



COMMUNITY NEEDS STUDY IN THE ESTABLISHMENT OF NEW STUDY PROGRAMS AT STAB NEGERI RADEN WIJAYA, WONOGIRI, CENTRAL JAWA

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Abstract

This research aims to analyze and formulate the steps involved in a community needs assessment (Needs Study) and to identify the most required new study programs with the potential for realization at the State College of Buddhist Studies (STAB Negeri) Raden Wijaya. This Needs Study was conducted through three main steps: Identification of Community Needs, Analysis of Internal and External Factors, and Formulation of Recommendations. The research findings indicate a significant demand from the Buddhist community in Indonesia for several non-traditional study programs, with the top five being: Computer Education (11.22%), Mandarin Language Education (9.65%), Early Childhood Education (8.36%), English Language Education (8.04%), and Guidance and Counseling (7.08%). Based on a comparison between community needs and the availability and readiness of Human Resources (HR) at STAB Negeri Raden Wijaya, four study programs are proposed for immediate establishment: English Language Education, Management Education, Educational Technology, and Indonesian Language and Literature Education. These four proposed programs possess a strong internal HR foundation, consisting of lecturers holding S2 (Master's) and S3 (Doctoral) degrees with specific expertise in the relevant fields, demonstrating the institution's readiness to quickly form core program management teams and teach essential courses.

Keywords: Community Needs Assessment, New Study Programs, STAB Negeri Raden Wijaya, English Language Education, Education Management, HR Readiness

Abstrak

Penelitian ini bertujuan untuk menganalisis dan merumuskan langkah-langkah yang terlibat dalam penilaian kebutuhan masyarakat (Studi Kebutuhan) dan untuk mengidentifikasi program studi baru yang paling dibutuhkan dan berpotensi untuk diwujudkan di STAB Negeri Raden Wijaya. Studi Kebutuhan ini dilakukan melalui tiga langkah utama: Identifikasi Kebutuhan Masyarakat, Analisis Faktor Internal dan Eksternal, dan Perumusan Rekomendasi. Hasil penelitian menunjukkan adanya permintaan yang signifikan dari masyarakat Buddha di Indonesia untuk beberapa program studi non-tradisional, dengan lima program studi teratas yaitu: Pendidikan Komputer (11,22%), Pendidikan Bahasa Mandarin (9,65%), Pendidikan Anak Usia Dini (8,36%), Pendidikan Bahasa Inggris (8,04%), dan Bimbingan dan Konseling (7,08%). Berdasarkan perbandingan antara kebutuhan masyarakat dan ketersediaan serta kesiapan Sumber Daya Manusia (SDM) di STAB Negeri Raden Wijaya, empat program studi diusulkan untuk segera didirikan: Pendidikan Bahasa Inggris, Pendidikan Manajemen, Teknologi Pendidikan, dan Pendidikan Bahasa dan Sastra Indonesia. Keempat program yang diusulkan ini memiliki fondasi SDM internal yang kuat, terdiri dari dosen yang memegang gelar S2 (Magister) dan S3 (Doktor) dengan keahlian khusus di bidang terkait, yang menunjukkan kesiapan lembaga untuk dengan cepat membentuk tim manajemen program inti dan mengajar mata kuliah penting.

Kata kunci: Penilaian Kebutuhan Komunitas, Program Studi Baru, STAB Negeri Raden Wijaya, Pendidikan Bahasa Inggris, Manajemen Pendidikan, Kesiapan SDM



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INTRODUCTION

Higher education plays a strategic role in producing competent and adaptive human resources.¹ Universities serve not only as centers of learning but also as institutions contributing to the social, cultural, and economic development of a region.² Therefore, the establishment of new study programs at universities must be based on the real needs of society and industry, and aligned with developments in science and technology. In this context, analyzing community needs is a crucial step before establishing new study programs to ensure that the education provided truly benefits society.

Higher education in Indonesia continues to develop with various government policies, including the Independent Campus policy, which encourages universities to be more responsive to the needs of society and the workplace. One key policy within the Independent Campus program is the establishment of study programs relevant to current developments and industry needs.³ Universities are expected to provide study programs that align with labor market needs, ensuring that graduates are more easily absorbed into the workforce and possess superior competencies.

Raden Wijaya State Islamic University (STAB Negeri Raden Wijaya), as one of the religious higher education institutions in Wonogiri, Central Java, strives to continue to develop and make greater contributions to society. Currently, STAB Negeri Raden Wijaya has several study programs that are running well. However, along with social changes and the demands of the times, it is necessary to evaluate the relevance of existing study programs and the possibility of opening new study programs that can better meet the needs of society. This research was conducted to identify community needs in order to establish new study programs at STAB Negeri Raden Wijaya so that they can provide greater benefits to society and the world of work.

One of the main factors driving the opening of new study programs is the real needs of society and industry. Several studies have shown that the gap between the academic world and industry needs remains a challenge in higher education in Indonesia.⁴ Therefore, it is crucial for universities to conduct in-depth studies on the fields of study or expertise most needed by society

¹ F. Ahsani, "Sosialisasi Pendidikan Tinggi Dalam Peningkatan Pembangunan Masyarakat," *Solma: Jurnal Pengabdian Kepada Masyarakat* 12, no. 1 (2023): 1–8; M. Hasan, "Peran Perguruan Tinggi Dalam Pengembangan Perencanaan Pembangunan Partisipatif," *Jurnal Ilmiah Citra Bakti* 5, no. 2 (2018); R. Hasanah and M. Prasetyo, "Religious-Based Higher Education: Challenges in Curriculum Development and Program Sustainability," *Journal of Religious Studies* 25, no. 3 (2023): 203–20.

