

SWOT Analysis as a Strategic Approach in Improving Education Quality

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Received: 2025-05-10; Accepted: 2025-06-06; Published: 2025-06-25

Abstrak

Analisis SWOT merupakan pendekatan yang efektif untuk perencanaan peningkatan kualitas pendidikan. Penelitian ini menganalisis kekuatan, kelemahan, peluang, dan ancaman yang dihadapi oleh MIN Bandung. Metode penelitian ini menggunakan pendekatan dan metode kualitatif untuk memberikan gambaran deskriptif. Sumber data yang digunakan dalam penelitian ini meliputi berbagai sumber seperti dokumen, catatan, arsip, temuan wawancara, pengamatan langsung, pengamatan partisipan, dan artefak fisik seperti video dan gambar. Data yang digunakan dalam penelitian ini terdiri dari dua jenis: (1) data primer dan (2) data sekunder. Temuan penelitian ini menunjukkan bahwa analisis SWOT memberikan pemahaman komprehensif tentang faktor-faktor yang mempengaruhi kualitas pendidikan di MIN Bandung. Melalui identifikasi kekuatan, kelemahan, peluang, dan ancaman, sekolah dapat mengembangkan rencana strategis yang sesuai untuk meningkatkan kualitas pendidikan. Penting untuk memanfaatkan kekuatan yang ada, mengatasi kelemahan yang teridentifikasi, memanfaatkan peluang yang tersedia, dan menanggapi ancaman dengan tindakan yang tepat. Rencana strategis harus melibatkan semua pemangku kepentingan, termasuk guru, staf administrasi, siswa, orang tua, dan mitra eksternal. Melalui pemantauan dan evaluasi rutin, sekolah dapat mengukur kemajuan dan melakukan penyesuaian sesuai kebutuhan.

Kata Kunci: Rencana Strategis, Analisis SWOT, Peningkatan Kualitas

Abstract:

SWOT analysis is an effective approach to planning educational quality improvement. This study analyzes the strengths, weaknesses, opportunities, and

DOI: <https://doi.org/10.30999/shibyan.v3i1.3786>

<http://ojs.uninus.ac.id/index.php/JURSHIBYAN/index>

threats faced by MIN Bandung. The research method used a qualitative approach and method so that the researcher could present the findings descriptively. The data sources used in this study include all data sources covering documents, recordings, archives, interview results, direct observations, participant observations, and physical devices such as videos and images. Meanwhile, the data used in the study consists of two types, namely: (1) primary data; and (2) secondary data. The results of this study, namely the SWOT analysis, provide a comprehensive view of the factors that influence the quality of education at MIN Bandung. Through the identification of strengths, weaknesses, opportunities, and threats, schools can develop appropriate strategic plans to improve the quality of education. It is important to utilize existing strengths, overcome weaknesses, take advantage of opportunities, and face threats with appropriate actions. The strategic plan must involve all stakeholders, including teachers, administrative staff, students, parents, and external partners. Through regular monitoring and evaluation, the school can measure progress and make adjustments if necessary.

Keywords: Strategic Plan, SWOT Analysis, Quality Improvement.

Introduction

According to Law Number 20 of 2003, learning is defined as a process of interaction between educators, students, and learning resources in a learning environment (Amirudin, 2019). In the Big Indonesian Dictionary (KBBI) (Depdiknas, 2008), there are three meanings of learning. *First*, learning is an effort to seek knowledge or expertise, often referred to as science. *Second*, learning is a process of practice. *Third*, learning is a change in behavior caused by experience.

The education process is a key factor in the development of a country. Quality education at the elementary school level is very important for building a foundation of knowledge, skills, and positive attitudes in children. However, in some cases, there are still challenges in achieving the desired quality of education. One important factor that affects the quality of education is learning planning to improve school quality (Garnika & Rohiyatun, 2021; Nawati et al., 2021). In the new paradigm of education management, schools or stakeholders are given broad authority in planning, organizing, implementing, supervising, and controlling education in schools. In addition, advances in science, technology, and the arts that are increasingly penetrating the school environment have made the life of educational institutions more complex. Therefore, schools can no longer simply accept change as it is, but must accept it as something that is more

beneficial to the school, students, and the community (Suherman et al., 2025).

In educational management, the quality of educational institutions must be managed in a planned, implemented, supervised, and comprehensively evaluated manner. This means that every stage of educational management must be implemented in its entirety. The planning stage plays a very important role as the first step in achieving educational goals effectively, comprehensively, and efficiently (Kholili & Fajaruddin, 2020). In the context of education, educational quality is an important factor in determining the success of an educational institution. Evaluation of educational quality is carried out to ensure that the educational institution is able to provide quality services and learning outcomes. Educational quality involves aspects such as a well-designed curriculum, effective teaching methods, adequate facilities, qualified teaching staff, and the fulfillment of student needs.

