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SWOT ANALYSIS OF FORMAL SCHOOLS INTEGRATED WITH THE ISLAMIC BOARDING SCHOOL EDUCATION SYSTEM (Case Study in Cikanyere Integrated Senior High School, Ciamis Regency)

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Abstrac

The purpose of this study was to determine the strategic position of Cikanyere Integrated Senior High School, Ciamis Regency with a SWOT analysis, namely the strengths, weaknesses, opportunities and threats of the input, process and output components. All data were obtained from observation, questionnaires, documentation and interviews. The data analysis used is SWOT analysis. The results showed that the Cikanyere Integrated High School, Ciamis Regency, based on SWOT analysis, obtained the results of the strength score minus the weakness score was 0.35. The odds score minus the threat score of -0.4 this data results in a strategy in quadrant II (Strenght-Threats). For the process component, the strength score minus the weakness obtained a score of -1.7. Opportunity score minus threat score obtained -0.10. This data results in a strategy in quadrant IV (Weaknesses-Threats). The result of the strength score output minus the weakness obtained 0.10. While the odd minus threat score was obtained 0.5, this data resulted in a strategy in the S-S (Strength-strength) quadrant. Conclusions in this study, the input component is quite strong but faces great challenges, the strategy recommendation given is Strategy Diversification. The process components are in a weak state and face great challenges. The strategy recommendations given are defensive strategies. The output component is quite powerful and has opportunities. Thus, the strategy recommendation given is Progressive.

Keywords: *Strengths, Weaknesses, Opportunities, Threats*

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INTRODUCTION

Formal education has an important role in shaping a generation that is qualified and ready to face the challenges of the future. However, in the current era of globalization, conventional formal education models are sometimes less able to meet the increasingly complex needs and demands of society. Therefore, new innovations have emerged in the education system that integrate formal education with non-formal education, one of which is through the pesantren education system.

Cikanyere Integrated Senior High School, Ciamis Regency, is one of the formal schools integrated with the Islamic boarding school education system. The vision of this school is the realization of graduates who are outstanding, have character, global insight, and have a religious spirit in Pesantren, and the missions of this school are 1) To prepare a mature person, understand, and practice the teachings of Islamic leadership in daily life, have a sense of nationality, and global insight; 2) Improve the ability to read the Quran according to tajwid science; 3) Familiarity with communicating with Arabic and English; 4) Fostering mastery of the basic sciences of academia; 5) Fostering mastery of the basics of skilled reading and understanding of the yellow book; 6) Improving skills in the fields of information technology, arts and sports; 7) Organizing the educational process in a conducive learning environment. Based on the vision and mission of this school, there is a combination of a formal learning system with islamic boarding school education that refers to Islamic values..

According to Abdul Munir Mul Khan (2017) in the book "Integrated Education: Solutions to Overcome Poverty and Community Marginalization", the integration of formal and non-formal education is one of the solutions to overcome social and economic problems of society, because it has benefits such as increasing competitiveness, strengthening cultural values, and forming quality human resources.

The purpose of National Education in accordance with the National Education System Law No. 20 of 2003 is to form people who have faith and piety, have noble character, are physically and spiritually healthy, capable, knowledgeable and creative, develop independence and become good citizens. To ensure that education goals have been achieved or not, the government must have the tools to evaluate the extent to which educational development for the community can be achieved optimally. One of the managerial strategies developed to ensure that an organization (school) has endurance and life force from the present and sustainable to the future is by conducting a SWOT analysis (Hidayat, 2012). To find out how effective the integration of formal and non-formal education in Cikanyere Integrated Senior High School is, a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis was carried out. One of the managerial strategies developed to ensure that an organization (school) has endurance and life force from the present and sustainable to the future is by conducting a SWOT analysis. To find out how effective the integration of formal and non-formal education in Cikanyere Integrated Senior High School is, a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis was carried out. A SWOT analysis is a method used to identify the strengths, weaknesses, opportunities, and threats of an organization or

institution. In an educational context, a SWOT analysis can be used to evaluate formal schools that are integrated with the boarding school education system. (Sutrisno, 2016)

The process of making strategic decisions is always related to the development of the vision, mission, goals, and policies of the programs of an organization. Thus strategic planning (Strategic planner) must analyze the strategic factors of the organization (strengths, weaknesses, opportunities, and threats), and one of the popular methods is with a SWOT analysis. Rangkuti (2013) explained that Strengths are some of the things that are the advantages of the school in question. Weaknesses are components that do not support the success of the education that schools want to achieve. Opportunities are possibilities that can be achieved if the potentials in schools are able to be developed optimally. Threats are possible possibilities or influences on the sustainability and sustainability of school administration activities (Hidayat, 2012)

