

Implementation of SWOT Analysis to Improve Educational Quality at Elementary School 13 Pasaman, West Pasaman Regency

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ABSTRACT

This study aims to describe the implementation of SWOT analysis in improving the quality of education at Elementary School 13 Pasaman, identify supporting and inhibiting factors, and develop strategies for quality improvement. A descriptive qualitative method with a case study design was employed, utilizing observation, interviews, and documentation for data collection. The data were analyzed using triangulation. The SWOT analysis revealed several key findings: 1) strengths include the school's strategic location, well-maintained facilities and infrastructure, qualified teaching staff, a conducive school climate, and coordinated assessment standards involving parents; 2) weaknesses stem from limited parental involvement in the school environment; 3) opportunities include strong parental support for academic and non-academic needs, student achievements in competitions, and harmonious relations with the surrounding community; and 4) challenges involve critical attitudes from student guardians requiring teachers to make thoughtful decisions. Supporting factors for SWOT implementation include proactive stakeholders, such as engaged staff and a progressive principal who promotes strategic planning and development. Inhibiting factors include insufficient community support and understanding of school management. Strategies for quality improvement involve enhancing Koran recitation programs, strengthening character education, expanding extracurricular activities, creating unique school programs, and improving student counseling services.

Keywords: *SWOT analysis, Educational quality, Strategic planning, Elementary education, School management.*



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INTRODUCTION

The current paradigm in educational management grants significant authority to schools and stakeholders to plan, organize, implement, supervise, and control educational activities within their institutions. Moreover, the rapid advancement of science, technology, and art, which has now permeated schools, has increasingly added complexity to the operations of educational institutions rather than simplifying them. Schools can no longer passively accept changes as they come; instead, they must proactively adapt to changes to make them more beneficial for the school, its students, and society.

Elementary School 13 Pasaman is recognized as one of the top elementary schools in Mataram City. This distinction is evident from its high-quality standards, as demonstrated by an accreditation score of A in 2020. The vision of Elementary School 13 Pasaman is to nurture school members with noble character, academic achievements, cultural awareness, and environmental consciousness. Its mission includes: 1) fostering a religious school

culture and noble character among its members; 2) cultivating students' excellence through active, creative, effective, and enjoyable learning while developing interests and talents through beneficial extracurricular activities; 3) promoting positive values and norms through the 5S program to encourage tolerance and acceptance of differences; and 4) creating a beautiful school environment and instilling environmentally responsible habits. The school employs 25 teaching staff members, of whom 95% (23 teachers) meet qualification standards, 50% (12 teachers) are certified, and 70% (17 teachers) hold civil servant status, based on Personnel Data of Elementary School 13 Pasaman for the 2023/2024 Academic Year.

To enhance educational quality, appropriate strategies and methods must be implemented to empower students as agents of change. In educational management, strategic management offers schools a framework to devise effective plans, ensuring their sustainability and quality improvement. One of the most fundamental tools in strategic management is the analysis of internal and external factors, commonly referred to as SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). This analysis examines the strengths and weaknesses within the school's internal environment and evaluates the opportunities and threats arising from external factors (Susanti, 2018). As noted by Firila (2019), a hallmark of a quality school is its ability to earn community trust. This implies that schools must deliver excellent educational services, producing well-rounded and competent students.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis serves as a tool to identify internal and external factors influencing an organization. Internal factors include strengths and weaknesses, while external factors comprise opportunities and threats (Machali & Hidayat, 2016). According to the Big Indonesian Dictionary, quality refers to the level or degree of excellence or deficiency in an object or item, which determines its value, ranking, or skill level. The quality of education, therefore, reflects the effectiveness of educational institutions in managing their schools to produce high-quality students while gaining public trust and satisfaction (Susanti, 2018). As times evolve and the demand for quality education intensifies, every educational institution must address these challenges. Institutions need to identify their strengths, weaknesses, opportunities, and threats and subsequently formulate strategic plans to enhance educational quality. This study explores the influence of implementing SWOT analysis in improving the educational quality at Elementary School 13 Pasaman, along with the factors that support and hinder its application. The objectives of the study are: 1) to describe the implementation of SWOT analysis in enhancing the educational quality at Elementary School 13 Pasaman; 2) to identify supporting and inhibiting factors related to the SWOT analysis; and 3) to determine strategies for improving educational quality in the school.