In the Big Indonesian Dictionary, quality is defined as the level or measure of the good or bad nature of something or an item, which determines its value or price, and is a measure of the degree, level, or ability of a person. Educational quality refers to the quality or assessment of education in terms of the success of educational institutions in managing schools effectively, thereby producing high-quality students and gaining the trust and satisfaction of the community (Susanti, 2018).

The implementation of educational programs in planning must be based on agreement and consensus, which means that the program is believed to provide benefits for the development of quality and the achievement of educational goals together (Thoha, 2017). In the context of learning, planning is the maximum effort of educational institutions to create activities that facilitate the development of students' potential. Educational programs are also a consideration for the community in comparing the advantages between schools, and these programs become a source of creativity and competitiveness between institutions.

The effectiveness of educational programs can be evaluated using existing indicators, with the aim of ensuring improvements in the quality of education at schools (Rohmawati, 2015). A good education program will strengthen a school's competitiveness with other educational institutions. Through careful planning and programs, schools can also respond to changes and dynamic demands from the community and the world of work (Bararah, 2017). To analyze these issues, a SWOT (*strengths, weaknesses, opportunities,*

threats) analysis is needed in decision-making and the use of strategies to improve school quality.

SWOT analysis is considered effective in the context of schools striving to improve institutional quality in a sustainable manner (Citraningsih & Wiranata, 2022). This analysis will provide an objective view in efforts to improve and enhance school quality. This is based on the results of an analysis that identifies factors that influence the decline and improvement of school performance based on effective indicator measurements (Sodikin & Gumindari, 2021). Thus, strategies can be formulated and implemented by education providers to achieve change towards a quality and superior school. SWOT analysis is a method used to identify the internal and external factors of an organization. Internal factors include *strengths* and *weaknesses*, while external factors include *opportunities* and *threats* (Garnika & Rohiyatun, 2021).

Through SWOT analysis, schools can also identify internal and external factors that can help improve school quality (Prasetyaningrum & Marmoah, 2022). This is important considering the changing times and demands for quality education faced by every school. In addition, schools need to conduct self-evaluations and recognize the strengths, weaknesses, opportunities, and challenges faced by the school now and in the future, so that they can prepare the necessary strategies and human resources to deal with these issues (Hadi, 2013).

SWOT analysis is used to identify factors that can affect the quality of education. Internal factors such as strengths can include things such as academic excellence, good reputation, and adequate resources. Meanwhile, *weaknesses* can include constraints in infrastructure, a lack of qualified human resources, or a lack of access to educational technology. External factors such as *opportunities* include developments in technology and information that can improve learning, while *threats* can include competition with other educational institutions or changes in education policy.

By conducting a SWOT analysis, educational institutions can identify strengths and opportunities that can be exploited, as well as overcome weaknesses and address existing threats. This enables the development of appropriate strategies and actions to improve the quality of education. By managing these factors effectively, educational institutions can ensure that they provide quality education, make a positive contribution to students, and meet the expectations of the community. The research question is: How is SWOT analysis used in quality improvement planning at MIN Bandung?

Various studies or research on SWOT analysis have actually been conducted, especially highlighting changes and adjustments in learning practices in line with the latest curriculum trends. Several existing studies also emphasize the importance of SWOT analysis in improving school quality. In the study "(Sodikin & Gumindari, 2021) , it is emphasized that MTs Negeri 9 Kuningan has several strengths, including: the availability of professional teachers, an evaluation system that refers to quality standards, and the high interest and motivation of students to learn. However, there are several weaknesses, such as some teachers who are not yet proficient in IT technology, students who are dishonest during exams, and students who do not yet understand how to fill out exam questions. In addition, there are opportunities that can be utilized, such as professional teacher certification, support from parents, and support from the surrounding community. However, there are also threats that need to be addressed, such as competition between institutions, students transferring to other schools, and students who are unable to continue to their preferred schools (Anwar & Umam, 2025).

Another perspective is presented in the research entitled "(Sujoko, 2017) , which states that the strategic plan that has been developed to improve quality in terms of process includes: 1) Optimizing teacher professional development activities both at the local school level and outside of school with a focus on quality improvement. This is done by providing opportunities and support for teachers to participate in training, seminars, and other self-development programs to improve their competence. 2) Developing active, innovative, creative, effective, and enjoyable learning. The focus is on developing more interactive learning methods and approaches, actively involving students, encouraging creativity, and ensuring effectiveness in achieving learning objectives. 3) Optimizing extracurricular programs and activities through good planning, implementation, and evaluation. The goal of this step is to achieve the expected targets in developing students' skills and interests outside of academic learning. 4) Improving cooperation with teachers or trainers, both from outside and within the school, to optimize the quality of non-academic achievements, especially in extracurricular activities. Collaboration with experts or practitioners in certain fields will help develop students' potential in non-academic aspects (Suherman et al., 2025).

