

# Strategic Management in implementing the “Independence of Learning” policy in Private Catholic Colleges: SWOT Analysis

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**Abstract**—This study aims to describe strategic management in implementing the “free learning-free campus” policy in Private Catholic colleges using an exploration framework and SWOT analysis to find out whether private Catholic colleges can take advantage of the available opportunities. The results of this study indicate that the result of calculating the score from the SWOT identification of the element of strength (S) is greater than the score of weakness (W) with a difference of 7 points. Opportunity (O) is also higher than a threat (T) with a difference of 6 points. The overall score of the program is 13, which means that the implementation of the “free learning-free campus” policy regarding education and teaching to realize student learning rights will have better opportunities, high enough to succeed. Based on this, the strategy that can be used is the improvement and development strategy.

**Keywords**—Strategic management; Implementation; Independent learning;

## I. INTRODUCTION

The study of the challenges of strategic education management in implementing the “free learning” policy as a higher education learning innovation is an interesting topic of study today. A recent study by Parahita et.al (2020) reports that the “Merdeka Belajar” program is an opportunity for critical and independent education, especially to change the paradigm of education in Indonesia. As reports Giroux (2020), the world of education in the last three decades, even in the United States and Canada, has declined drastically in its capacity to educate young people to become critical and socially engaged agents. In an effort to increase the effectiveness of learning, a study conducted by Huijts and Kolster (2020) contributes to policy makers in order to improve the quality of higher education towards a world class university. Like many countries in the world, the Australian school system is competing, improving student achievement through national and international examinations (Drummer et al., 2018). “Learning Freedom” Program indeed functions as freedom of innovation, creativity and independent learning for educational institutions, both lecturers and students. Huijts and Kolster (2020) said flagship programs function for educational and organizational innovation, for example through a student-centered learning approach.

The independent learning program is seen as freedom and autonomy for educational institutions, and free from bureaucratization, lecturers are freed from complicated bureaucracy (Dirjen Dikti Kemendikbud, 2020:5) and students are given the freedom to choose the fields they like (Fearon et al., 2020). The policy of the “Freedom of Learning” program becomes a reference for educational institutions in producing quality graduates (Eguabor & Aigbavboa, 2021), especially in the industrial era 4.0 and currently, it is important for university graduates to be equipped with theoretical and practical skills to suit their needs. working world. The results of the survey by Eguabor and Aigbavboa (2021) in Nigeria show that college graduates are job-ready and they immediately get jobs from the industry based on the skills acquired during their studies. In addition, spiritual and social intelligence is also an important component for university graduates (Mohamad et al., 2020;Dargahi et al., 2017;Daud et al., 2011). Because universities have diverse influences on the development of society, higher education institutions must follow quality principles and practices that are applied globally in all types of community organizations (Anttila & Jussila, 2018).

Higher education has become a prerequisite in a global economy, knowledge-based and technologically driven optimistic predictions. Based on the measured trend, it shows that in the next three years there will be half a million more jobs created than lost when the global economy is heading for the digital revolution (Singh, 2019). Therefore, developing soft skills students very important at this time in order to remain relevant to the needs of their world of work (Eguabor & Aigbavboa, 2021;Abrahamse, 2018). According to Joseph (2015) higher education institutions are increasingly under pressure regarding their expected role in addressing short-term and long-term sustainable development challenges. This is the background for the implementation of the “Independent Learning-Independent Campus” policy. However, Purike (2021) reports that currently higher education institutions are still having difficulty implementing these policies, due to misinterpretations of policy content, adjustment of study program curriculum and learning activities. Although the learning process offered is one manifestation of (student-centred learning)

through well-designed and implemented programs to form hard and soft skills students' (Dirjen Dikti Kemendikbud, 2020:3).

