information systems, and non-tuition revenue diversification. Externally, major opportunities arise from competency alignment, increasing demand for health workers, partnerships with hospitals and industries, government support for vocational education, and digital transformation. Therefore, the recommended strategic direction is to optimize institutional assets, strengthen strategic partnerships, improve curriculum relevance, accelerate digital academic and administrative services, develop education and training business units, and enhance quality assurance through continuous accreditation standards. These strategies are expected to improve the efficiency, competitiveness, and sustainability of Health Polytechnics in Indonesia.

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