



SWOT Analysis in Quality Improvement Planning in Integrated Islamic Elementary Schools

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Abstrak

Penelitian ini bertujuan untuk menganalisa SWOT dalam perencanaan peningkatan mutu di sekolah dasar Islam terpadu Ad-Durrah Medan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Pengumpulan data dilakukan secara sistematis, mulai dari pengamatan, wawancara dengan informan dan studi dokumen. Analisa data menggunakan teknik reduksi (pemilahan data), penyajian data dan penarikan kesimpulan. Akhirnya, keabsahan penelitian diuji melalui ketekunan pengamatan dan triangulasi data. Hasil penelitian ini menyimpulkan bahwa perencanaan peningkatan mutu di SDIT Ad-Durrah Medan terlaksana dengan baik, meliputi program tahfiz al-Qur'an, penguatan pendidikan karakter, penambahan kegiatan ekstrakurikuler dan penguatan program bina pribadi Islami. Hal ini ditandai dari 4 aspek, yaitu (1) *strengths*, meliputi lokasi sekolah strategis, fasilitas pembelajaran memadai, SDM Sekolah yang berkompeten, iklim sekolah kondusif dan asri, serta standar penilaian yang melibatkan (koordinasi) bersama orang tua/wali siswa; (2) *weakness*, berupa sekolah belum terakreditasi; (3) *opportunities*, meliputi; potensi (bakat) peserta didik, dukungan orangtua/wali siswa, prestasi akademik dan non-akademik siswa pada tingkat kota dan provinsi, serta hubungan harmonis sekolah dengan masyarakat sekitar; (4) *threats*, sikap kritis wali siswa terhadap perkembangan anak, sehingga guru harus lebih bijak memimpin pembelajaran, mengambil keputusan dan memberi keteladanan sikap.

Kata Kunci: Analisis SWOT, Mutu Pendidikan, Perencanaan Pendidikan.

Abstract

This study aims to analyze SWOT in quality improvement planning at the integrated Islamic elementary school Ad-Durrah Medan. This study uses a qualitative approach with a descriptive study method. Data collection was carried out systematically, starting with observations, interviews with informants, and document studies. Data analysis uses reduction techniques (data sorting), data presentation, and drawing a conclusion. Finally, the validity of the study was tested through the persistence of observations and triangulation of data. The results of this study concluded that the quality improvement plan at SDIT Ad-Durrah Medan was well implemented, including the tahfiz al-Qur'an program, strengthening character education, adding extracurricular activities, and strengthening Islamic personal development programs. This is characterized by 4 aspects, namely (1) strengths, including strategic school locations, adequate learning facilities, competent school human resources, conducive and beautiful school climate, and assessment standards that involve (coordination) with parents/guardians of students; (2) weakness, in the form of an unaccredited school; (3) opportunities, including; potential (talents) of students, support from parents/guardians, academic and non-academic achievements of students at the city and provincial levels, as well as harmonious relations between the school and the surrounding community; (4) threats, critical attitude of students' guardians towards children's development, so that teachers must be wiser in leading learning, making decisions and giving exemplary attitudes.

Keywords: SWOT Analysis, Education Quality, Education Planning.

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INTRODUCTION

The new paradigm in the discipline of education management gives education providers the authority to implement the stages (functions) of management, from planning, implementation, supervision, and evaluation (Sulaeman, 2018). This authority is given so that each school can be adaptive and creative in responding to the various changes that exist. Because, in the current technological era, technological sophistication has resulted in all aspects of educational institutions facing complex problems based on the development of science, technology, and art (Zen, 2016).

The complexity of the changes and dynamics experienced by schools cannot be simply accepted as consumptive. More than that, these various changes should be addressed wisely and adaptively by the school administrators in producing a creation or innovation that is beneficial for internal schools, students, and the community (Hidayat, 2016). Thus, the image and quality of the institution will continue to be guaranteed and meet the needs of the community, it can even lead students to develop their potential and have the soft skills needed in the world of work.

In the context of management, the quality management of educational institutions must be planned, implemented, monitored, and evaluated integrally. That is, step-by-step education management must be implemented in its entirety. As a first step, planning is the principal stage that must be managed (compiled) effectively, comprehensively, and efficiently, to act as initial capital in achieving the success of educational goals (Kholili & Fajaruddin, 2020: 53-69).

The implementation of educational program planning is consensus (agreement), meaning that the program is believed to bring mutual benefits for the development of quality and the achievement of educational goals (Thoha, 2017: 169-182). Planning in the context of learning programs is a form of maximum effort on the part of educational institutions to produce an activity that facilitates students in developing their potential. Furthermore, the education program is also a matter for the community to consider in comparing the advantages between schools, and the program is creative competitiveness between institutions.