The new policy regarding the right to study outside the study program explains that students have the right voluntarily to take the semester credit system outside the study program and outside the tertiary institution for five semesters of the total semester carried out, with a calculation of two semesters in outside the university and one semester outside the study program in one university. This changes the paradigm of understanding of the credits which were originally defined in study hours into activity hours. The definition of this activity hours apart from learning in the classroom can also be in the form of student exchanges, projects in the field, entrepreneurship, research, internships, or teaching in remote areas (Kemendikbud, 2020b). This paper presents an overview of the opportunities and challenges of implementing the "free learning-free campus" policy in private Catholic colleges by describing the results of the SWOT analysis identification, namely strengths, weaknesses, opportunities, and threat to find out whether private Catholic colleges is able to take advantage of the available opportunities.

#### *The Urgency of Changing the Paradigm of Higher Education*

Higher education is ideally a spring for the progress and development of the nation, its presence also directly colors the culture and civilization of the nation. The prospect of higher education to lead and change the teaching and learning process in the era of higher education 4.0 has become a topic of discussion, not only in developed countries, but in all developing countries (Gilly, 2017). The difference between developed and developing economies is that developed economies may be more prepared to adopt the industrial revolution readiness process when compared to other developing countries (Dadios et al., 2018). The policy of independent learning has become a new culture in the implementation of an autonomous and innovative teaching and learning process based on the needs of life. Freedom to learn can form superior and quality resources to complete educational opportunities in the industrial era 4.0. Higher Education in the era of the industrial revolution 4.0 requires a fundamental change in the perspective of higher education. The forms of these changes were carried out in several ways, such as a change from thinking only to focus on the lives of local people to thinking to a global community (the world); a change from mere competition to participation, synergy, and collaboration that are mutually beneficial and imbued with the spirit of democratization in citizenship education and practice; and the change from pursuing economic growth to human development to creating social justice by constantly reducing inequality with equity (Heri et al., 2020).

The development of higher education in Indonesia itself has been mandated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024. There are three development targets to be

achieved, namely (a) increasing the quality of learning and the relevance of higher education; (b) Increasing the quality of lecturers and education staff; and (c) the realization of quality governance of the Directorate General of Higher Education. Universities are expected to be able to manifest these three goals through increasing the capacity and quality of the education process and management that they are responsible for (Kemendikbud, 2020a; Amon & Anggal, 2021). Efforts to realize rapid change and progress, it is hoped that the main performance indicators of higher education have been designed based on the following principles:

- a. Increasing the relevance of higher education to the needs of industry, the business world, and the world of work. For example, the new Key Performance Indicators invite practitioners to become lecturers and encourage study programs to involve partners from industry, business, or the world of work in development and implementation.
- b. Give freedom to universities to choose the advantages they want to develop. Universities are not required to excel in all key performance indicators, but are freed to focus on achieving performance on self-chosen indicators. The new points system assesses universities based on overall achievement, but recognizes universities with excellence in certain indicators.
- c. Prioritizing goals so universities can focus on pursuing the most important changes. Eight key performance indicators have been selected as indicators of change that will have the most impact on the quality of graduates, the quality of lecturers, and the quality of the curriculum.

#### *"Independence of Learning" Policy The*

The Indonesian Ministry of Education and Culture recently issued a policy of "Independence Learning-Independent Campus". There are four important points of the policy, namely; (1) automatic re-accreditation for study programs; (2) the right of students to study for three semesters outside the study program; (3) autonomy to establish study programs for eligible universities; and (4) freedom for state universities to become legal entities. These four programs are basically meant to give universities the freedom to be more independent, independent, less bureaucratic, and innovative. In this case, the right of students to study outside the study program for a minimum of three semesters is quite interesting because it is intended to support programs that link and match between universities and their users. In the long term, this program has the potential to increase students' employability and the level of employment of graduates. However, because this policy is relatively new, its implementation is still considered difficult and has the potential for limited success. In addition, this policy may be met with skepticism by some universities because it is not uncommon in Indonesia for every change to result in a change in the curriculum as well. Therefore, although some universities have given positive responses and have started to take action, others are still debating and waiting for other universities to take action regarding the new policy. Regardless of the pros and cons of opinions about the

“Merdeka Learning-Free Campus” policy, the idea of the policy itself remains clear, supporting the employability of graduates and connecting them to the world of work. The legal umbrella scheme of the four central policies of the “Independent Learning-Independent Campus” program can be seen in Figure 1.

