International Journal of Education, Business and Economics Research (IJEBER)
Open Access Publication | ISSN: 2583-3006

Volume 5 Issue 3 2025

Volume 5 Issue 3 May-June 2025

International Journal of Education, Business and Economics Research (IJEBER)

ISSN: 2583-3006

Vol. 5, Issue 3, May-June 2025, pp 456-475

To cite this article: Imelda Junita*, Fanny Kristine, Sherlywati and Della Natalia (2025). Assessing Internal And External Factors Affecting Sustainable Development In A Private University In Indonesia: A Swot Approach. International Journal of Education, Business and Economics Research (IJEBER) 5 (3): 456-475

ASSESSING INTERNAL AND EXTERNAL FACTORS AFFECTING SUSTAINABLE DEVELOPMENT IN A PRIVATE UNIVERSITY IN INDONESIA: A SWOT APPROACH

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https://doi.org/10.59822/IJEBER.2025.5324

ABSTRACT

This paper uses a SWOT (strengths, weaknesses, opportunities, threats) framework to examine the internal and external elements influencing the application of Sustainable Development Goals (SDGs) at an Indonesian private university. The study reveals important internal strengths including strategic planning and institutional commitment using qualitative data gathered from interviews and institutional document checks, together with shortcomings including limited resources and difficulties involving stakeholder participation. Threats like policy inconsistencies and regional imbalances contrast with external opportunities such national SDG projects and regional cooperation. The results provide strategic insights to improve the university's contribution to sustainability and offer pragmatic recommendations for academic leaders and legislators trying to match higher education operations with Indonesia's sustainability goals. The limitation of the study is the SWOT identification, which is limited to the scope of one higher education institution, namely a private university in Indonesia. This suggests that future studies should include additional and exploit quantitative evaluation techniques.

KEYWORDS: - SWOT framework, strengths, weaknesses, opportunities, threats, SGDs, private university, Indonesia.

1.0 INTRODUCTION

Recently, the Sustainable Development Goals (SDGs) set by the United Nations have caused a significant momentum in the international agenda. The SDGs are a comprehensive framework to address pressing social, economic, and environmental challenges at the global level. Indonesia, as one of the countries sponsoring the SDGs, recognizes the important role of universities in achieving

these sustainable development goals; therefore, Indonesia actively encourages the participation of universities as targets of the global community.[1],[2],[3],[4],[5].

The Indonesian government has shown a strong commitment to the implementation of SDGs. The release of Presidential Regulation No. 59/2017 has shown this commitment. This regulation regulates the formation of sustainable development action plans, inclusive governance, reporting of success, and financing of SDGs up to the national level. Universities are one of the main stakeholders in the effort to make SDGs a success because of their strategic role in education and innovation. Currently, SDGs centres have been established in several universities in Indonesia, such as the University of Indonesia, Airlangga University, Padjadjaran University, and so on. The goal of the SDGs Centre is to become a center of excellence in implementing SDGs into the education curriculum, research, and community service[6].

Although there has been progress in implementing SDGs in various universities in Indonesia, significant obstacles are still found, such as lack of transparency, weak accountability, inadequate stakeholder coordination, and disparities in various regions in implementing SDGs. With only a few universities in Indonesia that have established a special centre for sustainable development, broader involvement is needed in higher education in Indonesia[7], [8].Although the important role of universities in supporting sustainable development has been recognized, a comprehensive strategic evaluation of the internal and external factors influencing SDG integration is still rare. In this regard, SWOT analysis offers a structured method for identifying and evaluating these internal and external factors, allowing universities to develop evidence-based strategic responses and more effectively exploit emerging opportunities.[9], [10].

Joint efforts are needed to improve the capacity of universities to support the SDGs. This effort requires university management initiatives to improve campus academic knowledge about the SDGs and encourage creativity to accelerate their achievement[11].This also needs to involve the younger generation in the campus environment because the younger generation, especially Gen Y and Gen Z, has creativity and digital skills that play an important role in driving change. Thus, inspiring the younger generation with sustainable development ideas can be the key to the successful implementation of SDGs in Indonesia [12].

Successful integration of the Sustainable Development Goals (SDGs) in many universities depends on the dynamic interaction between internal and external conditions. Internally, governance, resource management, organizational culture, and leadership commitment are essential. Universities will be more successful in integrating the SDGs into their institutions when they are led by visionary leaders with a clear sustainability strategy. In addition, the existence of a dedicated SDGs unit or centre also helps improve these initiatives by introducing framework, concentration, and continuity in achieving sustainability goals [13].