² L. Wijaya, "Peran Lembaga Pendidikan Tinggi Dalam Mengawal Ekonomi Kreatif," *Evaluasi: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2015): 18; D. Rahmawati et al., "Local Engagement in Higher Education Planning: A Case Study of Indonesian Universities," *Higher Education Research* 35, no. 1 (2023): 45–62.

³ Kebudayaan Kementerian Pendidikan Riset, dan Teknologi, *Standar Nasional Pendidikan Tinggi* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2020).

⁴ N. Nurjannah and S. Yamani, "Analisis Kebutuhan Terhadap Pengembangan Program Studi S1 PGMI Pada Masyarakat Islam Kepulauan Di Kota Ternate," *Jurnal Ilmiah Wahana Pendidikan* 9, no. 5 (2023): 632–45.

before opening new study programs. This is also in line with research findings showing that universities with strong links to industry and society tend to be more successful in producing work-ready graduates.⁵

In the Wonogiri region, the community's potential and needs are diverse, spanning religious, cultural, economic, and tourism sectors. Therefore, new study programs to be opened at Raden Wijaya State Islamic University (STAB Negeri Raden Wijaya) must be able to address the challenges and opportunities present in this region. For example, if the local community and industry have a high demand for educators and experts in religious and cultural fields, establishing study programs focused on these areas could be an appropriate solution.

The sustainability and competitiveness of a university depend heavily on its ability to adapt to changing times. Universities that are able to introduce new study programs tailored to societal needs tend to be more competitive and more attractive to prospective students. Conversely, universities that stagnate in their curriculum and study program development risk experiencing a decline in student numbers and a decline in relevance in higher education.⁶

From a higher education policy perspective, the opening of new study programs must also consider regulatory and accreditation aspects.⁷ The Ministry of Education and Culture has established standards that universities must meet when opening new study programs, including curriculum, teaching staff, facilities and infrastructure, and partnerships with industry and the community.⁸ Therefore, before deciding to open a new study program, STAB Negeri Raden Wijaya needs to ensure that the institution meets all government-set requirements.

Institutional readiness to implement new study programs is also a crucial factor in this research. Several aspects that need to be considered include the availability of competent teaching staff, supporting infrastructure, and innovative learning systems. Furthermore, universities must also conduct outreach to the public about the benefits and prospects of the proposed study programs to attract prospective students and gain support from various parties.

This research aims to obtain empirical data that can serve as a basis for STAB Negeri Raden Wijaya in making decisions regarding the establishment of new study programs. By systematically

⁵ Direktorat Jenderal Pendidikan Tinggi, *Laporan Kajian Pembukaan Program Studi Baru Tahun 2022* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), <https://dit-renor.upi.edu>.

⁶ Universitas PGRI Yogyakarta, "8 Prodi Baru Memenuhi Kebutuhan Masyarakat," Universitas PGRI Yogyakarta, 2019.

⁷ C. Jackson and M. White, "The Role of Higher Education in Employment Outcomes," *Journal of Labor Economics* 41, no. 3 (2023): 289–312; L. Johnson and M. Brown, "Higher Education and Labor Market Demands: A Global Perspective," *Education Economics Journal* 45, no. 2 (2023): 150–65; R. Kumar and S. Devi, "Gender Inequality in Higher Education: Challenges and Opportunities," *International Journal of Social Studies* 35, no. 1 (2022): 112–27; J. Roberts and T. Hayes, "Online Learning and Accessibility in Higher Education," *Journal of E-Learning Studies* 12, no. 1 (2023): 67–85.

⁸ Kebudayaan Kementerian Pendidikan Riset, dan Teknologi, *Pedoman Pengajuan Program Studi Baru Di Perguruan Tinggi* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021).

studying community needs, it is hoped that the new study programs will provide optimal benefits to the community, students, and the workforce. Therefore, this research holds significant significance in the context of higher education development in Indonesia, particularly in efforts to increase the relevance and competitiveness of religious higher education institutions in the modern era.

Thus, this research not only contributes to the development of STAB Negeri Raden Wijaya, but also provides insights for other universities planning to open new study programs. It is hoped that the results of this research can serve as a reference for higher education institutions in designing study programs that are more adaptive and oriented to the needs of society and the development of science and technology. With an approach based on data and real community needs, it is hoped that STAB Negeri Raden Wijaya can continue to grow and make a real contribution to the advancement of education and social development in Indonesia.

RESEARCH METHODS

Types of research

This research employed mixed methods research. This approach is highly relevant to the existing framework, as it requires qualitative data to understand perspectives and prepare for analyzing internal and external factors, as well as quantitative data to assess the needs of a large population (survey). These data are then analyzed together to generate feasible and relevant recommendations.