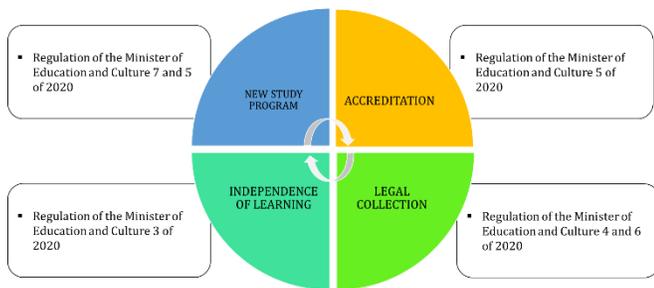


Figure 1. Legal Basis of Policy

The policy of "Independent Learning-Independent Campus" is a program that is considered capable of overcoming the current problems of higher education. The program aims to create an autonomous and flexible learning process in higher education so as to create an innovative learning culture that can meet the learning needs of students. In addition, this policy is an effort to increase link and match with the world of work, so that universities can prepare students to enter the world of work from the start (Purwanti, 2021). Students are given the freedom to take the semester credit system outside the study program, the intended three semesters can be taken for learning outside the study program within the higher education and or learning outside the of higher education. Learning activities outside universities include internships or work practices, projects in villages, teaching in schools, student exchanges, research, entrepreneurial activities, independent studies, and humanitarian projects, all of which must be supervised by lecturers. Changes in the rules of credit in universities related to the policy are (a) previously students had limitations and were not given independent learning outside their fields on campus; (b) the credit load off campus is small and not suitable for students who are involved in the field; and (c) in several existing campuses, student transfers from one student to another to a different campus resulted in them being late for graduation (Zulvia Trinova, Nini, 2020). Independent campuses are expected to provide field experience for students that will improve their competence as a whole and are ready to work.

Independent learning aims to shape students to have the ability in various scientific fields, so that later it will be useful for them in finding work. With the concept of independent learning, of course, it aims to provide flexibility for students to study outside campus. However, the challenge is not easy for universities, especially for private Catholic colleges, because it will automatically have an impact on the reform of existing education management (Lorensius et al., 2021; Wiwi Uswatiyah, 2021). Private Catholic colleges based on the function and purpose of education has the output of producing graduates who have qualified religious knowledge related to

Catholicism, so that they can become Catholic Religious Educators in schools, extension workers, researchers, and even produce entrepreneurs (Sarumaha, 2018) which can be achieved through program policies “Independence Learning-Independent Campus”. Regardless of the pros and cons of the said policy, independent learning is a learning perspective that must be adapted well by private Catholic colleges at this time, because it has become a policy. Freedom to learn is an alternative learning approach that is currently rolling out and has become a national policy (Teguh Widodo, et.al, 2020).

*Implementation of "Freedom of Learning" in Private*

Universities undergo a reform process consisting of policy changes, governance and leadership changes, curriculum and program changes. More and more attention is being directed to quality management in higher education across Europe. Many European universities across Europe have experienced progressive withdrawal from the state as the main funding body. After giving higher education institutional autonomy, the State needs more transparency and accountability (Iulian, 2019). There is also a high priority need for an in-depth understanding of academic integrity across all elements of practice and for raising standards of professional conduct. Learning is the most crucial thing in the world of education so that a new paradigm is needed so that educators become professionals and students can be more innovative. The presence of the "free learning" program in the 4.0 era is a challenge for universities to be more advanced. A recent study (Aini et al., 2021) shows the impact of benefits felt by students after applying gamification to the “Independence Learning-Independent Campus” system. Indonesia's relatively new “learning independence” policy aims to improve the employability of graduates. Holmes gives an idea related to the competitiveness or employability of graduates as shown in Figure 2.