Internal communication and organizational culture are also crucial drivers of SDGs implementation. A paper by Bui et al. (2024) on Vietnamese higher education institutions explicated how cultural values and vision for leadership continue to be the driving factors in propagating sustainable development in educational circumstances. Besides that, effective internal communication is

essential to enable coordination between departments and stakeholders and align efforts with shared sustainability goals [14].Similarly, another study by Brusca et al. (2025) emphasized that SDGs integration is more successful when universities embed sustainability into their strategic planning and reporting [15].

The way in which universities incorporate SDGs also comes under the influence of external stakeholder expectations, government policies, and global societal pressures, and macro conditions such as government controls and societal mores. International collaborations and top-level participation by universities in sustainability rankings such as THE Impact Rankings can also stretch further to commit universities to subscribe, adopt, and report SDG activities[16],[17].

To effectively integrate the SDGs, universities need to be aware of the interplay between internal and external factors. Universities need to adopt a holistic approach that can significantly contribute to sustainability initiatives. With this responsibility, universities are in a better position to recognize potential challenges and utilize available opportunities to encourage their sustainable development goals [18].

Although there have been many studies on the application of Sustainable Development Goals (SDGs) in universities, few studies have used SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for the systematic examination of internal and external drivers influencing SDGs implementation in Indonesian universities. Most of the literature available focuses on general sustainability practices or evaluation of existing policies [19].

Budihardjo et al. (2021) conducted a study at Diponegoro University using SWOT analysis and Quantitative Strategic Planning Matrix (QSPM) in identifying the key factors for the implementation of sustainable development. The finding of this study highlights the important role of institutional commitment and external collaboration in enabling the successful implementation of SDGs in universities. However, studies on this kind of grand strategic analysis are still limited, especially in the context of Indonesian private universities [20].This study fills an Indonesian knowledge gap, namely analyzing systematically the internal and external factors influencing the implementation of the SDGs by private universities.

In order to fill the gap, this study applies a SWOT analysis to Maranatha Christian University (MCU), a private Indonesian university. While studies by Kristine, et al. (2024) have already exposed the application of SDGs indicators with respect to THE Impact Rankings [19]. This study aims to explore more by identifying internal strengths and weaknesses in MCU, as well as external opportunities and threats, in seeking sustainable development. The research results are expected to give practical recommendations that can improve sustainability efforts in MCU and serve as a useful reference for other private universities in Indonesia with the similar issues in adopting SDGs [19].

A SWOT analysis gives a systematic review for understanding an institution's internal strengths and limitations, and the external environment in which it operates. It enables universities to target the initiatives aligned with the Sustainable Development Goals (SDGs)[20], [21]. Through awareness

of strengths and opportunities, universities can leverage the available resources and form strategic partnerships. Nevertheless, through the exposure of weaknesses and probable threats, universities can get ready in advance for probable pitfalls and become proactive. The findings of this study will help private universities in Indonesia develop strategies that are aligned with institutional goals and the global agenda for sustainability. By better understanding the determinants that enable or hinder SDG implementation, university leaders can develop feasible and context-relevant strategies that are aligned with national sustainability goals and the institution's own mission. Involving the students in such programs has also been found to increase the credibility and effectiveness of sustainability programs on campus life [22].

To fill the research gap, this current study formulates the following research questions:

1. What internal and external factors influence the implementation of sustainable development in MCU as a private university in Indonesia?
2. How can SWOT analysis be utilized to categorize and make sense of these factors in a manner that will assist strategic planning for SDG integration?

By conducting exploration of the strategic environment of this private university, this study can provide actionable suggestions to assist institutional managers and policymakers in aligning their sustainability agenda through a systematic and evidence-based approach.

2.0 METHOD

This study utilizes a descriptive research type to analyse internal and external determinants influencing the implementation of the Sustainable Development Goals (SDGs) in the context of Maranatha Christian University (MCU). MCU as the focus of this study, is one of Indonesia's well-known private universities established in 1965 in Bandung City and has been actively involved in THE Impact Rankings since 2022. MCU currently consists of six faculties that came from a nine-faculty merger program. MCU continues to work towards integrating the concept of sustainability into its operational and academic life. Through its participation in the Impact Rankings, MCU is committed to showing its success and development in applying the Sustainable Development Goals (SDGs), especially in the areas of gender equality, quality education, good health and well-being, and partnership for the goals.