Creative power in the form of educational programs arranged in planning activities will apply with the support of official institutional regulations (school internal policies). In this context, leaders in addition to listening to and determining the results of the learning curriculum discussion with teachers, are expected to actualize them in the form of regulations or internal school policies. This aims to strengthen the procedures and "legal umbrella" for the implementation of an activity at school. Furthermore, regulation-based acceleration will be relevant to the acceleration of achieving educational goals (Alfiansyah, *et.al.*, 2020: 52-67).

In addition to regulations, indicators of success are a fundamental matter that must be prepared and managed properly by the school. This is to ensure that the programs that have been prepared can be implemented according to the mutually agreed path (Hadi, 2018: 134-144). Even so, regulations and indicators are not two aspects that make learning programs run rigidly or statically. Instead, both serve as reminders and guides, while learning programs can be carried out flexibly according to the creativity of the teacher (Fadhli, 2016: 103-113).

Program effectiveness will be evaluated based on existing indicators. This is intended to ensure the improvement of the quality of education in schools (Rohmawati, 2015: 15-32). Furthermore, the program will become a school's survival power in competition with other educational institutions. Through careful programs and planning, schools can also respond responsively to existing changes, as well as dynamic demands from society and the world of work (Bararah, 2017: 131-147). Analyzing this problem requires a SWOT (strength, weakness, opportunity, threat) analysis in making decisions and using school quality improvement strategies.

SWOT analysis is considered effective for use in schools that seek to continuously improve the quality of the institution (Sujoko, 2017: 83-96). In addition, analysis with this technique will produce an objective view to fix and improve the quality of schools. This is based on the results of an analysis that presents the factors that influence the decline and increase in school performance based on effective measurements (indicators) (Sodikin

& Gumiandari, 2021: 59-69). Thus, a strategy can be formulated that will be implemented by education providers in realizing changes towards superior quality schools.

Through SWOT analysis, the school also obtains the identification of internal and external institutional factors that can help improve school quality (Prasetyaningrum & Marmoah, 2022; Hadi, 2013). This is important to do in line with the changing times and the demands for quality education faced by every school. Furthermore, the school must self-evaluate and be aware of the strengths, weaknesses, strengths, opportunities, and challenges faced by schools today and in the future, so that the strategies and human resources needed to deal with these problems can be prepared (Khoeriyah, 2021: 9-19).

Integrated Islamic elementary schools are the answer to the demands of the community who want their children to study at schools with adequate and balanced general and Islamic material insights. It is carried out in a semi-Islamic boarding school or full-day school so that children are more exposed to learning, socializing, and playing educatively with the theme of peers and teachers (Zen, 2016). SDIT Ad Durrah Medan as one of the integrated Islamic elementary schools in Medan seeks to provide comprehensive education for children about science and Islam in an integral way. Currently, there are 30 teachers at SD IT Ad-Durrah Medan, with details of 26 classroom teachers and 4 study teachers (English and PJOK).

Academic studies on school quality improvement planning and the concept and implementation of SWOT analysis have been studied extensively and in-depth by previous researchers, although in separate studies. Among other things, discussing the effectiveness of the use of SWOT analysis in improving school quality (Luthfiyani & Permana, 2022: 153-158), SWOT analysis-based program evaluation (Sebtika, *et.al.*, 2017: 219-228), web-based SWOT analysis (Putranto, 2011: 646-661), SWOT analysis of online and offline learning (Rizki, 2021), SWOT analysis on the application of learning in the Covid-19 pandemic era (Citraningsih & Wiranata, 2022: 21-40), performance achievement to schools based on SWOT analysis (Cahyani, *et.al.*, 2021: 16-22), SWOT analysis on integrated learning (integrative) (Iqbal & Wiyani, 2022), and computer-based national exam (UN) SWOT analysis (Pernamawati, *et.al.*, 2020: 112-123).

Observing the description of the literature review above, it is understood that the study of SWOT analysis has been discussed around the themes of learning, quality improvement, and evaluation of learning programs. However, this study has not been discussed specifically related to planning for school quality improvement based on a SWOT analysis. For this reason, researchers seek to deepen the study as well as a gap analysis of this research with previous relevant research. This research is summarized in the title, "SWOT Analysis in Quality Improvement Planning in Integrated Islamic Elementary Schools".

METHOD

This research was conducted at SD IT Ad-Durrah Medan having the address at Jl. Sentosa, Rengas Island, Medan Marelan District, Medan City. The implementation of the research began from April to August 2022. The primary data collection of this research used observation and interviews with informants (including school principals and classroom teachers), then secondary data was obtained from documentation and literature review from relevant scientific articles (Assingily, 2021). The presence of the researcher as a key informant was applied in the interview process with an unstructured concept, this was based on the adjustment of the interview policy and the situation when the interview was conducted. The observative actions that the researchers took included observing learning activities in class, the condition of learning facilities, the competency (standards) of graduates, the performance of school principals, as well as the involvement of teachers and students to improve school quality.

