

# Development of an Impactful Campus Implementation Model to Realize the Asta Cita Program in Private Universities in Region XVI (North Sulawesi, Central Sulawesi, Gorontalo)

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## ABSTRACT

The Asta Cita Program represents the embodiment of the Prabowo–Gibran administration’s vision, namely “Together Towards an Advanced Indonesia, Toward Golden Indonesia 2045.” Prabowo–Gibran promote eight missions, known as Asta Cita, which encompass strengthening ideology and democracy, reinforcing the national defense system, and fostering national self-reliance through food self-sufficiency and the creative economy. Higher education institutions are expected to serve as the frontline in realizing these eight missions through the provision of human resources, knowledge, science, and technology. The urgency of this research lies in the importance of developing an impactful campus implementation model to realize the Asta Cita program, particularly in relation to the role of higher education institutions as the spearhead in achieving the eight missions of the Prabowo–Gibran administration. This model will later be utilized by LLDIKTI XVI to determine appropriate program directions for all private universities in the regions of North Sulawesi, Central Sulawesi, and Gorontalo. Meanwhile, the objective of this research is to produce a development model for implementing impactful campuses that can be applied in private universities in Region XVI, in the form of guidelines and Standard Operating Procedures (SOPs). This will enable LLDIKTI XVI to effectively guide and monitor all private universities in implementing the Asta Cita driving campus program. The model will, of course, be adjusted to regional conditions and the social context of communities in North Sulawesi, Central Sulawesi, and Gorontalo. The research method used in this study is the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The researchers chose the ADDIE development method because of its systematic working stages, where each phase includes evaluation and revision, ensuring that the resulting product is valid. In addition, the ADDIE model is simple yet systematic in its implementation.

**Keywords:** Asta Cita, Campus Model, Private Higher Education, Regional Education Policy.

## 1. INTRODUCTION

The vision and mission of President Prabowo Subianto, known as Asta Cita, aim to address various challenges faced by Indonesia, both in national and global contexts. Asta Cita, as reflected in the composition of the ministerial and governmental institutional structure, has been formalized in the Regulation of the President of the Republic of Indonesia (Presidential Regulation/Perpres) Number 139 of 2024 concerning the Structuring of Duties and Functions of State Ministries of the Red and White Cabinet for the 2024–2029 Period [1]. This mission serves as a primary driving force for the active role of higher education institutions in supporting the achievement of national goals [2-4].

Higher education institutions, particularly Private Universities (PTSs), are expected to serve as the frontline in realizing the Asta Cita missions through the development of competent human resources capable of adapting to global changes [5-7]. One concrete form of implementation is the Impactful Campus Program in Realizing the Asta Cita Program (KBAC), introduced by the Ministry of Higher Education, Science, and Technology (Kemendikti Saintek) to strengthen the role of universities in producing graduates who are prepared to face contemporary challenges and contribute to national development [8-10].

In the LLDIKTI XVI region, which covers North Sulawesi, Central Sulawesi, and Gorontalo, there are 81 Private Universities (PTSs) expected to participate in implementing the KBAC program. However, although PTSs possess significant potential in terms of human resources, research, and community empowerment, many still face challenges in aligning national programs with their local conditions [11-13]. The core issue lies in the gap between the nationally designed KBAC implementation model and the local needs and characteristics of the region [14],

[15]. Therefore, the development of an implementation model that is more relevant to local conditions has become urgent to ensure that the program can be effectively adopted and implemented by PTSs in the LLDIKTI XVI region [16-18].

By optimizing local potential, PTSs can more effectively implement programs that support Asta Cita and strengthen their contribution to national development [19-21]. The research gap identified is the absence of a KBAC implementation model tailored to specific local conditions, particularly for PTSs in the LLDIKTI XVI region. Existing implementation models are general and nationally applicable, without adequately considering the unique characteristics and challenges of regions such as North Sulawesi, Central Sulawesi, and Gorontalo.

The urgency of this research is very high, given the importance of developing an impactful Asta Cita campus implementation model related to the role of higher education institutions as the spearhead in realizing the eight missions of the Prabowo–Gibran administration. The resulting model will later be used by LLDIKTI XVI to determine appropriate program directions for all PTSs in North Sulawesi, Central Sulawesi, and Gorontalo. The research problem addressed in this study is: How can the Impactful Campus implementation model be developed to realize the Asta Cita program in Private Universities in Region XVI?