For data collection, two techniques were used by the study, document analysis and semi-structured interviews. Interviewees were representatives from the university's Quality Assurance Unit, who offered detailed information on internal working processes, strategic priorities, and constraints in relation to SDGs integration within the university. Interviews offered a glimpse into the governance structures of the university and its sustainability practices from internal organization. The data collection also presented examining key institutional documents such as strategic planning document, internal reports, policy guidelines, quality assurance records, and annual sustainability reports. Analysis in this context provided a broader perspective and aided the validation of findings gained through interviews by demonstrating how principles of sustainability are embedded in academic and operational works and in activities of external parties. The collected data were then analysed and categorized with the assistance of SWOT analysis. Systematic choice and classification of internal (strengths and weaknesses) and external (opportunities and threats) factors

are carried out. This process facilitates systematic research of the strategic context of the university in relation to objectives addressing sustainable development.

3.0 RESULTS AND DISCUSSION

3.1. Overview Data Collection

This research gathered data through in-depth interviews with three internal stakeholders at Maranatha Christian University (MCU), including the Vice-Rectors and the Quality Assurance Unit. Secondary data were also collected from various university documents such as strategic plans, internal quality audit reports, and SDG-related publications. Table 1-19 show results achieved by MCU in the 2024 Times Higher Education Impact Rankings.

Table 1: Scores and Rankings of MCU in THE Impact Rankings 2024

SDGs	Goals	Institutions Ranked	Score
1	No Poverty	1093	31.70
2	Zero Hunger	803	20.00
3	Good Health and Wellbeing	1498	38.40
4	Quality Education	1681	46.70
5	Gender Equality	1361	48.60
6	Clean Water and Sanitation	867	35.60
7	Affordable and Clean Energy	987	7.70
8	Decent Work and Economic Growth	1149	21.90
9	Industry, Innovation and Infrastructure	1018	16.40
10	Reduced Inequalities	1108	22.10
11	Sustainable Cities and Communities	1026	36.30
12	Responsible Consumption and Production	825	28.70
13	Climate Action	924	5.60
14	Life below Water	628	10.10
15	Life on Land	741	5.80
16	Peace, Justice and Strong Institutions	1086	35.10
17	Partnership for the Goals	2031	51.50

Table 2: Overall Results of MCU in THE Impact Rankings 2024

Score	Rank	Institutions ranked	SDG Participated	Total SDGs
47.5	1001–1500	1963	17	17

Table 3: Metric Scores of MCU under SDG1 in THE Impact Rankings 2024

SDG1	Metric Name	Score	Rank	Institutions Ranked
SDG1: No Poverty	Research on poverty	22.9	801–1000	1093
SDG1: No Poverty	Proportion of students receiving financial aid to attend university because of poverty	42.1	801–1000	1093
SDG1: No	University anti-poverty programs	36.6	801–	1093

Poverty			1000	
SDG1: No Poverty	Community anti-poverty programs	25	801–1000	1093

Table 4: Metric Scores of MCU under SDG2 in THE Impact Rankings 2024

SDG2	Metric Name	Score	Rank	Institutions Ranked
SDG2: Zero Hunger	Research on hunger	29.7	601–800	803
SDG2: Zero Hunger	Campus Food Waste	0	601–800	803
SDG2: Zero Hunger	Student Hunger	12.5	601–800	803
SDG2: Zero Hunger	Proportion of graduates in agriculture and aquaculture including sustainability aspects	0	601–800	803
SDG2: Zero Hunger	National Hunger	50	601–800	803

Table 5: Metric Scores of MCU under SDG3 in THE Impact Rankings 2024

SDG3	Metric Name	Score	Rank	Institutions Ranked
SDG3: Good Health and Wellbeing	Research on health and well-being	17.8	1001+	1498
SDG3: Good Health and Wellbeing	Number of students graduating in health professions	42.5	1001+	1498
SDG3: Good Health and Wellbeing	Collaborations and health services	49.2	1001+	1498