This analysis will help identify the strengths, weaknesses, opportunities, and threats of such an integrated education system. The results of this SWOT analysis are expected to provide an overview for schools and the government in making policies and strategies to improve the effectiveness and quality of education at Cikanyere Integrated Senior High School. In this case, a SWOT analysis will be a useful evaluation tool for schools to know to what extent the integration of formal and non-formal education has been successfully implemented and has a positive impact on learners. This study is very important because the integration of formal and non-formal education is not only related to the world of education, but also has a great impact on community and economic development. Therefore, through this SWOT analysis, it is hoped that it can contribute to improving the quality of education and community development in particular and Indonesia in general. The purpose of this study was to determine the strategic position of Cikanyere Integrated Senior High School, Ciamis Regency with a SWOT analysis, namely the strengths, weaknesses, opportunities and threats of the input, process and output components.

METHOD

This type of research is qualitative and quantitative. Researchers use this method to identify the strengths, weaknesses, opportunities, and threats (SWOT) of formal schools integrated with the boarding school education system.

The data collection method uses literature studies, observations, documentation, questionnaires and interview methods. Interviews become data boosters because this method can expand in-depth information to find answers to problems from the subject being asked to express his ideas and opinions that are not in the other data (Emzir, 2012: 320). The informants included teachers, students. The data obtained is then analyzed qualitatively to determine the SWOT of the school.

SWOT analysis is part of the strategic planning stage of an organization which consists of three stages, namely: the data collection stage, the analysis stage, and the decision making stage. In the data collection stage can be carried out by analyzing the state of the organization

both internally and externally. According to Irham Fahmi to analyze more deeply about SWOT, it is necessary to look at external and internal factors, namely: (Irham Fahmi, 2014: 260) 1) Internal Factors, These internal factors affect the formation of strengths and weaknesses (S and W). This factor is related to the conditions that occur in the company, which also influence the formation of corporate decision making. These internal factors include all kinds of functional management: marketing, finance, operations, human resources, research and development, management information systems; and corporate culture. Internal environment analysis is also called company strength and weakness analysis, capability analysis and organizational culture, or sometimes also called organizational/company identity analysis is an analysis of company resources, and industry opportunities.

In the world of education, internal data that can be analyzed, among others: School financial reports, school administration, teaching and learning activities, the state of teachers and students, school facilities and infrastructure, teacher administration and others (Jatmiko, 2004:68). This study involves a critical analysis of the conditions of internal strengths and weaknesses, opportunities and external threats. The comparison of strengths, weaknesses, opportunities and threats is known as a SWOT analysis. A SWOT analysis produces a number of alternative strategies. To choose alternatives the organizations evaluate each other by paying attention to the ability to achieve goals (Akdon,2009:34) 2) External Factors, These external factors influence the formation of opportunities and threats (O and T). Where this factor concerns the conditions that occur outside the company that influence the company's decision making. These factors include the industrial environment and macro, economic, political, legal, technological, population, and socio-cultural business environments. The process in external factors includes four activities and must be carried out continuously, the four activities include: Scanning is an attempt to study all segments in the general environment and is a study of all segments in the general environment.

Through scanning, the company identifies early signs of potential changes in the general environment and detects changes that are taking place (Michael, 2005:53). Monitoring is the process of observing environmental changes to see if an important trend is developing. The important thing for successful monitoring is the ability to detect the meaning of each environmental event. An example of a new trend in terms of education is a change in the requirements for high school graduation, or a change in the content of the high school curriculum (Michael, 2005:43-44). Forecasting, analysis develops projections of what will happen and how quickly, as a result of changes and tendencies detected through scanning and surveillance. Assessment (Assessing), the purpose of assessing is to determine the moment and influence of environmental changes and trends in the strategic management of a company (Michael, 2005:44).

After the external and internal environment analysis is carried out, the next process based on external analysis will be formulated variables of strengths, weaknesses, opportunities, threats in the form of internal matrix factors and external matrix factors (Azhar, 2009). Next is to utilize all this information in the school's strategic formulation models. One

of the problem-solving models that can be used is the SWOT matrix model. Based on the SWOT matrix can be compiled and alternative strategies available are: SO, WO, ST dan WT.