The data analysis technique used is qualitative analysis in the form of information, and descriptions in prose language which is then linked to other data to gain clarity on truth to obtain a new picture or a reinforcing picture. After the data is collected, the data validity test is carried out using data triangulation, including data reduction efforts, research data is collected and then summarized, discarding things that are not important and

focusing on the main things related to improving the quality of education. After the data is reduced, the next stage is the presentation of the data, the data is presented with narrative text. Finally, the next stage is drawing conclusions in qualitative research which is new knowledge that has never existed.

RESULTS AND DISCUSSION

SWOT Analysis of Quality Improvement Planning at SD IT Ad-Durrah Medan

The strategy for improving the quality of education based on SWOT analysis is carried out by SD IT Ad-Durrah Medan in the form of an analysis of strengths, weaknesses, opportunities, and challenges faced by schools. According to Machali & Hidayat (2016), excellence is an institution's priority that must be directed at empowering school resources, so that it becomes a differentiating and competitive power from one institution to another. In addition, Susanti (2018) explains that a school cannot avoid internal weaknesses and threats (barriers to quality improvement), and for that, an internal policy and strategic plan are needed in addressing this matter.

Based on the findings of the observations made, then an internal matrix can be arranged as follows:

Table 1
Strength Aspects of SD IT Ad-Durrah Medan

Strengths	Information
Able to graduate students who have general knowledge as well as religious knowledge	From morning until noon students study at school with an integrated Islamic curriculum
The relationship between school residents is very good	Because the school is in a religious community
Teachers have high enthusiasm and motivation to educate students	The motivation is high by being able to develop learning methods and the students are quite enthusiastic about learning
Strategic school location	located in a beautiful complex

Table 2
Weakness Aspects of SD IT Ad-Durrah Medan

Weakness	Information
The infrastructure in this school is still incomplete	The allocation of funds for the procurement of facilities and infrastructure is still used for the construction phase of the classroom building
Managerial ability at school is still very low	Principals are less able to perform managerial functions due to a lack of participation in leadership training.

Table 3
Opportunities Aspects of SD IT Ad-Durrah Medan

Opportunities	Information
People want an educational institution that can shape their character	Lots of juvenile delinquency
Students who graduate from this school can continue at the foundation's secondary school	The Foundation has many schools to use as references when you graduate
Technology advances	Technology can be used for the learning process

Table 4
Threats Aspects of SD IT Ad-Durrah Medan

Threats	Information
More and more similar educational institutions not yet accredited	Many schools use an integrated Islamic curriculum system a school that has only been running for 4 years does not have a graduate

SDIT Ad-Durrah Medan Strategic Plan (Renstra) in Improving School Quality

Improving the quality of schools requires optimal efforts by involving all elements of the institution. Involvement between institutional components (schools), creating a conducive climate during the learning process (Maria & Hadiyanto, 2021: 2012-2024). The realization of improving the quality of schools is based on the preparation of strategic plans, not just being the basis or principles of implementation, through strategic plans various programs will be directed to achieve educational goals (Iskandar, 2017).

The determination of strategic plans to improve school quality is a consensus (mutual agreement). Once established, the strategic plan becomes a fundamental hope in minimizing the various weaknesses that exist in the institution, as well as reconstructing various obstacles or challenges as opportunities to improve and improve school quality (Turmidzi, 2022: 90-100). Thus, the school will come up with various excellent programs and opportunities for advancement in the future.

Based on the information from the interview with the vice principal of the curriculum field (Mrs. Khairun Nisa), the following information was obtained:

“...The strategic plans in schools that have been mutually agreed upon include improving the quality of the tahfidz al-Qur'an program, strengthening character education, adding extracurriculars (such as swimming, mathematics olympiads, science/science olympiads, and English club), and strengthening Islamic personal development programs (BPI)”.

The interview excerpt above informs that the strategic plan set by SD IT Ad-Durrah Medan is based on the school's flagship program. This is based on efforts to strengthen the image of the school to the community as an institution that presents programs to facilitate students independently developing their potential. In line with this, Herni (2020: 39-48) explains that extracurricular programs and character strengthening are one of the things that parents/guardians look at in educating their children because people are fully aware of the demands of the world of work based on skills or soft skills.

In addition to extracurricular activities, Setiawati (2020: 57-66) argues that improving the quality of schools can be achieved through efforts to increase human resource educators toward professional teachers, determining all activities according to the vision, mission, and goals of the institution, setting strict educational quality standards and harmonious relationships between parties. school with the community. This shows that the strategic plan has an important role in determining the efforts that must be made by the school to continuously improve the quality of the school.