Research Sample

The research sample was taken from the population using purposive sampling technique. Respondents consisted of Pembimas All Indonesia, Representatives of Indonesian Buddhists (Walubi), Indonesian Buddhist Association, Buddhist Counselors All Indonesia, Buddhist Teachers All Indonesia, Company Owners categorized into four professions: Civil Servants, Private Employees, Entrepreneurs, Others. The total number of respondents who filled in the data was 117 people consisting of: 64 male respondents and 53 female respondents. The most dominant respondents who filled in the data were respondents aged over 35 years, namely 91 people.

Table 1. Respondent Data

Gender	18–25 Years	26–35 Years	> 35 Years	Total
Man	4	11	49	64
Woman	2	9	42	53
Total	6	20	91	117

Table 2. Respondents Based on Educational Background

Education	Amount	Percentage
High School / Equivalent	7	6%
D3	4	3%
S1 (Bachelor's Degree)	77	66%
S2 (Masters)	27	23%
S3 (Doctorate)	2	2%

Research Design

The research design used in this study was an exploratory design with a needs assessment approach. Based on the model by Kaufman and Guerra-Lopez⁹, the needs assessment was conducted through several stages:

1. Identifying Community Needs

This research involved a survey of Pembimas Throughout Indonesia, Representatives of Indonesian Buddhists (Walubi), the Indonesian Buddhist Association, Buddhist Counselors Throughout Indonesia, Buddhist Teachers Throughout Indonesia, Business Owners (Buddhists) categorized into four professions: Civil Servants, Private Employees, Entrepreneurs, Others. regarding the need for higher education in the field of Buddhism. In-depth interviews with the management of STAB Negeri Raden Wijaya and academics who have experience in developing study programs.

2. Internal and External Factor Analysis

a. Internal Factors

The capacity of Raden Wijaya State Islamic University (STAB Negeri Raden Wijaya) to implement new study programs, including the availability of teaching staff, facilities, and institutional policy support. Academic readiness, such as an established curriculum, experience in implementing educational programs, and a supportive academic administration system.

b. External Factors

An analysis of government policies related to the opening of new study programs, such as regulations from the Ministry of Religious Affairs and the National Accreditation Board for Higher Education. The dynamics of community acceptance of Buddhist-based study programs, and how these programs can meet the needs of the Buddhist community in Indonesia, are discussed.

⁹ Roger Kaufman and Ingrid Guerra-López, *Needs Assessment for Organizational Success* (Routledge, 2021).

3. Data Processing and Analysis

a. Qualitative Data Analysis

Data from interviews and focus group discussions (FGDs) will be analyzed using thematic analysis techniques.¹⁰ This analysis aims to identify patterns of needs emerging from the community and stakeholders.

b. Quantitative Data Analysis

Survey data will be analyzed descriptively to identify patterns of community needs. Descriptive statistics, such as frequency distributions and trend analysis, will be used to identify priority areas for developing new study programs.

4. Formulation of Recommendations

- a. Based on the results of the analysis, this study will provide recommendations regarding the appropriate types of study programs, the required curriculum, and effective implementation strategies.
- b. Recommendations will be prepared by considering academic and administrative aspects, as well as applicable higher education regulations.
- c. Developing strategies for implementing new study programs that consider aspects of sustainability, academic competitiveness, and relevance to the needs of society and the world of work.

RESULTS AND DISCUSSION

Identifying Community Needs

Identification of community needs in this research was carried out through surveys, interviews, and FGDs.

1. Survey

Based on the results of a survey conducted on 117 respondents, the results showed that the study programs that were in demand and were seen as having good prospects for the future were as follows:

- 1) Education Study ProgramComputer
- 2) Study ProgramSendratasik (Drama, Dance, and Music)
- 3) Childhood Education Study ProgramEarly Childhood Education (PAUD)
- 4) Indonesian Language and Literature Education Study Program
- 5) Language Education Study ProgramEnglish
- 6) Mandarin Language Education Study Program

¹⁰ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide* (SAGE Publications, 2022).

- 7) Foreign Education Study ProgramNormal
- 8) Study ProgramEducational Management
- 9) International Relations Study Program
- 10) Study ProgramComparative Religion
- 11) Education Study ProgramAgricultural Science
- 12) Study ProgramGuidance and counseling
- 13) Study ProgramEducational Technology
- 14) Study ProgramArcheology
- 15) Study ProgramEastern Psychology
- 16) Study ProgramSociology
- 17) Study Program of Physical Education, Health, andRecreation
- 18) Education Study ProgramSports Coaching

2. Interview

Based on the results of interviews with representatives of Pembimas Throughout Indonesia, Representatives of Indonesian Buddhists (Walubi), the Indonesian Buddhist Association, Buddhist Religious Counselors Throughout Indonesia, Buddhist Teachers Throughout Indonesia, Company Owners (Buddhists), the data obtained were as in table 3.