Table 1. SWOT matrix diagram

Internal	STRENGTH (S)	WEAKNESS(W)
External	Determine 5-10 factors of internal strength	Determine 5-10 factors of internal weakness
OPPORTUNITY (O)	STRATEGI SO	STRATEGI WO
Determine 5-10 factors of external opportunity	Cite strategies that use power to take advantage of opportunities	Cite strategies that minimize weaknesses to take advantage of opportunities
THREAT (T)	STRATEGI ST	STRATEGI WT
Determine 5-10 external threat factors	Create strategies using power to overcome threats	Create strategies that minimize weaknesses and avoid threats

*This figure by Kelly Skinner; Rhona M. Hanning; Celine Sutherland, RN; Ruby Edwards-Wheesk; Leonard J. S. Tsuji (2012)

Information:

SO strategy, A strategy that harnesses the entire power of the school to seize and make the most of opportunities..

ST Strategy, A strategy that harnesses all the strengths that schools have to address threats.

WO strategy, This strategy takes advantage of all the opportunities that exist in the school to minimize existing weaknesses.

WT strategy, This strategy is carried out by minimizing weaknesses in schools to avoid threats.

If this analysis is used properly, the school will get a comprehensive picture of the school's situation in relation to the community, the surrounding environment, other educational institutions, and the advanced level that students will enter. This understanding of internal and external factors will help develop future visions and create relevant and innovative programs.

RESULT AND DISCUSSION

1. SWOT Analysis of Input Aspects

The results of the analysis of the strength and weakness factors of the Input aspect using the Internal Factors Analysis Summary (IFAS) Matrix found that the total strength

score of the input component was 3.55 and the weakness score of the input component was 3.20. The total IFAS score of 0.35 obtained from the reduction of the total strength score with the total weakness score.

IFAS Matrix of Input Components

No	SWOT elements	Weight	Score	Total Score
STRENGTH				
1	The school is well accredited	0,10	4	0,40
2	Financial capability helped by BOS	0,15	3	0,45
3	The student's academic and non-academic achievements are sufficiently recognized by other schools	0,10	4	0,40
4	The location of the school is in the pesantren environment, so that students are more religious	0,10	3	0,30
5	The existence of dormitories makes it easier for students who are far away to study at Cikanyere Integrated Senior High School	0,15	4	0,60
6	Intra and Extra curricular Schools that have competitiveness and marketability values	0,10	3	0,30
7	Local content tailored to the mainstream	0,10	3	0,30
8	There is a scholarship program for outstanding students, and there is a year-long tuition-free program and the use of school uniforms	0,20	4	0,80
TOTAL SCORE		1	28	3,55
WEAKNESSES				
1	Different basic abilities of students	0,10	2	0,20
2	Students' interest and motivation in learning are looked down upon based on the number of students skipping class and lack of discipline	0,10	4	0,40
3	Don't have your own school building yet	0,10	4	0,40
4	The school work program has not been well organized	0,10	3	0,30
5	Lack of disciplinary standards for keposek, teachers, staff and students	0,10	3	0,30
6	Teacher welfare is still low	0,10	2	0,20
7	School promotion strategy is not optimal	0,10	3	0,30
8	Lack of adequate mipa laboratory facilities and school library	0,10	4	0,40
9	Inadequate facilities and infrastructure	0,10	4	0,40
10	There are some teachers who have not graduated from S1	0,10	3	0,30
TOTAL SCORE		1	32	3,20
(STRENGTHS - WEAKNESSES)				0,35

The results of the analysis of opportunity factors and threats of input aspects using the *External Factors Analysis Summary* (EFAS) matrix found that the total opportunity score of the input component was 3 and the threat score of the input

component was 3.40. The total EFAS score was -0.4 which was obtained from the reduction of the total opportunity score to the total threat score.

EFAS Matrix Input Components

No	SWOT Elements	Weight	Score	Total Score
	OPPORTUNITY			
1	The number of new students each year is considered sufficient	0,10	3	0,30
2	Community interest in sending their children to school in the pesantren environment	0,15	3	0,45
3	Educators and education staff are relatively young, so morale is still high	0,10	3	0,30
4	Support from local and central governments in completing facilities and infrastructure	0,15	3	0,45
5	Use of technology and information systems	0,10	3	0,30
6	School cooperation with outside parties	0,10	3	0,30
7	The relationship between parents and teachers is well established	0,15	3	0,30
8	Received support from the community as well as from the committee	0,15	3	0,45
	TOTAL SCORE	1	24	3
	THREAT			
1	Socioeconomic background of parents of students	0,30	3	0,90
2	Increasing positive competition between schools	0,30	3	0,90
3	Wiyata bakti teachers who also teach in other schools, and prioritize their home schools.	0,40	4	1,60
	TOTAL SCORE	1	11	3,40
	(OPPORTUNITY – THREAT)			-0,4

2. SWOT Analysis of Process Aspects

The results of the factor analysis of strengths and weaknesses of process aspects using the *Internal Factors Analysis Summary* (IFAS) matrix found that the total strength score of the process components was 2 and the weakness score of the process components was 3.70. The total IFAS score is -1.7 which is obtained from the reduction of the total strength score with the total weakness score.