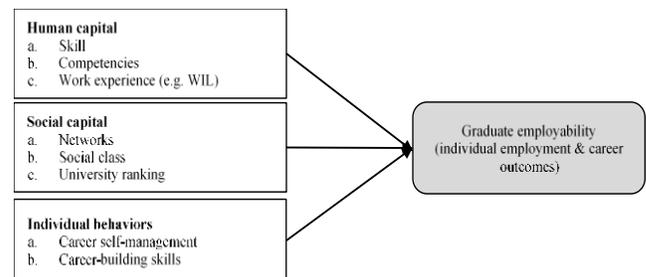


Figure 2. Employability of higher education graduates

Holmes (2013) explains that graduate employability is a collection of achievements consisting of skills, knowledge and individual characteristics that make graduates more likely to be employable and effective in their chosen profession. Thus, students who have graduated from a university are expected to have knowledge related to scientific disciplines and skills (both hard skills and soft skills) that are useful for supporting future work. Regulation of the Minister of Education and Culture Number 3 Year concerning National Standards for Higher Education, the policy of "free learning" must be

implemented by all universities in Indonesia. In an effort to prepare for policy implementation and based on the concept of graduate employability, universities must prepare various kinds of activities so that the "free learning-free campus" policy can be implemented successfully (Purwanti, 2021). The learning process is one manifestation of student-centered learning which is essential and provides positive benefits for students, especially motivated and ready to face the challenges of learning innovation in the 4.0 era (Aini et al., 2021). Many students feel burdened by the learning environment in college. They are always in a reactive mode to finish what they have started (Mukwevho, 2018).

Employability of graduates as possession is defined as a set of achievements consisting of skills, knowledge and individual characteristics that make graduates more likely to be employable and effective in their chosen profession. In this way, the employability of graduates can be interpreted as human capital. To produce quality human resources, universities must equip hard skills and soft skills students with after completing their studies. In addition, to achieve these goals, the curriculum as a guideline for educational institutions must be adjusted. Improving hard skills and soft skills for graduate employability is one indicator of higher education outcomes. In terms of hard skills, study programs at universities must give students the freedom to take one of eight program activities for three semesters as shown in Figure 3.



Figure 3. Off-campus learning activities (Kemendikbud, 2020b)

In facilitating these activities, the study program must prepare several things, namely (a) prepare students with sufficient information about the program they want to take; (b) prepare lecturers to assist students in carrying out activities; (c) cooperate and collaborate with many parties such as schools, companies, other universities, research institutes, local governments, and so on; (d) provide startup business incubation center; (e) prepare facilities for students to do independent learning (Purwanti, 2021). Efforts to facilitate students to have soft skills adequate in their field of work, study programs can provide courses that focus on soft skills; integrate soft skills in core courses; and

course delivery. All of these activities must be seriously considered, so the adjustment of the curriculum into a curriculum oriented to the policy of "free learning-free campuses" must be carried out. In addition, several important things to do are aligning the profile of graduates with the needs of the community; determine approaches, strategies and learning methods in accordance with the demands of the community; determine the type and technique of assessment; as well as mapping curriculum alignment covering aspects of graduate learning outcomes, materials, learning methods and assessments. Thus, this study found the concept of harmony between learning components (Muhammad Shaleh Assingily, 2020).

## II. METHODS

This study aims to describe the strategic management of education in implementing the policy of the Minister of Education and Culture regarding "Independence Learning-Independent Campus" within the private Catholic colleges in Samarinda City, East Kalimantan Province. This study uses a qualitative approach with the SWOT analysis method (Martinus & Ndan, 2018) namely strength, weakness, opportunity, and threat to find out whether private Catholic universities are able to take advantage of the opportunities presented. available. SWOT identification is carried out to obtain data and an overview of the current private Catholic college's situation. SWOT analysis is used to evaluate or assess qualitatively the strengths, weaknesses, opportunities and threats faced in implementing "Independence Learning-Independent Campus" in private Catholic universities. Although it is qualitative in nature, in this study numbers are used, namely by giving a score (1-10) to each item of analysis (Martinus & Ndan, 2018). The framework for this study was developed based on changes in policy, changes in governance, curriculum and learning programs.