Table 3 Results of Interviews with Representatives of the Buddhist Community

New Study Programs That Are Highly Sought After	Key Quotes (Reasons)
Computer/IT Education	"Computer science programs have excellent job prospects because the demand for IT personnel continues to increase, and career opportunities are broad..."
General Education	"For me, education will definitely remain important. At the very least, I can become a teacher or an educator."
Early Childhood Education	"Nowadays, people are starting to send their children to early childhood education (PAUD) and kindergarten, so the need for teachers at this level is quite high."
Agriculture	"Because agriculture is related to food security, an increasingly uncertain climate will make it increasingly difficult for the world to provide food."
Mandarin language	"Mandarin has a very important role in the development of Dhamma, Business, etc."
International Relations	"Global Interconnection: The world is becoming increasingly integrated... This increases the need for professionals who understand the complexities of international relations..."
Counseling guidance	"Buddhist counseling...specifically for Buddhists is still minimal, both in educational circles and in Buddhist communities."

3. *Focus Group Discussion*(FGD)

Researchers conducted focus group discussions (FGDs) to obtain more in-depth information based on the survey and interview results. Through the FGDs, researchers obtained information on the popularity of the study program, respondents' confidence in the job prospects of the new study program, and their reasons for proposing the new study program.

a. **Study Program Popularity Level**

Table 4 shows the frequency of study programs that are most popular among Buddhists in Indonesia. This data is interpreted as a measure of popularity or interest in these programs.

Table 4. Popularity of Study Programs

Study Program	Frequency (Number of Appearances)	Percentage of Total Occurrences (%)
Computer Education	35	11.78
Mandarin Language Education	30	10.10
Early Childhood Education (PAUD)	26	8.75
English language education	25	8.42
Guidance and counseling	22	7.41
Educational Management	22	7.41
Agricultural Science Education	19	6.40
Sendratasik (Drama, Dance, and Music)	19	6.40
International Relations	18	6.06
Comparative Religion	13	4.38
Educational Technology	12	4.04
Archeology	11	3.70
Physical Education, Health, and Recreation	10	3.37
Special education	8	2.69
Eastern Psychology	8	2.69
Indonesian Language and Literature Education	7	2.36
Sports Coaching Education	7	2.36
Sociology	5	1.68
Total Appearances	297	100.00%

Based on the data shown in Table 4, it can be concluded that:

1) **Most Popular Study Program (Rank 1)**

Computer Science came up most frequently, with 35 respondents suggesting it. This indicates that this study program has the highest interest in data.

2) **Least Popular Study Program (Rank 18)**

Sociology appeared the least because only 5 respondents proposed it.

3) **Popular Study Programs**

The group of popular study programs with the emergence of more than 20 is dominated by study programs in education and language teaching (Computer Education, Mandarin Language Education, Early Childhood Education, English Language Education, Guidance and Counseling, and Educational Management).

b. **Respondents' Confidence about Job Prospects for New Study Programs**

Most respondents expressed confidence that the proposed new study program would have good job prospects. A complete breakdown of respondents' beliefs regarding the proposed study program is presented in Tables 5 and 6.

Table 5. Popularity of Study Programs

Answer Categories	Amount	Percentage
Yes / Agree (Yes, Yes, Good, Very Good, Definitely, That's Right)	98	93.3%
No Answer (Hyphen / Blank)	1	1.0%
Qualitative Answers Only	6	5.7%

Table 6. Respondents' Reasons for Proposing New Study Programs

Main Reason Theme	Description
1. Needs of the Digital / IT Era	Focus on the importance of Computers, IT, and technology for the modern world of work, administration, and changing times.
2. Basic Education & Language Needs	Focus on the needs of teachers (PAUD, PJOK, PGSD/Retired Teachers), and the importance of foreign languages (English, Mandarin) as a global/business bridge.
3. Agricultural Resilience & Development	Focus on the need for modern agricultural experts, food security, and the majority of Buddhists as farmers.
4. Developments & Demands of the Times	Common reasons include the demands of the global work world, competition, and the need to adapt to modern progress.
5. <i>Niche</i> / Scarcity of Buddhist Human Resources	Focus on the prospects of study programs that are still rarely in demand, the need for special Buddhist teachers/services (SLB, Buddhist Archaeology, Buddhist Counseling).
6. The Need for Soft Skill Development	Focus on Counseling Guidance (mental), Arts/Culture (Dhamma development), and Educational Management.

Respondents' beliefs are based on several reasons, as shown in Table 6.

c. Analysis of factors driving proposals for new study programs grouped by focus of needs

1) Primary and Secondary Education Needs

The main factor behind the proposal for this teaching program is the need for professional educators who have a deep understanding of Buddhist values and ethics (Buddhist Ethics).

Table 7. Factors Driving Respondents to Propose New Programs in the Education Sector

Study program	Driving Factors
Computer Education	There is an urgent need to fill ICT/Informatics teacher positions in Buddhist schools, while ensuring that digital literacy teaching is conducted with Buddhist ethics.
Mandarin Language Education	Global Connection & Economic Factors: Mandarin is important for communication and cooperation with Buddhist communities in East Asian countries (China, Taiwan, Singapore), as well as for increasingly intensive economic and trade opportunities.
Early Childhood Education (PAUD)	Character Formation Factors: The importance of instilling Buddhist values (such as metta, karuna, and non-violence) from an early age. Graduates are expected to be able to integrate Dharma into the early childhood education curriculum.
English language education	Factors of Dharma Globalization: There is a need for English teachers who are able to teach Buddhist vocabulary and concepts, as well as facilitate communication and Dharma studies at an international level.
Guidance and counseling	Mental Health Factors: The increasing issue of mental health among Buddhist students. Graduates are expected to be able to provide counseling based on Buddhist wisdom values and the teachings of Abhidharma psychology.
Educational Management	The need to improve the governance and professionalism of Buddhist schools to have better quality standards and efficiency.
Sendratasik (Drama, Dance, and Music)	Cultural Preservation Factors: Developing and preserving performing arts inspired or based on Buddhist stories (e.g. Jataka, Borobudur art), while filling art teacher positions in schools.