Table 6: Metric Scores of MCU under SDG4 in THE Impact Rankings 2024

SDG4	Metric Name	Score	Rank	Institutions Ranked
SDG4: Quality Education	Research on early years and lifelong learning education	47.3	801–1000	1681
SDG4: Quality Education	Proportion of graduates with teaching qualification	4.5	801–1000	1681
SDG4: Quality Education	Lifelong learning measures	51.6	801–1000	1681
SDG4: Quality Education	Proportion of first-generation students	63.2	801–1000	1681

Table 7: Metric Scores of MCU under SDG5 in THE Impact Rankings 2024

SDG5	Metric Name	Score	Rank	Institutions Ranked
SDG5: Gender Equality	Research on gender equality	41.2	401–600	1361
SDG5: Gender Equality	Proportion of first-generation female students	59.3	401–600	1361
SDG5: Gender Equality	Student access measures	38.3	401–600	1361
SDG5: Gender Equality	Proportion of senior female academics	79.2	401–600	1361
SDG5: Gender Equality	Proportion of women receiving degrees	47.5	401–600	1361
SDG5: Gender Equality	Women's progress measures	31.4	401–600	1361

Table 8: Metric Scores of MCU under SDG6 in THE Impact Rankings 2024

SDG6	Metric Name	Score	Rank	Institutions Ranked
SDG6: Clean Water and Sanitation	Research on water	42.3	601–800	867
SDG6: Clean Water and Sanitation	Water consumption per person	56.9	601–800	867
SDG6: Clean Water and Sanitation	Water usage and care	26.6	601–800	867
SDG6: Clean Water and Sanitation	Water reuse	41.6	601–800	867
SDG6: Clean Water and Sanitation	Water in the community	11.7	601–800	867

Table 9: Metric Scores of MCU under SDG7 in THE Impact Rankings 2024

SDG7	Metric Name	Score	Rank	Institutions Ranked
SDG7: Affordable and Clean Energy	Research on clean energy	0.8	801+	987
SDG7: Affordable and Clean Energy	University measures towards affordable and clean energy	30.6	801+	987
SDG7: Affordable and Clean Energy	Energy use density	0	801+	987
SDG7: Affordable and Clean Energy	Energy and the community	1.7	801+	987

Table 10: Metric Scores of MCU under SDG8 in THE Impact Rankings 2024

SDG8	Metric Name	Score	Rank	Institutions Ranked
SDG8: Decent Work and Economic Growth	Research on economic growth and employment	6.1	1001+	1149
SDG8: Decent Work and Economic Growth	Employment practice	37.5	1001+	1149
SDG8: Decent Work and Economic Growth	Expenditure per employee	76.4	1001+	1149
SDG8: Decent Work and Economic Growth	Proportion of students taking work placements	6.1	1001+	1149
SDG8: Decent Work and Economic Growth	Proportion of employees on secure contracts	0	1001+	1149

Table 11: Metric Scores of MCU under SDG9 in THE Impact Rankings 2024

SDG9	Metric Name	Score	Rank	Institutions Ranked
SDG9: Industry, Innovation and Infrastructure	Research on industry, innovation and infrastructure	11.7	801–1000	1018
SDG9: Industry, Innovation and Infrastructure	Patents citing university research	1.7	801–1000	1018
SDG9: Industry, Innovation and Infrastructure	University spin offs	7.2	801–1000	1018
SDG9: Industry, Innovation and Infrastructure	Research income from industry and commerce	31.9	801–1000	1018

Table 12: Metric Scores of MCU under SDG10 in THE Impact Rankings 2024

SDG10	Metric Name	Score	Rank	Institutions Ranked
SDG10: Reduced Inequalities	Research on reduced inequalities	12.8	1001+	1108
SDG10: Reduced Inequalities	First-generation students	64.8	1001+	1108
SDG10: Reduced Inequalities	Students from developing countries	3.1	1001+	1108
SDG10: Reduced Inequalities	Proportion of students with disabilities	0	1001+	1108
SDG10: Reduced Inequalities	Proportion of employees with disabilities	15.5	1001+	1108

SDG10: Reduced Inequalities	Measures against discrimination	33.3	1001+	1108

Table 13: Metric Scores of MCU under SDG11 in THE Impact Rankings 2024

SDG11	Metric Name	Score	Rank	Institutions Ranked
SDG11: Sustainable Cities and Communities	Research on sustainable cities and communities	25.6	601–800	1026
SDG11: Sustainable Cities and Communities	Support of arts and heritage	19	601–800	1026
SDG11: Sustainable Cities and Communities	Expenditure on arts and heritage	91.7	601–800	1026
SDG11: Sustainable Cities and Communities	Sustainable practices	31.5	601–800	1026