## III. RESULT AND DISCUSSION

Higher education undergoes a reform process consisting of policy changes, changes in governance, curriculum and learning programs. The "Independence Learning-Independent Campus" program aims to realize the learning process in higher education in an autonomous and flexible manner so as to create an innovative learning culture that can meet student learning needs and prepare students to enter the world of work from the start. Learning activities outside the university include internships or work practices, village projects, teaching in schools, student exchanges, research, entrepreneurial activities, independent studies, and humanitarian projects, all of which must be supervised by lecturers. Independent learning aims to shape students to have the ability in various scientific fields, so that later it will be useful for them in finding work. With the concept of independent learning, of course, it aims to provide flexibility for students to study outside campus.

### A. SWOT Mapping of Private Catholic Colleges

Strategic management of education in implementing the policy of "free learning" in private Catholic universities is viewed from the elements of education and teaching that

are directly related to policy changes, changes in governance, curriculum and learning programs. Based on these elements, we identified using the SWOT method with the results as shown in table 1.

TABLE I  
SWOT ANALYSIS

SWOT ANALYSIS PRIVATE CATHOLIC COLLEGES		
	Question	Situation
STRENGTH	What is the strength?	<ul style="list-style-type: none"> <li>The only private Catholic colleges in East Kalimantan Province</li> <li>The location of the college is very strategic</li> <li>Has 9 permanent lecturers and certified educators</li> <li>Accredited study program "B" from the National Accreditation Board</li> </ul>
	What unique resources does it have?	<ul style="list-style-type: none"> <li>Has the authority to regulate educational programs.</li> <li>There are 123 graduates who have worked in the community.</li> <li>Catholic colleges are hard to find in East Kalimantan and North Kalimantan</li> <li>Catholic religious teachers from Catholic colleges</li> <li>Complete facilities and there is a dormitory</li> </ul>
	What powers can still be acquired or developed?	<ul style="list-style-type: none"> <li>Partners with government, private sector, and universities</li> <li>Curriculum development must be carried out immediately, with reference to Indonesia's national qualification framework and the "Freedom of Learning" program so as not to wait.</li> <li>Guidelines and rules regarding education and teaching programs that refer to the independent learning program need to be made so that they become a guide for lecturers and students;</li> <li>Adding relevant study programs</li> </ul>
WEAKNESS	What weaknesses are visible??	<ul style="list-style-type: none"> <li>Only has one focus of study program</li> <li>Study programs have not become the main choice for prospective students.</li> <li>Students do not have much flexibility to take classes outside the study program and their own campus</li> <li>Not yet have policies/guidelines that regulate learning activities outside the study program.</li> <li>There is no curriculum with an independent learning-campus implementation model.</li> <li>Not all lecturers are committed to implementing learning improvements for each subject</li> </ul>
	What resources are still not sufficient?	<ul style="list-style-type: none"> <li>Human resources in charge of designing written rules or guidelines and filing neatly so that they are easily available when needed.</li> <li>Lecturers who are qualified in the field of education</li> <li>Partners between universities are still few.</li> <li>Education and teaching that has not been well planned</li> </ul>
	What weaknesses are difficult to overcome?	<ul style="list-style-type: none"> <li>Difficulty in taking care of institutional accreditation</li> <li>Educational operations that require high costs and have an impact on student tuition fees</li> </ul>