METHODS

The research method employed is qualitative research utilizing a descriptive approach. Primary data were obtained through observations and interviews with the school principal regarding the use of SWOT analysis to enhance the quality of education at Elementary School 13 Pasaman. Secondary data were gathered from supporting informants, such as teachers and student guardians, as well as from relevant documents and archives

addressing the issues under discussion. Unstructured interviews were conducted, allowing flexibility based on the interviewer’s discretion and the situation during the interview. Observations were made to examine teaching and learning activities, the state of facilities and infrastructure, graduate competencies, and the actions undertaken by school principals, teachers, and students in efforts to improve educational quality.

Documentation was utilized to collect objective data regarding the organizational structure and the conditions of both teachers and students. The data analysis technique adopted was qualitative analysis, focusing on transforming information into descriptive prose that was then correlated with other data to achieve clarity and provide insights, ultimately producing new or reinforced findings. Once the data were collected, their validity was tested through data triangulation and the following steps: 1) Data reduction for research data was compiled, summarized, and stripped of irrelevant details to concentrate on the key aspects related to improving educational quality; 2) After reducing the data, the next step involved data presentation, where the findings were articulated in narrative text format; and 3) Concluding for in qualitative research, conclusions represent new knowledge or insights not previously available.

RESULTS

3.1 Implementation of SWOT Analysis in Improving the Quality of Education at Elementary School 13 Pasaman

The 4-K SWOT Matrix is designed using a horizontal axis that represents internal environmental variables and a vertical axis that reflects the external environment. The following Figure 1 illustrates the 4-K SWOT matrix.