Table 14: Metric Scores of MCU under SDG12 in THE Impact Rankings 2024

SDG12	Metric Name	Score	Rank	Institutions Ranked
SDG12: Responsible Consumption and Production	Research on responsible consumption and production	15.5	601–800	825
SDG12: Responsible Consumption and Production	Operational measures	43.8	601–800	825
SDG12: Responsible Consumption and Production	Proportion of recycled waste	0	601–800	825
SDG12: Responsible Consumption and Production	Publication of sustainability report	66.7	601–800	825

Table 15: Metric Scores of MCU under SDG13 in THE Impact Rankings 2024

SDG13	Metric Name	Score	Rank	Institutions Ranked
SDG13: Climate Action	Research on climate action	0.9	801+	924
SDG13: Climate Action	Low carbon energy use	0	801+	924
SDG13: Climate	Environmental education measures	23.3	801+	924

Action				
SDG13: Climate Action	Commitment to carbon neutral university	0	801+	924

Table 16: Metric Scores of MCU under SDG14 in THE Impact Rankings 2024

SDG14	Metric Name	Score	Rank	Institutions Ranked
SDG14: Life below Water	Research on life below water	1.1	601+	628
SDG14: Life below Water	Supporting aquatic ecosystems through education	22.2	601+	628
SDG14: Life below Water	Supporting aquatic ecosystems through action	0	601+	628
SDG14: Life below Water	Water sensitive waste disposal	33.4	601+	628
SDG14: Life below Water	Maintaining a local ecosystem	0	601+	628

Table 17: Metric Scores of MCU under SDG15 in THE Impact Rankings 2024

SDG15	Metric Name	Score	Rank	Institutions Ranked
SDG15: Life on Land	Research on land ecosystems	1.8	601+	741
SDG15: Life on Land	Supporting land ecosystems through education	6.7	601+	741
SDG15: Life on Land	Supporting land ecosystems through action	0	601+	741
SDG15: Life on Land	Land sensitive waste disposal	16.6	601+	741

Table 18: Metric Scores of MCU under SDG16 in THE Impact Rankings 2024

SDG16	Metric Name	Score	Rank	Institutions Ranked
SDG16: Peace, Justice and Strong Institutions	Research on peace and justice	8.6	801–1000	1086
SDG16: Peace, Justice and Strong Institutions	University governance measures	52.1	801–1000	1086
SDG16: Peace, Justice and Strong Institutions	Working with government	27.1	801–1000	1086
SDG16: Peace,	Proportion of graduates in law and	54.6	801–	1086

Justice and Strong Institutions	civil enforcement		1000	

Table 19: Metric Scores of MCU under SDG17 in THE Impact Rankings 2024

SDG17	Metric Name	Score	Rank	Institutions Ranked
SDG17: Partnership for the Goals	Research into partnership for the goals	13.6	1001–1500	2031
SDG17: Partnership for the Goals	Relationships to support the goals	54.5	1001–1500	2031
SDG17: Partnership for the Goals	Publication of SDG reports	98	1001–1500	2031
SDG17: Partnership for the Goals	Education for the SDGs	40.8	1001–1500	2031

3.2. Internal Factors: Strengths and Weaknesses

Based on document analysis and stakeholder interviews, several internal factors were identified.

Table 20a: Mapping of MCU Strengths to SDGs

SDGs	Strengths
1	• Through several scholarship programs, including ones aimed at poor students from far-off parts of Indonesia, MCU offers tuition and living expense help. • Economically underprivileged pupils are provided basic needs packages, which represent social assistance programs.
2	• By means of a campus food court offering reasonably priced healthy meals, MCU guarantees access to reasonably priced, nutritious food.
3	• MCU maintains a teaching facility that offers health services to the general public and educates medical and dental students. • Health-oriented programs in rural communities constitute part of community involvement activities. • Supported by educational seminars in cooperation with authorities and other entities, the university strictly opposes corruption and drugs. • MCU now has a smoke-free campus policy. • The teaching hospital handles poisonous and dangerous substances sensibly. • MCU works with medical facilities to raise general public health. • MCU hosts the Indonesian Family Counsellor Conference each year to promote family education and mental health.
4	• MCU grants public free access to its collection. • Programs for community education are open to the general people. • Across several academic programs, the university applies the Four Pillars Curriculum—introduced by UNESCO—to enhance overall student development. • Among the main issues for faculty and student initiatives, MCU has created a