SWOT ANALYSIS PRIVATE CATHOLIC COLLEGES		
	Question	Situation
OPPORTUNITY	What is the value of the opportunities that exist today?	<ul style="list-style-type: none"> <li>Students have a choice of the latest study program and can choose courses according to their capacity development.</li> <li>Have more opportunities for collaboration and interaction among education providers and third parties such as the business world, industry, and non-profit organizations.</li> <li>Changes in the definition of credits encourage students to have advantages in determining their learning sequence, so as to create a culture of independent and cross-disciplinary learning.</li> <li>Collaboration between PT and the business/work world</li> <li>Blended learning becomes the main curriculum</li> <li>Assistance for educational operational costs from the Directorate General of Catholic Guidance at the Ministry of Religion of the Republic of Indonesia</li> <li>Provide a forum for students to enter the community</li> </ul>
	What makes that value expandable?	<ul style="list-style-type: none"> <li>If universities implement the policy of independent learning-independent campus properly, it will increase the appreciation of all parties for the quality of higher education.</li> <li>There is mutual understanding and synergy between universities and the government, in this case the Directorate of Catholic Community Guidance in implementing the policy of independent learning-independent campuses.</li> </ul>
	Can that value be increased?	<ul style="list-style-type: none"> <li>With good cooperation between higher education institutions and government institutions, the chances of program success will be even greater.</li> <li>In this case, the university leadership has the most dominant role.</li> </ul>
THREATS	What are the conditions of students, curriculum and learning processes, governance and quality management, that can be or are a threat?	<ul style="list-style-type: none"> <li>The condition of students that can become a threat is the low interest of prospective new students</li> <li>Curriculum conditions that can be a threat are curriculum reforms to adopt an independent study-independent campus policy, especially a learning policy of three semesters outside the study program.</li> <li>The condition of the learning process that can become a threat is that the mechanism for learning outside the campus has not been regulated, for example when a 2-semester internship needs to find the right formula so as not to harm students and be used as cheap labor. In addition, studying outside the campus has the potential to increase student expenses such as travel costs, food costs, and other costs.</li> <li>Conditions of governance and quality management that can pose a threat to the management's lack of awareness and discipline in carrying out the regulated governance.</li> </ul>
	What is the threat level?	<ul style="list-style-type: none"> <li>Threat level from student aspect, medium</li> <li>The level of threat from aspects of the curriculum and the learning process, is moderate</li> <li>Threat level from governance and quality management aspects, medium</li> </ul>
	Do weaknesses limit or hinder success?	<ul style="list-style-type: none"> <li>Obstructing, but with the increasing number of universities implementing the policy of independent learning-independent campuses, both in the</li> </ul>

SWOT ANALYSIS PRIVATE CATHOLIC COLLEGES	
Question	Situation
	environment of public and private universities, the independent learning-independent campus program will be stronger and have a high chance of success.

Table 1 shows the results of the current identification of strengths, weaknesses, opportunities and threats at private Catholic colleges. Next is the scoring of each item of analysis with a range (1-10) as shown in table 2.

TABLE III  
SWOT ANALYSIS SCORE CALCULATION

Strength		Weakness	
1. What are the strengths?		1. What weaknesses are visible?	
2. What unique resources do you have?		2. What resources are still inadequate?	
3. What strengths can still be acquired or developed?		3. What weaknesses are difficult to overcome?	
Score (1-10)		Score (1-10)	
1	7	1	7
2	8	2	5
3	8	3	4
Total	23	Total	16
<b>Total SW (Strengths - Weaknesses) = 7</b>			
Opportunity		Threat	
1. What is the value of the current opportunity?		1. What are the conditions of students, curriculum and learning processes, governance and quality management, that can be or are a threat?	
2. What makes the value expandable?		2. What is the threat level?	
3. Can the value be increased?		3. Do weaknesses limit or hinder success?	
Score (1-10)		Score (1-10)	
1	6	1	7
2	8	2	5
3	8	3	4
Total	22	Total	16
<b>Total OT (Opportunity - Threat) = 6</b>			
<b>Program score (S - W + O - P) = 13</b>			

Table 2 shows that the strength score (S) is greater than the weakness score (W) with a difference of 7 points. Opportunity (O) is also higher than threat (T) with a difference of 6 points. The overall score of the program is 13, which means that the implementation of the "Independence Learning-Independent Campus" policy related to education and teaching to realize student learning rights will have better opportunities. high to succeed. Although the opportunity for students to take credits outside the study program in the same campus for one semester or the equivalent of 20 credits cannot be done because private Catholic colleges still have one study program.