Furthermore, through research entitled "(Garnika & Rohiyatun, 2021) , it is emphasized that the factors supporting the implementation of SWOT analysis in MIN are human resources who are active in providing

information and development, as well as progressive principals who conduct school evaluations and development, and strategic planning. On the other hand, the factors that hinder the implementation of SWOT analysis in MIN are the lack of community support and understanding regarding school management.

Through the literature review presented, SWOT analysis has been discussed in relation to the themes of learning, quality improvement, and learning program evaluation. However, there has been no research that specifically discusses school quality improvement planning based on SWOT analysis. Therefore, the researchers sought to explore this further and use it as a gap analysis in this study, comparing it with previous related studies. This shows that there is still a need to develop research that specifically focuses on school quality improvement planning using the SWOT analysis approach. In conducting a gap analysis, researchers can examine previous studies related to SWOT analysis in the context of educational management or school quality improvement in general, to see if there are gaps in knowledge or understanding that can be filled through this study.

By filling this gap, the research can make a meaningful contribution to the development of educational management theory and practice, particularly in school quality improvement planning. By combining the concept of SWOT analysis with the context of school quality planning, this research can provide valuable guidance and recommendations for education practitioners in developing effective and sustainable improvement strategies.

Method

This research on SWOT analysis in strategic planning for educational quality improvement, a case study at MIN Bandung, was conducted using a qualitative approach and method so that the researcher could describe and understand holistically how MIN Bandung implemented its strategic plan for educational quality improvement. The qualitative approach was chosen because the researcher wanted to obtain a complete and holistic picture of the phenomenon being studied. (Spencer, 2003). This research was conducted in June 2023.

The data sources used in this study include all data sources commonly used in qualitative research, including documents, recordings, archives, interview results, direct observations, participant observations, and physical devices such as videos and images. Meanwhile, the data used in the study consists of two types, namely: (1) primary data; and (2) secondary data. Primary data includes data on strategic planning practices and construction.

Meanwhile, secondary data is supporting data that can help researchers obtain a complete picture, understanding, and analysis of the phenomenon being studied (Creswell, 2014; Flick, 2009). In this study, data collection will be carried out selectively; not all data must be collected, but only data relevant to this study will be collected.

Research and Discussion

1. SWOT Analysis of Quality Improvement Planning

Strategies to improve the quality of education based on the SWOT analysis conducted by MIN Bandung involve analyzing the strengths, weaknesses, opportunities, and challenges faced by the school. According to Machali & Hidayat (2016), excellence is a priority for institutions and must be focused on empowering school resources so that the institution has competitiveness and advantages over other institutions. Additionally, (Susanti, 2018) explains that every school has internal weaknesses and faces threats or obstacles in improving education quality, so internal policies and strategic plans are needed to overcome these issues.

	<i>Strengths</i>	<i>Weakness</i>
Threats	ST Memanfaatkan potensi untuk menghadapi ancaman	WT Meminimalkan kelemahan untuk menghadapi ancaman
Opportunities	SO Memanfaatkan potensi untuk meraih peluang	WO Mengatasi kelemahan untuk meraih peluang

Figure 1. SWOT Matrix

a. *Strengths*

Strengths are understood as the advantages possessed by educational institutions that attract new students to enroll in the MIN Bandung educational institution, namely:

- 1) High-quality teachers. MIN Bandung has a team of qualified, experienced teachers who are highly committed to education.

- 2) Strategic location. The school is located in an area that is easily accessible to students and parents, facilitating participation in school activities.
- 3) Adequate facilities. MIN Bandung is equipped with adequate learning support facilities, such as a computer lab, library, and sports hall.

b. *Weaknesses*

The following are the weaknesses of MIN Bandung:

- 1) Lack of resources. The school may face resource constraints, such as limited funds, inadequate facilities, or an insufficient number of teachers.
- 2) Curriculum that is not verified. The curriculum used has not been updated or is not in line with current educational needs.
- 3) Lack of parental involvement. Not all parents are actively involved in school activities, which can affect the quality of education.

c. *Opportunities*

The following are opportunities at MIN Bandung:

- 1) Partnerships with other educational institutions. MIN Bandung can establish partnerships with higher education institutions or other organizations to improve access to resources and professional development for teachers.
- 2) Professional development programs. Schools can organize professional development programs for teachers so that they can continue to improve their skills and knowledge.
- 3) Use of educational technology. The use of educational technology can improve the efficiency and effectiveness of learning in schools.

d. *Threats*

The following are threats to MIN Bandung:

- 1) Competition between schools. The existence of other schools in the area that offer high-quality education can be a threat to MIN Bandung in maintaining and improving the quality of education.
- 2) Changes in education policy. Changes in government education policy can affect the learning process at school.
- 3) Rapid technological trends: Rapid technological advances can cause gaps in access to and utilization of educational technology if schools are unable to keep up with these developments.