2) The Need for Applied and Social Sciences

The driving factor here is to expand the contribution of the Buddhist community in the public sector, the economy, and inter-religious relations.

Table 8. Factors Driving Respondents to Propose New Programs in Applied and Social Sciences

Study program	Driving Factors
Agricultural Science Education	Food Security & Environmental Ethics Factors: With an awareness of Buddhist ecology and an ethic of nonviolence towards living beings, this study program is expected to produce agricultural practitioners who prioritize environmentally friendly methods (sustainable agriculture).
International Relations (IR)	Religious Diplomacy Factors: The need to produce diplomats or staff who are able to represent the interests of the Indonesian Buddhist community

Study program	Driving Factors
	in global forums, as well as build harmonious relations with international Buddhist organizations/countries.
Comparative Religion	Harmony and Dialogue Factors: The need to produce scholars who are able to facilitate inter-religious dialogue scientifically, prevent conflict, and strengthen national harmony with objective and in-depth understanding.
Educational Technology	Learning Innovation Factors: Ensuring that the teaching process of Dharma and general subjects in Buddhist educational institutions can utilize the latest technology optimally and innovatively.

Internal and External Factor Analysis

1. Internal Factor Analysis

a. Human Resources of Raden Wijaya State Islamic University

1) Raden Wijaya State Islamic University Employee Data

Table 9 Human Resources of Raden Wijaya State Islamic University

No.	Position	Employee Status				Amount	
		civil servant	PPPK	CPNS	Non-civil servants		
1	Specific Functional	Lecturer	29	9	6	-	44
		Personnel Analyst	1	-		-	1
		State Budget Financial Management Analyst	2	-		-	2
		Planner	1	2		-	3
		Computer Administrator	1	-	2	-	3
		Archivist	2	3		-	5
		Goods/Services Procurement Manager	-	1	1	-	2
		Educational Laboratory Administrator	-	1		-	1
		Librarian	-	1	1	-	2
		Policy Analyst	-	4	1	-	5
		Auditor	-	-	2	-	2
		Statistician	-	-	1	-	1
		Public relations	-	-	1	-	1
		Administrator	1			-	1
		Supervisor	2			-	2
2	General Functional	Executor	2	11	-	13	
		Janitor	-			3	3
		Driver	-			2	2
		Security officer	-			4	4
Total		41	32	15	9	97	

Source: Raden Wijaya State University Personnel Data (2025)

2) Grouping of Lecturer Data Based on Field of Study

Table 10 Grouping of Lecturer Data Based on Field of Science

No.	Field of Science / Cluster	Qualifications (Level)	Amount
I	Education and Technology	Doctorate in Educational Technology	1
		Doctorate in Educational Management	2
		Doctorate in Educational Research and Evaluation	1
		Doctor of Education - Learning Technology	1
		Master of Education in Instructional Media	1
		Master of Education Management	4
		Master of Elementary School Teacher Education (PGSD)	1
		Master of Elementary Education	1
	Subtotal I		12
II	Language Science and Linguistics	Doctor of Linguistics	1
		Doctorate in Indonesian Language Education	1
		Master of English Education	3
		Master of Indonesian Language Education	4
		Master of Linguistics	1
	Subtotal II		10
III	Religious Studies, Philosophy, and Cultural Studies	S3 CRRS/D/Buddhist	1
		Doctorate in Cultural Studies	2
		Doctor of Philosophy	1
		Master of Buddhist Education	9
		Master of Philosophy	1
	Subtotal III		14
IV	Social, Political, and Administrative Sciences	Doctorate in History Education	1

No.	Field of Science / Cluster	Qualifications (Level)	Amount
		Master of Public Administration	1
		Master of International Relations	1
		Master of European Studies	1
		Master of Tourism Studies	1
		Master of Energy Security	1
	Subtotal IV		6
V	Exact and Applied Sciences	Master of Science Education	1
		Master of Mathematics	1
		Master of Computer Science	1
	Subtotal V		3
VI	Miscellaneous / Unique Specialties	Master of International Hospital Management	1
	Subtotal VI		1
TOTAL			46

3) Analysis of Lecturer Human Resource Readiness for the Opening of New Study Programs

The following is an analysis of the list of proposed new study programs, grouped according to their likelihood of being opened, with the assumption that doctoral lecturers would ideally become core lecturers for the new study programs and master's lecturers would become supporting lecturers.

a) A New Study Program that is Very Possible to be Opened at Raden Wijaya State University (Strong Fit)

The study programs in Table 11 have strong support from lecturer human resources, both in terms of specific scientific knowledge and from relevant scientific fields.