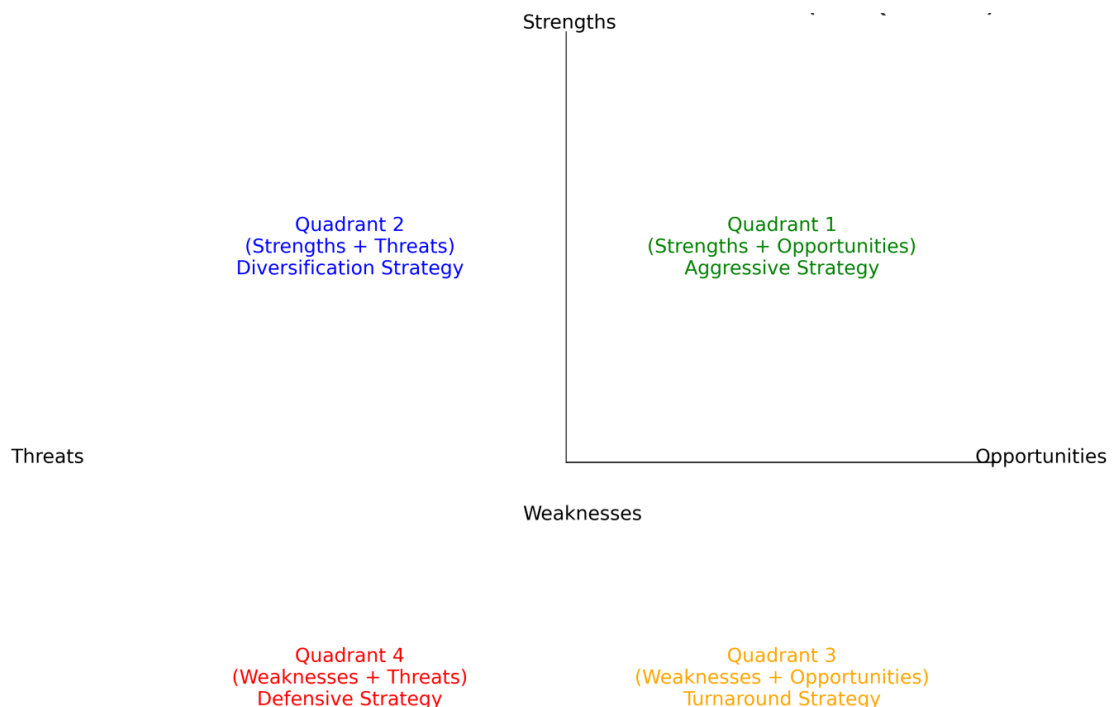


Figure 1. The 4-K SWOT Matrix (Four Quadrants)

- Quadrant 1: This represents a highly favorable situation where the school possesses both opportunities and strengths, allowing it to capitalize on the available opportunities. The recommended strategy is to implement aggressive growth policies.
- Quadrant 2: Although the school encounters various threats, it retains considerable internal strengths. The appropriate strategy is to focus on long-term opportunities using diversification strategies.
- Quadrant 3: In this quadrant, the school faces significant market opportunities but struggles with internal weaknesses. The strategy should prioritize minimizing internal weaknesses to fully leverage external opportunities.
- Quadrant 4: This represents an unfavorable situation where the school faces both internal challenges and external threats.

3.2 Results of the SWOT Analysis for Elementary School 13 Pasaman

After conducting data collection, the SWOT matrix was used to analyze the situation and formulate guidelines for creating school work plans and self-evaluation reports. Below are the results of the SWOT analysis presented in Table 1 below.

Table 1. SWOT Analysis of Elementary School 13 Pasaman

| Factors | Details |
|---------------|--|
| Strengths | <ul style="list-style-type: none"> – Strategic location in the city center. – Facilities and infrastructure meet minimum service standards as per Regulation No. 24/2007. – Qualified teaching staff with a majority holding bachelor's degrees in compliance with Law No. 14/2005. – A conducive, comfortable, and well-maintained school environment. – Regularly updated syllabi and lesson plans that enhance learning outcomes. – Parental involvement in student assessments to monitor learning progress. |
| Weaknesses | <ul style="list-style-type: none"> – Limited parental engagement in supporting the school environment. |
| Opportunities | <ul style="list-style-type: none"> – Guardians actively facilitate academic and non-academic needs of students. – Talented students who frequently win local and provincial competitions. – Strong relationships with the surrounding community. |
| Threats | <ul style="list-style-type: none"> – Highly critical student guardians demand careful decision-making and responses from teachers. |

3.3 Discussion and Strategic Planning

From the SWOT analysis, Elementary School 13 Pasaman has formulated short, medium, and long-term strategies to improve educational quality by addressing weaknesses and leveraging strengths. Key strategies include:

- Strengthening religious education programs, such as improving the Koran study program.

- Fostering character education through regular activities.
- Expanding extracurricular activities, including scouting for grades 3–6.
- Establishing unique school identities to differentiate from competitors.
- Enhancing counseling services to better support student development.

These findings align with research conducted by Marlina (2014), which emphasizes the importance of increasing teacher professionalism, continuous improvement, extracurricular activities, and building strong community relationships to improve education quality.

3.4 Supporting and Inhibiting Factors in Implementing SWOT Analysis

Supporting Factors:

- Proactive stakeholders, including educators, administrative staff, students, and school committees, significantly contribute to the implementation of policies and the improvement of school quality.
- Progressive leadership by school principals who actively engage in evaluations, development, and strategic planning ensures that school programs align with long-term goals.

Inhibiting Factors:

- Limited community involvement in supporting school initiatives.
- Insufficient support for overall school management.

3.5 Visualization of the SWOT Analysis

Below is a visual representation of the SWOT matrix as applied to Elementary School 13 Pasaman (Figure 2).