	strategic research and community service plan including SDGs. • The university keeps a Quality Assurance and Risk Management Office to guarantee strategic intellectual congruence.
5	• Non-discriminatory recruitment and leadership placement rules followed by MCU guarantee equal chances regardless of gender.
6	• To increase access for underprivileged groups, MCU advocates community training on turning pure water into drinkable form. • The institution sets up water purifier dispensers drawn from groundwater. • All around the university are free drinking water stations. • Systems of rainwater collecting help to lower water usage.
7	• Since most university buildings are meant to be energy-efficient, their demand of electricity is much less.
8	• MCU pays staff members reasonable salaries. • Workplace policies against discrimination are followed.
9	• By separating and growing fibroblast cells from preputial samples produced by pluripotency markers, faculty researchers at MCU are actively developing breakthrough technologies including human-induced pluripotent stem cells (hiPSCs).
10	• Student unions and groups are actively encouraged to promote involvement in institutional growth and assessment. • By means of surveys and focus group discussions, stakeholders actively participate in educational growth. • Policies opposing social injustice—including anti-corruption and anti-narcotic policies—are maintained by the university.

Table 20b: Mapping of MCU Strengths to SDGs

SDGs	Strengths
11	• MCU has created green open places on campus to raise climate change awareness, including ongoing initiatives such as the herbal corner and campus garden. • The university campus has easily available infrastructure like a public library and pedestrian pathways. • Facilities for people with disabilities are constantly being improved, including ramps, elevators, accessible bathrooms, and wheelchair routes.
12	• The university encourages single-use plastic reduction through campus-wide rules that encourage the use of reusable drinking containers. • Educational efforts focus on appropriate trash management and resource efficiency.
13	• Green campus activities include the development of climate-resilient infrastructure, green landscaping, and awareness campaigns. • The institution plans community service projects and research with sustainability themes.
14	• While direct SDG 14 actions were not widely highlighted, MCU's plastic reduction rules help to reduce the amount of land-based garbage entering aquatic habitats.

15	• MCU reaches out to and teaches people in local and national groups about sustainable land management, especially as it relates to ecotourism.
16	• The university partners with other organizations to increase awareness by means of seminars and workshops and implements anti-corruption, anti-drug, and anti-discrimination measures.
17	• MCU works with local and global organizations to help the SDGs to be implemented. • The institution hosts and attends international conferences and seminars on the Sustainable Development Goals (SDGs), therefore actively participating in worldwide debates on sustainability. • Since 2022 MCU has actively participated in the Times Higher Education (THE) Impact Rankings for the SDGs. • To support projects connected to sustainability, alliances with environmental foundations have been developed.

Several internal weaknesses were found that might stop the university from making the best contribution to sustainable development. These weaknesses were found by looking at institutional papers and talking to stakeholders. These shortcomings are listed here and grouped in line with the pertinent Sustainable Development Goals (SDGs).

Table 21: Mapping of MCU Weaknesses to SDGs

SDGs	Weaknesses
1	• Regarding poverty eradication in all its dimensions, the university has not yet participated in local, regional, national, or worldwide policy-making procedures.
2	• Campus food services don't keep track of how much food they throw away. • There isn't a public kitchen or community cooking space at the university. • No set policies control the availability of vegetarian or vegan foods. Lack of relevant academic programs causes direct interaction with food producers to be absent.
3	• (No specific weaknesses were found with SDG 3)
4	• (No specific weaknesses were found with SDG 4)
5	• (No specific weaknesses were found with SDG 5)
6	• The university has not implemented processes to prevent water pollution. • There are no building standards applied to minimize water usage. • No initiatives have been undertaken to plant vegetation specifically aimed at reducing water use. • There is no collaboration with government agencies to ensure water security. • There is no institutional policy on food waste management.
7	• There is no measurement of the amount of low-carbon energy used across the university. • The university has not implemented energy reduction strategies.
8	• The university has not yet generated income from industrial or commercial

	sources.
9	• (No specific weaknesses were found with SDG 9)
10	• (No specific weaknesses were found with SDG 10)
11	• (No specific weaknesses were found with SDG 11)
12	• There is no way to keep track of how much trash the university makes or recycles. • The university does not have policies that address the conservation or sustainable use of forest, mountain, or dryland ecosystems.
13	• (No specific weaknesses were found with SDG 13)
14	• (No specific weaknesses were found with SDG 14)
15	• Local communities have not cooperated in order to safeguard land environments.
16	• The university does not formally acknowledge student unions, therefore restricting formal student participation in institutional governance.
17	• (No specific weaknesses were found with SDG 17)