Table 11 New Study Programs that are Very Possible to be Opened at Raden Wijaya State University (Strong Fit)

New Study Program	Relevant Lecturers (Qualifications)	Reason
English language education	Doctorate in Linguistics; Master of English	Specific Compliance: There are three lecturers with master's degrees specifically in this field and

New Study Program	Relevant Lecturers (Qualifications)	Reason
	Language Education (3); Master of Linguistics.	one with a doctoral degree in linguistics. This demonstrates a solid human resource base ready to serve as the core team.
Educational Management	S3 Educational Management (2); S2 Educational Management (2).	Specific Compliance: There are two doctoral and two master's lecturers with a background in Educational Management. They can directly form the study program management team and teach core courses.
Educational Technology	Doctorate in Educational Technology; Doctorate in Educational Science - Learning Technology; Master of Education in Learning Media Education.	Specific Compliance: There are three doctoral/master's degree lecturers with specific expertise in Educational Technology and Learning. This provides a strong foundation for a program that is highly sought after in the digital age.
Indonesian Language and Literature Education	Doctorate in Indonesian Language Education; Masters in Indonesian Language Education (3).	Specific Compliance: There are doctoral lecturers and three master's lecturers specifically in the field of Indonesian Language Education. Human resource readiness is very high.

b) New Study Programs Possible to Open with Support (Moderate Fit)

The Study Programs in Table 12 have supporting lecturers from a wide range of scientific fields (Education, Cultural Studies, Social Sciences), but still require the recruitment of specialist core lecturers.

Table 12 New Study Programs that May Be Opened with Support (Moderate Fit)

New Study Program	Relevant Lecturers (Qualifications)	Reason
Early Childhood Education (PAUD)	Master of Elementary Education; Master of Elementary School Teacher Education; Doctor of Educational Research & Evaluation; Master of Educational Management (2).	Compatibility of Science Clusters: It has strong support from the Elementary Education and Educational Management disciplines. However, it still requires at least one core lecturer specifically specializing in Early Childhood Education (PAUD) to teach specialized courses (e.g., Early Childhood Development).
Guidance and counseling	Doctor of Philosophy; Master of Philosophy; Master of Buddhist Religious Education (relevant for religious counseling); Doctor of Cultural Studies (2).	Compatibility of Science Clusters: This study program can be supported by lecturers in Philosophy and Buddhist Religious Education. However, it absolutely requires at least one core lecturer with a Master's/Doctoral degree in Guidance and Counseling or Educational Psychology.
International Relations (IR)	Master of International Relations; Master of European Studies.	Specific Compliance: There are two Master's lecturers specifically specializing in International Relations/Regional Studies. The limitation is the lack of a doctoral lecturer specifically specializing in International Relations, but the program can

New Study Program	Relevant Lecturers (Qualifications)	Reason
		be opened on the condition that existing lecturers are immediately recruited or funded for doctoral studies.
Comparative Religion	S3 CRRS/D/Buddhist; Doctor of Philosophy; Master of Philosophy; Doctoral Degree in Cultural Studies (2).	Compatibility of Science Clusters: It has lecturers with doctoral degrees in Religious Studies, Philosophy, and Cultural Studies. The scientific basis is very strong, but the naming of the Comparative Religion study program needs to be in synergy with the Doctoral program in Cultural/Religious Studies.

c) Study Programs That Are Less Likely to Be Opened (Weak Fit / High Risk)

The Study Programs in Table 13 require large investments in recruiting core lecturers because there are almost no lecturers with specific backgrounds from the existing data.

Table 13 New Study Programs that are less likely to be opened (Weak Fit / High Risk)

New Study Program	Relevant Lecturers (Qualifications)	Strong Reasons
Computer Education	Master of Computer Science.	Qualification Gap: It only has one Master's degree in Computer Science. There are no PhDs in Computer Science or ICT/Informatics. It would be very risky to open without at least two PhDs in Computer Science and one Master's degree in Education.
Mandarin Language Education	<i>There isn't any.</i>	No HR Base: There are absolutely no lecturers with a background in Mandarin, Chinese literature, or East Asian/Chinese studies. The opening of this program must be preceded by the recruitment of at least two core lecturers.
Agricultural Science Education	<i>There isn't any.</i>	No HR Base: There are no lecturers in Agriculture, Agribusiness, or related fields. Opening this program requires building a teaching team from scratch.
Dance performance	<i>There isn't any.</i>	No HR Base: There are no lecturers in Art, Dance, Music, or Drama. Opening these programs is highly unlikely and would require significant human resource investment.
Archeology	S3 Cultural Studies (2).	Specialization Gap: Although there are lecturers with doctoral degrees in Cultural Studies, there is no direct specialization in Archaeology. This requires recruiting a full-time Archaeology lecturer.
Physical Education, Health, and Recreation (Penjaskesrek)	<i>There isn't any.</i>	No HR Base: There are no lecturers in Physical Education, Health, or Recreation. Opening these programs is highly unlikely.
Special Education (PLB)	<i>There isn't any.</i>	No HR Base: Although supported by the Education Science group, this study program has very specific