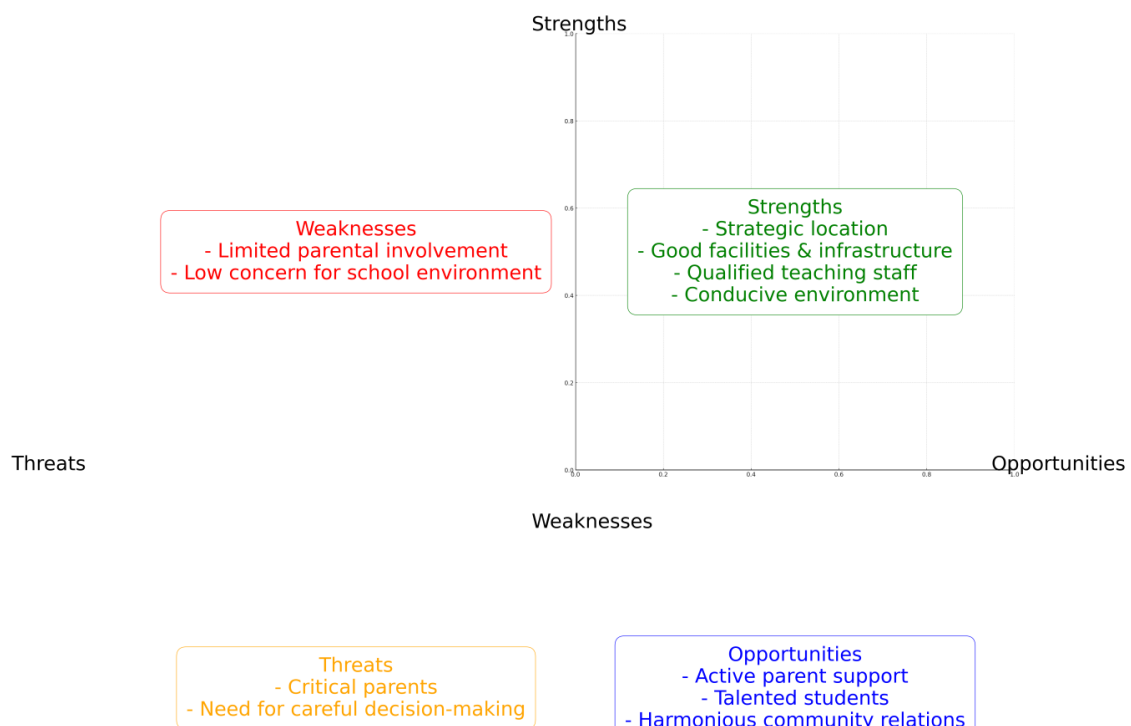


Figure 2. SWOT Analysis Summary for Elementary School 13 Pasaman (Visualize a quadrant diagram showing Strengths, Weaknesses, Opportunities, and Threats with the identified factors listed in each section.)

The annual SWOT analysis conducted at Elementary School 13 Pasaman is a critical tool for strategic planning. This systematic approach allows the institution to evaluate its internal strengths and weaknesses while identifying external opportunities and threats. By doing so, the school not only addresses immediate challenges but also lays the groundwork for sustained improvement in educational quality. This method aligns with the assertion by Gurel & Tat (2017) that SWOT analysis is a powerful framework for decision-making in dynamic environments, including educational settings. One of the primary benefits of conducting a SWOT analysis is its ability to leverage strengths to capitalize on available opportunities. For instance, the school's strategic location and well-maintained facilities provide a strong foundation for attracting students and community trust. According to Brettel *et al.* (2015), institutions with a clear awareness of their strengths can adopt proactive strategies to remain competitive and deliver value to stakeholders.