The internal review found a number of important strengths, such as the university's dedication to incorporating SDGs into its operations, classes, and efforts to reach out to the community. The active participation of the Quality Assurance Unit and strategy planning consistent with SDG frameworks, two fundamental assets for attaining sustainable goals, showcase institutional commitment.

On the other hand, shortcomings including inadequate stakeholder involvement outside of administrative levels, poor budget allocation for sustainability projects, and possible faculty and student ignorance about SDG-related events were noted. These flaws could make it difficult for the institution to properly monitor their effects and completely integrate sustainable culture.

3.3. External Factors: Opportunities and Threats

External factors that influence sustainable development implementation were also identified. The university has a number of chances that it can use to show its dedication and support for sustainable development. These opportunities are from both external and internal sources and correlate with a number of Sustainable Development Goals (SDGs). The opportunities identified are the following:

Table 22: Mapping of MCU Opportunities to SDGs

SDGs	Opportunities
1	Possibilities to increase scholarships and social programs by means of collaborations between public and commercial sectors meant to reduce poverty.
2	Working with nearby farms and NGOs will help to improve food security initiatives and bring environmentally friendly food options on university.
3	Growing public health service need for mental health awareness presents chances for multidisciplinary research and program development.
4	Growing awareness of sustainable education helps to include themes connected to SDGs into pedagogy innovation and curriculum development.
5	Engagement in global gender equality networks helps institutional policies to be more visible and strengthens their implementation.

6	Opportunities to use smart water systems and work with outside groups and local governments on water security projects.
7	Availability of renewable energy sources offers chances to change university operations toward low-carbon substitutes.
8	Goals for economic development are in line with the growth of green entrepreneurship programs and sustainable business incubators.
9	Possibilities to create alliances with businesses to promote development of sustainable technology and infrastructure building.
10	Opportunity to enhance inclusive policies by means of focused scholarships and outreach campaigns for underprivileged groups.
11	Possible partnerships with urban planners and civic groups to make projects that bring the school and community together last.
12	Growing interest in the circular economy around the world creates the chance to set up trash audit systems and policies for sustainable purchasing.
13	Funding and global initiatives that focus on climate change make it possible for study and pilot programs to be used in decarbonization strategies on college campuses.
14	Working with universities and NGOs along the coast could lead to marine sustainability research projects, even if they are not closely related.
15	Participating in programs for afforestation or biodiversity education by means of collaborations with environmental organizations.
16	Possibilities to support institutional openness by means of cooperation with anti-corruption agencies and help to improve governance education.
17	International and regional networks that work on the SDGs give people access to platforms for joint study, benchmarking, and sharing knowledge.

Apart from solving internal problems, universities also need to solve external challenges that may hinder their advancement towards sustainable development. These must be identified and solved prudently so they may not have lasting impacts.

Table 23: Mapping of MCU Threats to SDGs

SDGs	**Threats**
1	Risk of being left out of national policy discussions about ending poverty because institutions don't have much power over them.
2	If university policies don't change to meet the needs of students or the challenges of world supply, food insecurity may get worse.
3	A rise in mental health problems without enough support services could hurt students' ability to do well in school and keep them there.
4	If digital transformation and sustainability education are not applied fairly, it could make educational inequality worse.
5	There may be unconscious bias or gender differences that make it harder for people to fully participate in leadership or academic chances.
6	Water pollution or overuse could happen if equipment for saving water is not properly funded.

7	The switch to green energy on campus might not happen because of rising energy costs and rules that make it hard to do so.
8	Unstable national economies may mean less money for higher education, which could affect staff jobs and the cost of going to school.
9	Insufficient funds for research and innovation infrastructure could make it take longer for sustainable technologies to be used.
10	Non-inclusive policies may leave underrepresented groups with unequal access and involvement.
11	Inadequate cooperation and urban growth pressures could impede efforts at community-based sustainability.
12	Lack of institutional waste management methods can cause wasteful use of resources and damage to the environment.
13	Climate-related disturbances as floods or heat waves could compromise infrastructure and raise running expenses.
14	If the university doesn't teach about marine ecosystems, it might have less of an effect on environmental knowledge in general.
15	Being inactive about protecting biodiversity and taking care of the land could hurt the university's ability to contribute to ecological survival.
16	Lack of student voice or clear policies could hurt trust and the credibility of the organization.
17	Isolation and missed chances for growth support may happen if university does not join international or cross-sector partnerships.