To answer this question, the primary objective of this research is to develop a KBAC implementation model that is relevant and tailored to the social, economic, and labor market conditions of North Sulawesi, Central Sulawesi, and Gorontalo. Through this model, it is expected that the quality of education in PTSs will improve, research and community empowerment capacities will be strengthened, and curriculum relevance to local labor market needs will be enhanced. The resulting model will serve as an effective guideline for LLDIKTI XVI in directing and monitoring the implementation of KBAC in PTSs, thereby increasing their contribution to national development.

## 2. METHOD

This study employs the ADDIE model approach (Analyze, Design, Develop, Implement, Evaluate), which is adopted for developing an implementation model of an impactful campus in realizing the Asta Cita Program (KBAC) in Private Universities (PTSs) within Region XVI, covering North Sulawesi, Central Sulawesi, and Gorontalo [27,28]. This approach was selected because it provides a systematic framework for designing and developing an implementation model based on the local characteristics of PTSs in the region.

The subjects of this study consist of six PTSs located across the three provinces: Universitas Bina Mandiri Gorontalo, Universitas Gorontalo, STIA Pancamarga Palu, Universitas Widyanusantara Palu, Universitas Klabat (Manado), and Universitas De La Salle (Manado). The selection of these research sites was based on their track record in successfully implementing the Independent MBKM (Merdeka Belajar–Kampus Merdeka) program, making them potential pilot institutions as Driving Universities for the Asta Cita program.

This research uses qualitative data obtained through analysis of interviews, questionnaires, and observations collected from students and lecturers at the six PTSs in Region XVI [29,30]. The stages of developing the KBAC implementation model in Private Universities (PTSs) in Region XVI follow the steps of the ADDIE approach, presented in a flowchart in Figure 1.

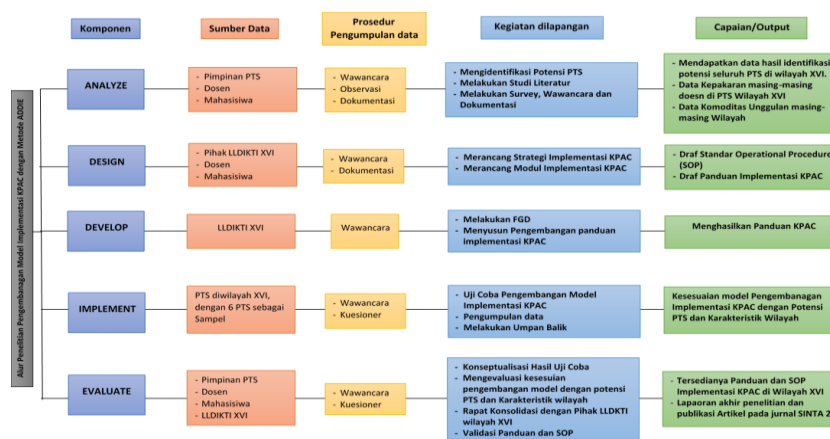


Figure 1. Research Flow Diagram

The research process consists of components including data sources, data collection procedures, field activities, and outputs/achievements. The study is conducted in five stages, as follows:

### ***Stage 1: Analysis***

In the first stage, data sources include university leaders, lecturers, and students. Data collection procedures involve interviews, observation, and documentation techniques. Activities conducted at this stage include identifying the potential of PTSs, conducting literature studies, surveys, interviews, and documentation. The expected outputs include: (1) Data on the identified potential of PTSs in Region XVI; (2) Data on lecturers' areas of expertise in Region XVI; and (3) Data on leading regional commodities in each area.

### ***Stage 2: Design***

In the second stage (Design), the researchers formulate the KBAC implementation strategy and design the KBAC implementation model. Data sources include LLDIKTI XVI and PTS leaders. Data collection is conducted through interviews with LLDIKTI and PTS leaders to develop the KBAC implementation strategy design and implementation model.

### ***Stage 3: Development***

In the third stage (Development), the researchers conduct Focus Group Discussions (FGDs) and prepare the development of the KBAC implementation guidelines. LLDIKTI XVI serves as the primary data source at this stage, while data collection procedures include interviews and questionnaires.