B. Strength-Opportunities (SO) Analysis

The results of the SO analysis show that private Catholic colleges have the potential to implement an independent learning program, taking into account the strengths and opportunities that exist.

External factors	Opportunity					
	Choice of the latest study program	Opportunity to collaborate and interact with partners	Student learning rights	Blended learning becomes the main curriculum	Operational assistance from the government	A place for students to study in the community
Internal factors	1	2	3	4	5	6
Strength	Strength-Opportunities (SO) Strategy					
Strategic location	1. Optimizing the competence of lecturers through training or workshops on the "Independence Learning-Independent Campus" program.					
Has 9 permanent lecturers	2. Optimizing the autonomy of innovative learning programs based on the needs of life in accordance with the "Independence Learning-Independent Campus" program.					
"B" accredited study program from the National Accreditation Board for Higher Education	3. Develop cooperative partners, not only with the government and the private sector but also other higher education institutions for collaborative learning activities outside the campus.					
Have autonomy in managing the program	4. Evaluating the curriculum that refers to the Indonesian national qualification framework and the "Independence Learning-Independent Campus" program.					
Graduates have worked in the community	5. Optimizing operational assistance from the government for student learning programs.					
Have a partner	6. Develop guidelines for implementing the "Independence Learning-Independent Campus" program at the colleges level.					
Complete and adequate advice						

C. Weakness-Opportunity (WO) Analysis

External factors	Opportunity					
	Choice of the latest study program	Opportunity to collaborate and interact with partners	Student learning rights	Blended learning becomes the main curriculum	Operational assistance from the government	A place for students to study in the community
Internal factors	1	2	3	4	5	6
Weakness	Weakness-Opportunity (WO) Strategy					
The study program has not become the main choice for prospective students	1. Conduct continuous promotions to various regions, either directly or using various promotional media.					
Do not have a policy or guidelines for independent learning	2. Evaluate the old policies and curriculum to develop new learning policies and curricula.					
Old curriculum	3. Optimizing the competence of lecturers through further studies in the field of education.					
Lack of awareness of lecturers to carry out learning improvements	4. Assisting in the preparation of institutional accreditation forms.					
Lack of qualified lecturers in the field of education	5. Develop cooperation with public universities and similar.					
Few college partners	6. Collaborate with foundations and dioceses to find additional operational costs.					
Institution not yet accredited						
High operating costs						

## IV. CONCLUSIONS

The policy "Independence Learning-Independent Campus" provides freedom for students to take semester credits outside the study program within the same campus for one semester or equivalent to 20 credits and outside college for two semesters or equivalent to 40 semester credits. Strategic management that can be done in implementing the program can be seen through changes in policies, governance, curriculum and learning programs. The results of this study indicate that the result of calculating the score from the SWOT identification of the element of strength (S) is greater than the score of weakness (W) with a difference of 7 points. Opportunity (O) is also higher than threat (T) with a difference of 6. high to succeed. Based on this, the strategy that can be used is the improvement and development strategy. However, this study is not without limitations. Although it is possible to identify the strengths, weaknesses, opportunities, and threats of PTKS in implementing the policy, this study was only conducted with a limited amount of data. Therefore, it is necessary to conduct new research with a wider and more in-depth amount of data and examine the experiences of universities that have implemented the "free learning-free campus" program on their campuses.

The recommendations below cover a range of possible strategies that universities can take to implement independent learning programs in the context of private Catholic universities. In the short term, universities should consider:

- a. Introducing an independent learning policy for lecturers and students;
- b. Consider risk assessment when developing independent learning policy guidelines;
- c. Provide guidelines for lecturers and students in implementing the independent learning policy;
- d. Determine the minimum requirements for the implementation of the independent learning policy.

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