2. Strategic Plan for Quality Improvement Through SWOT Analysis

Improving school quality requires the involvement of all components of the institution. In this case, the preparation of a strategic plan is an important step in achieving the goal of improving school quality. A strategic plan provides a clear and focused foundation for addressing existing weaknesses and optimizing existing opportunities. It is important to reach a consensus or mutual agreement in establishing a strategic plan. By involving all relevant parties, including teachers, administrative staff, students, parents, and possibly also external parties such as higher education institutions or non-governmental organizations, schools can obtain a variety of valuable views and suggestions. This also creates a conducive climate in schools, where everyone feels involved and responsible for improving school quality.

Strategic plans also help schools look ahead and identify flagship programs and opportunities for future progress. In developing a strategic plan, it is necessary to identify various existing obstacles or challenges, such as a lack of resources, a lack of parental involvement, or changes in education policy. However, these obstacles can be reconstructed as opportunities to make the necessary improvements and changes to improve school quality. With a clear and agreed-upon strategic plan, schools can direct their efforts in a more focused and organized manner.

The strategic plan serves as a guide for designing various programs and activities to be implemented in an effort to improve school quality. In addition, periodic monitoring and evaluation of the implementation of the strategic plan will help schools measure progress and make adjustments if necessary. With collaboration, commitment, and effective implementation of the strategic plan, schools can develop excellent programs, minimize existing weaknesses, and take advantage of opportunities to improve school quality in a sustainable manner.

The following is a strategic plan for quality improvement based on the SWOT analysis conducted at MIN Bandung, namely:

- a. Leveraging Strengths
 - 1) Conducting regular teacher performance evaluations to identify strengths and recognize qualified teachers.
 - 2) Optimize the use of existing facilities by ensuring regular maintenance and repairs.
- b. Overcoming Weaknesses
 - 1) Increasing resource allocation to obtain additional funding through sponsorships, donations, or other funding projects.

- 2) Updating the curriculum by involving teachers and integrating educational elements that are relevant to current developments.
- 3) Establishing effective communication with parents through regular meetings, school newsletters, or online platforms to increase their participation in education.
- c. Take Advantage of Opportunities
 - 1) Developing partnerships with higher education institutions, non-governmental organizations, or companies to obtain assistance in human resource and facility development.
 - 2) Organizing regular professional development programs for teachers so that they continue to acquire the latest knowledge and skills in education.
 - 3) Integrating educational technology into the learning process, such as using interactive learning software, online learning platforms, or mobile applications to improve learning efficiency and effectiveness.
- d. Facing Threats
 - 1) Monitoring and analyzing the latest changes in education policy to ensure that the curriculum and school activities remain in line with the latest regulations.
 - 2) Conduct competitive analysis of other schools in the surrounding area to identify competitive advantages and find ways to maintain and improve them.
 - 3) Keep up with developments in educational technology and make appropriate investments to ensure that MIN Bandung remains at the forefront in utilizing this technology.

In this strategic plan, it is important to set specific long-term and short-term goals, identify concrete actions, determine responsibilities and implementation times, and conduct regular monitoring and evaluation to measure progress and make adjustments if necessary. Improving the quality of MIN Bandung requires efforts to improve the quality of educators to become professional teachers. Professional teachers have good knowledge, skills, and attitudes in teaching and educating students. In line with this, establishing all activities in accordance with the vision, mission, and objectives of the institution, as well as setting strict educational quality standards, will help schools maintain the quality of education they produce.

Finally, the importance of establishing harmonious relationships between the school and the community is also highlighted. Good collaboration between schools and the community can provide the necessary

support for improving school quality. Support and active participation from parents/guardians and the general public can help create a conducive climate in the school environment. In the overall strategic plan that has been agreed upon, the focus on flagship programs and strengthening the school's image as an institution that provides programs that facilitate students to develop their potential is the right step. Thus, schools can attract the interest of parents/guardians and the general public, as well as provide a holistic and quality educational experience for students.

Conclusion

The conclusion of this study is that SWOT analysis provides a comprehensive view of the factors that influence the quality of education at MIN Bandung. Through the identification of strengths, weaknesses, opportunities, and threats, schools can develop appropriate strategic plans to improve the quality of education. It is important to utilize existing strengths, overcome identified weaknesses, take advantage of existing opportunities, and address threats with appropriate actions. The strategic plan must involve all stakeholders, including teachers, administrative staff, students, parents, and external partners. Through regular monitoring and evaluation, the school can measure progress and make adjustments as necessary. Improving the quality of education requires collective efforts and collaboration between schools and the community. By focusing on flagship programs, teacher development, and parent involvement, schools can provide quality and holistic education for students.

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