Another critical aspect is the involvement of various school components in the analysis process. As noted by Machali & Hidayat (2016), inclusive participation from teachers, students, parents, and the broader community fosters a sense of ownership, which is crucial for the successful implementation of improvement plans. For Elementary School 13 Pasaman, this inclusiveness ensures that the strategies developed are practical, realistic, and widely supported. The SWOT analysis also plays a vital role in identifying weaknesses that could impede progress. For example, limited parental involvement in school programs has been recognized as a potential barrier. Addressing this requires innovative engagement strategies, as suggested by Epstein *et al.* (2018), who emphasize the importance of establishing strong family-school partnerships to enhance student success.

Opportunities identified through the SWOT analysis, such as the strong academic potential of students and harmonious relations with the community, are equally important. According to Kotler and Keller (2016), capitalizing on external opportunities requires institutions to align their internal processes and resources effectively. For example, Elementary School 13 Pasaman can further strengthen its extracurricular programs to nurture student talents, thereby fostering a culture of excellence. In terms of threats, the critical attitude of parents demands careful and thoughtful responses from teachers and administrators. As Fullan (2019) points out, effective communication and transparency are essential for maintaining trust and addressing concerns constructively. This aligns with the school's strategy of ensuring that all stakeholders are involved in planning and decision-making processes. The results of the SWOT analysis also inform the development of strategic plans for the short, medium, and long term. As highlighted by Bryson (2018), strategic planning in educational institutions must be dynamic, adaptive, and informed by regular environmental scans. For Elementary School 13 Pasaman, this involves not only responding to current challenges but also anticipating future needs and opportunities.

The annual review of SWOT analysis further strengthens the school's ability to continuously improve. Susanti (2018) notes that regular evaluation and monitoring are essential components of effective school management, as they provide actionable insights and help maintain alignment with broader educational goals. Moreover, the proactive approach taken by the school in addressing weaknesses and threats reflects the principles of strategic leadership. According to Yukl (2013), leaders who encourage innovation, collaboration, and adaptability are more likely to drive sustainable improvements in organizational performance.

Lastly, the emphasis on collaboration and inclusivity aligns with the findings of

Leithwood *et al.* (2020), who argue that distributed leadership and stakeholder engagement are key to achieving educational excellence. Elementary School 13 Pasaman's commitment to involving its teachers, parents, and community members ensures that its strategies are not only comprehensive but also highly effective. In conclusion, the SWOT analysis conducted at Elementary School 13 Pasaman exemplifies best practices in strategic planning. By actively involving all stakeholders and addressing both internal and external factors, the school is well-positioned to enhance its educational quality and maintain its reputation as a leading institution.

CONCLUSION

Elementary School 13 Pasaman prepares its work program plans for each new academic year using a qualitative approach. This approach enables the school to comprehensively evaluate and interpret its internal strengths and weaknesses, as well as external opportunities and challenges. The school's strengths include its strategic location, which ensures accessibility and visibility, and its facilities and infrastructure, which meet national service standards. The human resources at the school are highly qualified and adhere to required standards, while active parental involvement supports students' learning progress. Additionally, the school fosters a conducive and comfortable learning environment, which enhances educational effectiveness. The implementation of SWOT analysis at Elementary School 13 Pasaman is supported by proactive human resources, including stakeholders who actively provide feedback, and participate in development initiatives, and a progressive school principal who is committed to evaluating and improving school operations through strategic planning. However, the process faces inhibiting factors such as a lack of community support and limited understanding within the community regarding effective school management practices. To improve the quality of education, the school has adopted several strategic initiatives. These include enhancing the Koran recitation program to instill religious and moral values, strengthening character education to develop student's personal and social competencies, and expanding extracurricular activities to nurture student interests and talents. The school also focuses on creating distinctive programs that align with its unique characteristics and strengthening student counseling services to provide better support for individual needs. By leveraging its strengths, addressing its weaknesses, and capitalizing on opportunities, Elementary School 13 Pasaman is well-positioned to achieve its goal of delivering high-quality education and fostering a positive learning environment.

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