New Study Program	Relevant Lecturers (Qualifications)	Strong Reasons
		academic characteristics (special needs). It requires a core lecturer for Special Education.
Eastern Psychology	Doctor of Philosophy; Master of Philosophy; S3 CRRS/D/Buddhist.	Specialization Gap: Has a strong foundation in Philosophy/Buddhism, but no lecturers with a background in Psychology (clinical/educational/general). This study program must be supported by at least two Psychology lecturers.
Sports Coaching Education	<i>There isn't any.</i>	No HR Base: Just like Physical Education, there are no lecturers in this field.
Sociology	PhD in Cultural Studies (2); Masters in European Regional Studies.	Specialization Gap: While there are Social Sciences/Cultural Studies lecturers, there are no pure Sociology specialists. There is a need to recruit Sociology lecturers.

d) Strategic Recommendations:

- 1) Focus on Strong Fit:** STABN RW should prioritize proposals for Language Education, Educational Management, and Educational Technology Study Programs because having sufficient human resource readiness will speed up the permit process.
- 2) Clustering Strategy:** Utilize doctoral lecturers in Cultural Studies, Philosophy, and CRRS/D/Buddhism to open Comparative Religion or Eastern Psychology study programs (if at least one clinical/educational Psychology lecturer is recruited).
- 3) Target Recruitment:** If you want to open a study program listed in Table 14, the institution must set a special budget to recruit at least two doctoral lecturers and one linear master's lecturer for study programs such as Computer Education and Mandarin Language Education.

b. Facilities and Infrastructure of Raden Wijaya State Islamic University

Table 14 Facilities and Infrastructure of Raden Wijaya State Islamic University

No.	Room Name	Wide
Main Building		
1	Nambi 1st floor	45
2	Siyung Wanara 1st floor	45
3	Rangga Lawe 1st floor	45
4	Jaya Negara 1st floor	45
5	Maha Dewi 2nd floor	45
6	Microteaching 2nd floor	45
7	Kertanegara 2nd floor	45
8	Campaka 2nd floor	45
9	Jaya Dharma 1, 2nd floor	45
10	Jaya Dharma 2 (finance) 2nd floor	45
11	Jaya Dharma 3 (academic) 2nd floor	45
12	Jaya Dharma 4 (TU) 2nd floor	45

No.	Room Name	Wide
13	Room 1, 3rd floor	35
Dharmasekha Grant		
14	Narendra	45
15	Gayatri	45
16	Jayendra	45
17	Parameswari	45
Education Services		
18	Indreswari	35
19	Dyah Lembu Tal	100
20	King of Goddesses	35
21	Dara Petak	35
22	Ken Angrok	100
2025 to Build a New Building, There is an increase in the number of classes by 11 rooms		

Source: Infrastructure Management of Raden Wijaya State Islamic University (2025)

2. External Factor Analysis

This external factor analysis uses the PESTEL (Political, Economic, Social, Technological, Environmental, and Legal) framework, with a primary focus on factors that encourage (Opportunities) or hinder (Threats) the opening of new study programs.



Figure 1 PEST Analysis

The following is an External Factor Analysis with PESTEL:

a. Political and Policy Factors (Political & Legal)

These factors are related to government regulations, education policies, and political stability which can influence the establishment of new study programs.

Table 15 Political and Policy Factors (Political & Legal)

Factor	Opportunity (O)	Threat (T)
Direction of Higher Education Policy	O1:Government support (Ministry of Religion/Kemenag) for the development of Buddhist Religious Colleges (PTKB) and the	T1:The licensing process for opening new study programs is strict and time-consuming from the Ministry of Religion/relevant Ministries.

Factor	Opportunity (O)	Threat (T)
	opening of relevant non-religious study programs.	
Local Education Policy	O2: Support from the Wonogiri/Central Java Regency Government for the development of human resources and higher education in the region.	T2: Regional budget priorities may be more focused on other sectors, not on religious/Buddhist education.
Political Stability	O3: Stable regional political conditions support long-term investment in campus development.	T3: Sudden policy changes at the central or regional level that may change the requirements/regulations for new study programs.

b. Economic Factors

These factors involve macroeconomic conditions, people's purchasing power, and graduates' career prospects.

Table 16 Economic Factors

Factor	Opportunity (O)	Threat (T)
Regional Economic Conditions	O4: Economic growth in Central Java has increased demand for educated workers in various sectors.	T4: The limited purchasing power of the Wonogiri and surrounding communities can affect their ability to pay the tuition fees (UKT) for new study programs.
Job Prospects	O5: The high demand for jobs in specific fields (for example: Digital Marketing, Entrepreneurship, Agribusiness) that are not yet served by existing study programs.	T5: Competition for graduates is very tight with other PTN/PTS in Solo, Semarang, or Yogyakarta.
Government Budget	O6: There is potential for scholarships or financial assistance (for example, KIP Kuliah) from the Ministry of Religion which attracts prospective students from underprivileged backgrounds.	T6: Limited allocation of operational funds (APBN) for initial funding and development of new study programs.

c. Social and Cultural Factors

These factors include demographics, societal values, and public perception of Raden Wijaya State Islamic University.