### ***Stage 4: Implementation***

In the fourth stage (Implementation), the researchers develop and apply the KBAC implementation model, conduct data collection activities, and gather feedback. Data sources at this stage are PTSs in Region XVI, with six PTSs serving as samples. Data collection procedures include interviews and questionnaires. The questionnaires are designed based on the identified potential of PTSs and regional characteristics, ensuring that the resulting model aligns with institutional potential, leading commodities, and regional characteristics.

### ***Stage 5: Evaluation***

In the fifth stage (Evaluation), the researchers conceptualize the results of the trial implementation, evaluate the suitability of the developed model with PTS potential and regional characteristics, and conduct consolidation meetings with LLDIKTI Region XVI. Data sources at this stage include university leaders, lecturers, students, and LLDIKTI XVI. Data collection procedures involve interviews and questionnaires.

## **3. RESULTS AND DISCUSSION**

### ***3.1. Results***

There are 81 Private Universities (PTSs) in Region XVI, distributed across three provinces: Gorontalo, Central Sulawesi, and North Sulawesi. The researchers conducted a comparative study of six (6) PTSs as samples. The selection was based on their achievements in securing competitive higher education research grants and the positive evaluation results of their well-implemented Independent MBKM programs. The development of educational quality in PTSs within Region XVI faces numerous challenges, including underdeveloped governance systems that often lead to internal conflicts, making institutional growth difficult. Additionally, services are not yet fully digital-based, curricula are not aligned with industry and business needs (DUDI), and there is a lack of lecturer motivation for professional development.

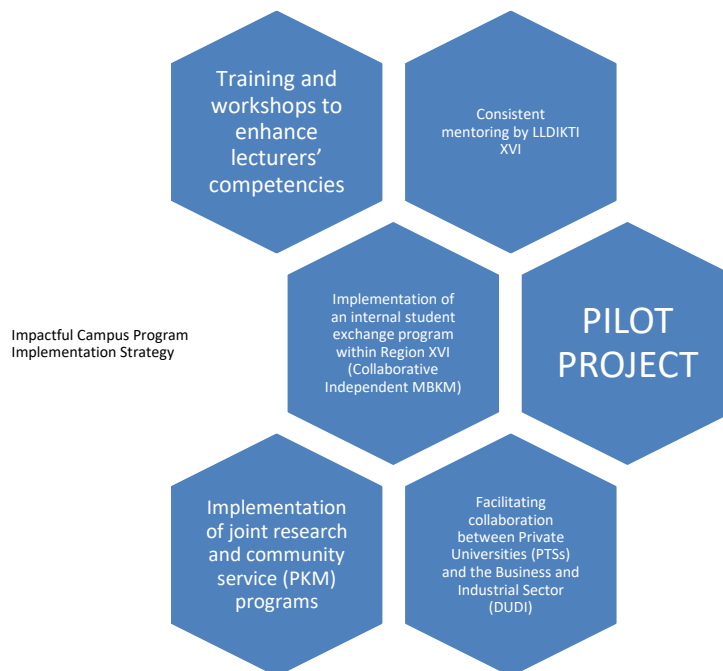
Monitoring conducted by the LLDIKTI XVI office is perceived as not yet optimal due to its own human resource limitations and the absence of an appropriate model for implementing the impactful campus program that aligns with the needs of PTSs and communities in Region XVI. Therefore, intensive assistance is required to ensure that all PTSs can move collectively in realizing the Asta Cita program initiated by President Prabowo at the beginning of his administration. The Asta Cita program can be realized through the impactful campus concept, where all lecturers and students actively carry out the tridharma of higher education (education, research, and community service). The implementation pattern must be carried out by all PTSs to ensure uniformity in understanding. Consequently, it is necessary to develop a model that accommodates the specific characteristics or

uniqueness of each PTS, which should be facilitated by LLDIKTI XVI.