Externally, the opportunities come from Indonesia's national policy context, i.e., the establishment of 51 SDG Centers across the country, which open up possibilities for partnerships, resource sharing, and exchange of knowledge. Global adoption of SDGs also provides opportunities for reputation building for the university and for securing partnerships.

External threats, however, include variations in infrastructure across regions, unequal policy application, and socio-economic challenges within regions that can make sustainability programs less effective and serve fewer people. Moreover, external competition with other universities conducting innovative SDGs programs can reduce available funding and attention for MCU programs.

3.4. Discussion

These findings have strategic implications for MCU, indicating that it can harness its internal strengths, such as existing institutional frameworks and strategic plansto capitalize on national and global opportunities, particularly relationships with SDG Centres and external stakeholders. It is imperative to address internal shortcomings by means of focused capacity-building and awareness initiatives, hence improving faculty and student involvement.

Furthermore, external concerns highlight the significance of proactive risk management techniques, such as diversification of financing sources and regional policy advocacy, in creating a more conducive climate for SDG implementation.

4.0 CONCLUSION AND RECOMMENDATIONS

These findings provide strategic direction for MCU. This means that MCU can utilize its internal strengths, such as institutional structures and strategic plans, to respond to various opportunities at the national and global levels, especially through collaboration with the SDG Centres and other external parties. However, internal weaknesses need to be addressed immediately by increasing capacity and awareness through special programs so that lecturers and students are more actively involved.

In addition, external challenges show the importance of implementing risk management proactively, for example, by seeking various funding sources and encouraging policies at the regional level, in order to create a more supportive environment for SDGs implementation.

By taking advantage of both internal and external opportunities and flaws and threats in a planned way, MCU can strengthen its position as a leader in Indonesia's higher education system that is sustainable. The findings offer practical direction for university administrators and governments looking to link institutional aims with global sustainability agendas.

This study has various limitations that should be recognized. First, the analysis was limited to one institution, MCU, which may limit the findings' applicability to other private institutions in Indonesia. Second, while qualitative data obtained through interviews and document analysis might be enlightening, it is vulnerable to prejudice and subjective interpretation by stakeholders. Third, the study's scope lacked quantitative measurements of SDG implementation results, which may have provided a more comprehensive assessment of efficacy.

Future research should include a broader sample of universities from other areas to improve comparability and generalizability. Including quantitative assessments and longitudinal designs will also help to more accurately depict the development and effects of environmental policies across time.

Several strategic and actionable initiatives are offered to accelerate the SDGs' inclusion into higher education institutions. First, universities can strengthen their internal capacities by establishing specific SDG units or institutes, encouraging interdisciplinary research, and thoroughly integrating sustainability concerns into academic courses. Second, encouraging stakeholder engagement is critical; inclusive participation from students, faculty members, local communities, and industry stakeholders may build a shared feeling of ownership and common responsibility for achieving sustainability goals. Third, collaboration with national SDG centres, regional governments, and other relevant actors is critical for resource mobilization, information exchange, and co-creation of effective programs. Fourth, strong monitoring and evaluation mechanisms that are compliant with international sustainability reporting standards are required to track progress and inform future improvements.

Ultimately, universities need to be actively involved in policy discussions at regional and national levels to encourage the formation of supportive regulations so that universities can contribute significantly to realizing sustainable development.

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Acknowledgement

The authors would like to express their heartfelt appreciation to all persons and organizations that contributed to this research. We are grateful to the management and staff of Maranatha Christian University for their assistance and cooperation throughout data collecting, particularly the university's Quality Assurance Unit, which provided significant insights and institutional records. We also thank the interview participants for freely sharing their ideas and experiences. This research would not have been possible without their cooperation. We are also grateful for academic support and comments from figure colleagues and mentors that contributed to improved research. Lastly, our thanks for the financial support and the resources provided by our university, which contribute to the completion of this study.

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