Based on the description above, it can be understood that the strategic plan is beneficial for efforts to improve the quality of schools. This is not only based on the preparation of programs designed by the school, moreover, it is also based on the objectivity of the school in paying attention to the weaknesses, strengths, strengths, opportunities, and challenges of the school comprehensively. Through this objective and comprehensive view, the school is aware of the need to improve the quality of schools in dealing with current and future problems.

Supporting and Inhibiting Factors for Quality Improvement at SD IT Ad-Durrah Medan

School as a system has a complex order in the process of implementation (organization) (Norlena, 2015). This is based on the conception of the school as a forum that produces quality graduates in accordance with the potential of students. Furthermore, the school as a system ensures that all elements play an active role in the success of the school, without exception. This is also a reinforcement that the success of a school is based on the involvement of all components (Awaludin, 2017).

Resources in schools, both human resources and natural resources, must be in harmonious contact in a conducive educational climate (Ismail, 2018). It is intended that the learning that is realized in schools is oriented to improving the quality, of both process and learning outcomes. Because, the results and the process are directly proportional to the embodiment of the concept of education management (Umar, 2016: 18-29). For this reason,

it is important to carry out a SWOT analysis to examine various possibilities that may occur in the future, as well as the preparations that schools must make in dealing with them.

Based on the SWOT analysis conducted at SD IT Ad-Durrah Medan, the results showed that efforts to improve school quality were divided into two main factors, namely supporting factors and inhibiting factors. The supporting factors include proactive stakeholders, progressive and visionary principals, and school strategic plans. While the inhibiting factors include the low support for the managerial aspects of the school and the lack of participation of the surrounding community.

This is in line with the information given by Najmuddin, S.Pd. in the following interview excerpt:

“...During the process of learning activities, we strive to improve the quality of the institution towards a better direction, ma'am, according to the school's vision and mission. Of course, we can directly feel the existence of supporting factors such as the solid school team and excellent programs that are mutually agreed upon at the annual meeting. In addition, we also found out that we are trying to minimize the obstacles, namely community support or participation, because if their children don't go to school here, then the community is less enthusiastic about the invitations and invitations that we sent, sir, plus the managerial aspect is not yet fully recognized as important by the foundation”.

Based on the interview excerpt above, it is understood that the SWOT analysis is very helpful for the school in identifying the problems that are being and will be faced by the school objectively. The problems are divided into two categories, namely internal and external factors of the school. In line with this, Rahayu (2020: 77-89) explains that a SWOT analysis must be carried out regularly and continuously to ensure the developments or dynamics experienced by schools.

In line with the opinion above, Setiawan, *et.al.* (2020: 59-69) added that efforts to implement a SWOT analysis should ideally be carried out starting from the input, process to output, and outcome phases in observing comprehensively improving the quality of the institution. Murjani (2022: 19-33) termed this effort as a form of radar to ascertain the current position of schools, as well as what aggressive and proactive actions can support the acceleration of school quality improvement. These basic reasons are then formulated in the activities of preparing the school's strategic plan.

According to Heriawan (2018: 98-116), SWOT analysis or a form of identifying school problems should be carried out once a year to reflect on annual performance and improvements in the work program of the following year. This is also closely related to the form of moral awareness and the responsibility of school administrators to know the internal and external conditions of the school so that they can respond to changes needed to improve school quality. Thus, the internal institution will become solid and immediately improve, and the institution is also able to respond to the opportunities that exist from external factors.

In line with the opinion above, Wibowo & Suyudi (2018: 24-40) explained that the SWOT analysis presents the objective results of past actions to be used as identification and formulation of current improvements. Iqbal & Wiyani (2022) added that planning based on SWOT analysis helps an educational institution in improving the quality of the institution in a better direction. On this basis, it is understood that SWOT analysis in planning can help improve quality in schools. Based on these data, it can be understood that the supporting factors and inhibiting factors are equally important to be known by the school. This is the basic foundation for the school in determining adaptive and innovative steps in the preparation of the school's strategic plan. On this basis, SD IT Ad-Durrah Medan can take responsive and aggressive action to the problems experienced by the school both now and in the future. Thus, educational goals can be implemented effectively and efficiently at SD IT Ad-Durrah Medan.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the quality improvement plan at SDIT Ad-Durrah Medan was carried out well, including the tahfiz al-Qur'an program, strengthening character education, adding extracurricular activities, and strengthening Islamic personal development programs. This is

characterized by 4 aspects, namely (1) strengths, including strategic school locations, adequate learning facilities, competent school human resources, conducive and beautiful school climate, and assessment standards that involve (coordination) with parents/guardians of students; (2) weakness, in the form of an unaccredited school; (3) opportunities, including; potential (talents) of students, support from parents/guardians, academic and non-academic achievements of students at the city and provincial levels, as well as harmonious relations between the school and the surrounding community; (4) threats, critical attitude of students' guardians towards children's development, so that teachers must be wiser in leading learning, making decisions and giving exemplary attitudes.

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