### 3.2. Discussion

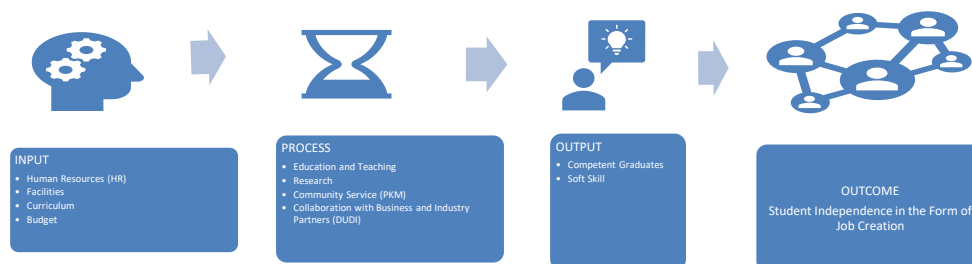
Based on the results of the analysis conducted by the researchers, it is necessary to develop a KBAC (Impactful Campus in Realizing the Asta Cita Program) implementation strategy, which includes: (1) organizing training programs and workshops to enhance lecturers' competencies, improve the quality of education, and strengthen higher education quality assurance; (2) providing consistent assistance to PTSs with relatively low quality standards; (3) establishing pilot projects for PTSs that have demonstrated strong achievements in research and community service (PKM) grants; (4) jointly formulating regional program plans; (5) facilitating collaboration between universities and the business and industrial sectors (DUDI); (6) developing joint research and community service (PKM) programs; and (7) implementing an internal student exchange program within Region XVI.

These strategies have been partially implemented and developed. LLDIKTI XVI has conducted training programs and workshops aimed at enhancing lecturers' competencies, improving educational quality, and strengthening higher education quality assurance. However, there are still shortcomings, particularly in the implementation of assistance programs, which have not yet been carried out optimally and consistently. In addition, joint research and community service programs have not been fully implemented, and the internal student exchange program within Region XVI has not yet been realized. The development of the model can therefore be illustrated as follows:



**Figure 2.** Implementation Strategy of the Impactful Campus Program

The development of the implementation strategy can be further described as follows:



**Figure 3.** Development of the Implementation Strategy

Figure 3 illustrates that the quality of higher education can be influenced by input factors, including human resources such as lecturers, students, and academic staff. All must work synergistically to ensure that the educational process runs effectively and in accordance with established standards. Facilities within higher education institutions also significantly affect educational quality. The curriculum must be relevant to the needs of the business and industrial sectors (DUDI). Additionally, universities must allocate budgets for research and community service to support the impactful campus program.

At the process stage, attention must be given to the quality of learning processes, the implementation of research and community service (PKM), and partnerships with DUDI. Pilot projects should be implemented for universities that still need improvement in research and learning quality, with full support from LLDIKTI XVI, comprehensive assistance, and continuous monitoring. Universities that have achieved the minimum target for higher education research grants can then serve as mentoring institutions within their respective regions. Through this approach, it is expected that all PTSs in Region XVI will be able to effectively implement the impactful campus program.

When the process is carried out effectively, the expected output is graduates who are competent and possess strong soft skills. Ultimately, the intended outcome is student independence, particularly through job creation and entrepreneurship.

#### **4. CLOSURE**

The development of the KBAC (Impactful Campus in Realizing the Asta Cita Program) implementation model for Private Universities (PTSs) in Region XVI represents a strategic effort to align higher education institutions with the national vision of Asta Cita. Considering the diverse local characteristics of North Sulawesi, Central Sulawesi, and Gorontalo, a contextualized and systematic implementation model is essential to ensure the effectiveness and sustainability of the program.

Through the ADDIE development approach, this study has formulated a structured model that integrates input, process, output, and outcome components, while emphasizing institutional synergy, governance improvement, curriculum relevance, research strengthening, and collaboration with the business and industrial sectors (DUDI). The model also highlights the importance of consistent mentoring, pilot project development, joint research initiatives, and internal regional collaboration among PTSs under the coordination of LLDIKTI XVI.

The resulting model is expected to serve as a practical guideline for LLDIKTI XVI in directing, facilitating, and monitoring the implementation of the impactful campus program across all PTSs in Region XVI. Ultimately, this initiative aims to enhance educational quality, strengthen research and community service performance, produce competent graduates with strong soft skills, and foster student independence through innovation and job creation—thereby contributing meaningfully to the realization of the Asta Cita vision and national development goals toward Golden Indonesia 2045.

#### **AUTHORS' CONTRIBUTIONS**

Lia Nurhayati contributed as a data collector and an analyst.

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