Table 17 Social and Cultural Factors (Social)

Factor	Opportunity (O)	Threat (T)
Education & Profession Trends	O7: Increasing interest among people, both Buddhist and non-Buddhist, in higher education as a path to social mobility.	T7: The stigma or limited perception that STABN is only relevant for prospective Buddhist teachers/religious leaders, thus limiting interest in non-religious study programs.
Student Demographics	O8: The number of high school/vocational school graduates in Wonogiri and the surrounding area is large and they are looking for nearby college options.	Q8: Declining birth rates or student migration to large cities reduces the supply of local prospective students.
Needs of the Buddhist Community	O9: The need of the Buddhist community in Central Java/Nationally for graduates with new skills (for example: conservation of Buddhist cultural heritage, translation of the Tripitaka, etc.)	Q9: Negative perceptions or resistance from some Buddhist communities if new study programs are too far from the core of Buddhist religion.

d. Technological Factors

This factor involves technological developments that can be applied in the teaching and learning process or become the focus of new study programs.

Table 18 Technological Factors

Factor	Opportunity (O)	Threat (T)
Development of Digital Technology	O10: The opening of study programs that focus on technology (for example: Data Science, IT/Digital Media) is very popular and in line with the demands of the times.	T10: The ICT infrastructure and laboratory facilities at STABN may not be adequate to support high-technology-based study programs.
Online/Hybrid Learning	O11: Adoption of e-learning or hybrid lectures can reach students from outside Wonogiri/outside the island.	T11: Lack of teaching staff (lecturers) who have competence and certification in the field of cutting-edge technology.

Formulation of Recommendations

1. Main Opportunities

The main opportunities lie in O1 (Ministry of Religious Affairs support for non-religious study programs), O5 (Labor market demand for specific skills), and O10 (Opening of study programs focused on digital technology/IT). The opening of study programs in Computer Education, Mandarin Language Education, Early Childhood Education (PAUD), English Language Education, and Guidance and Counseling are highly attractive.

2. Major Threats

The biggest threats are T1 (Strict licensing process), T5 (Fierce competition from large PTN/PTS in nearby cities), and T7 (Public perception that limits STABN to only religious study programs).

3. HR Recommendations

High Priority: Study programs in the Language Education (English, Indonesian), Educational Management, and Educational Technology clusters are very likely to be opened soon because they have a strong core base of S3/S2 lecturers.

4. Infrastructure Recommendations

With the construction of a new building with the addition of 11 classrooms, Raden Wijaya State STAB has been able to establish a new study program.

CONCLUSION

1. Conclusion

Based on results analysis, the following conclusions can be drawn:

- a. The steps for the Community Needs Study in the Establishment of New Study Programs at Raden Wijaya State Islamic University are:
 - 1) Identifying Community Needs
 - 2) Internal and External Factor Analysis

3) Formulation of Recommendations

- b. The study programs most needed by the Buddhist community in Indonesia are Computer Education (11.78%), Mandarin Language Education (10.10%), Early Childhood Education (8.75%), English Language Education (8.42%), Guidance and Counseling (7.41%), Educational Management (7.41%), Agricultural Science Education (6.40%), Drama, Dance, and Music Arts (6.40%), International Relations (6.06%), Comparative Religion (4.38%), Educational Technology (4.04%), Archaeology (3.70%), Physical Education, Health, and Recreation (3.37%), Special Education (2.69%), Eastern Psychology (2.69%), Indonesian Language and Literature Education (2.36%), Sports Coaching Education (2.23%), Sociology (1.68%).
- c. The study program proposed by the Buddhist community in Indonesia that can be realized at the Raden Wijaya State Islamic University is

1) English language education

There are three lecturers with master's degrees specifically in this field and one with a doctoral degree in linguistics. This demonstrates a solid human resource base ready to serve as the core team.

2) Educational Management

There are two doctoral and two master's lecturers with a background in Educational Management. They can directly form the study program management team and teach core courses.

3) Educational Technology

There are three doctoral/master's degree lecturers with specific expertise in Educational Technology and Learning. This provides a strong foundation for a program that is highly sought after in the digital age.

4) Indonesian Language and Literature Education

There are doctoral lecturers and three master's lecturers specifically in the field of Indonesian Language Education. Human resource readiness is very high.

2. Suggestion

Based on the conclusions above, several suggestions are proposed for various related parties:

a. Suggestions for Raden Wijaya State Islamic University

- 1) Raden Wijaya State Islamic University (STAB Negeri) can immediately form a special team to follow up on the recommendations of the identified study programs. This team is tasked with developing core curriculum documents, syllabi, and strategic

implementation plans in accordance with Higher Education and Ministry of Religious Affairs standards.

- 2) Raden Wijaya State University can implement capacity building programs (further studies, training, or benchmarking) for lecturers in recommended fields of science, in order to address the gap between existing lecturer qualifications and the specific needs of new study programs.
- 3) Raden Wijaya State STAB can build formal partnerships with religious organizations (Walubi/Permabudhi) and relevant industrial sectors, especially those that are potential users of new study program graduates, to align the curriculum with the needs of field practice.

b. Suggestions for the Ministry of Religion/Regional Government

- 1) The Ministry of Religion/Regional Government is expected to provide full support and expedite the licensing process for the opening of new recommended study programs, considering that data on community needs has been tested through this study.
- 2) The Ministry of Religion/Regional Government is expected to assist in allocating a special budget for the development of supporting infrastructure and the procurement of academic literature/references relevant to the new field of science at Raden Wijaya State Islamic University.

c. Suggestions for Further Research

It is recommended for future researchers to continue the study with a focus on the Competency-Based Curriculum Model for the recommended Study Programs.

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