Process Component IFAS Matrix

No	SWOT elements	Weight	Score	Total Score
	STRENGTH			
1	The number of students per class is ideal, so teachers can easily identify the abilities of each student	0,50	2	1
2	School curriculum integrated with leadership	0,50	2	1
	TOTAL SCORE	1		2
	WEAKNESS			
1	Lack of textbooks, LKS, and collections of questions for all subjects so that PBM is less improved	0,10	3	0,30
2	There are still teachers who teach conventionally	0,10	3	0,30
3	Wiyata bakti teachers who also teach in other schools	0,10	4	0,40

	interfere with PMB related to their work discipline			
4	There are very few teachers who stay in schools	0,10	4	0,40
5	The use of learning media in PBM is not optimal	0,10	4	0,40
6	The lack of availability of varied books in the library, causing students' language skills to be lacking and students' interest in reading is low	0,10	4	0,40
7	Teachers' work ethic is still low	0,10	4	0,40
8	There are still many teacher education qualifications and diplomas that do not match the lessons they are taught	0,10	4	0,40
9	Lack of Principal Supervision	0,10	3	0,30
10	The accuracy and depth of the tasks given to children to understand the material further are still lacking and the variety of questions that make children think critically and creatively is still low	0,10	4	0,40
	TOTAL SCORE	1	37	3,70
	FINAL TOTAL			
	(STRENGTHS – WEAKNESSES)			-1,7

The results of the analysis of opportunity factors and threats of process aspects using the *External Factors Analysis Summary* (EFAS) Matrix found that the total opportunity score of the process component was 3.60 and the threat score of the process component was 3.70. The total EFAS score was -0.10 which was obtained from the reduction of the total opportunity score to the total threat score.

Process Component EFAS Matrix

No	SWOT elements	Weight	Score	Total Score
	OPPORTUNITY			
1	Opportunities for teachers to continue to a higher level of education	0,30	4	1,20
2	The development of communication and information technology that can be accessed by teachers	0,20	3	0,60
3	Varied extra-curriculars have an impact on increasing nonacademic achievement	0,30	4	1,20
4	Teacher's commitment to change for the better	0,20	3	0,60
	TOTAL SCORE	1	14	3,60
	THREAT			
1	Student learning places that still use islamic boarding school study rooms and are close to kobong, affect the poor discipline of students.	0,40	4	1,60
2	Some parents of students who pay little attention to students' learning abilities	0,30	4	1,20
3	Curriculum from the government that often undergoes changes	0,30	3	0,90
	TOTAL SCORE	1	11	3,70
	FINAL TOTAL			
	(OPPORTUNITY-THREAT)			-0,10

3. SWOT Analysis of Output Aspects

The results of the analysis of the strength and weakness factors of *the* output aspect using the *Internal Factors Analysis Summary* (IFAS) matrix found that the total strength score of the output aspect was 3.5 and the weakness score of *the output* aspect was 3.40. The total IFAS score is 0.10 which is obtained from the reduction of the total strength score with the total weakness score.

IFAS Matrix of Output Components

No	SWOT elements	Weight	Score	Total Score
STRENGTH				
1	Help and support from teachers for students in seeking scholarships in college	0,50	4	2
2	The existence of graduates who are accepted at PTN	0,50	3	1,50
TOTAL SCORE		1	7	3,5
WEAKNESS				
1	Students' motivation to continue to a higher level is still low	0,20	4	0,80
2	There are still very few graduates	0,20	3	0,60
3	Many students do not continue their education due to economic factors	0,20	4	0,80
4	There is no intensive guidance for students who want to continue their education	0,20	3	0,60
5	Absence of a career guidance program	0,20	3	0,60
TOTAL SCORE		1	17	3,40
FINAL TOTAL				
(STRENGTH – WEAKNESS)				0,10

The results of the analysis of opportunity factors and threats of output aspects using the *External Factors Analysis Summary* (EFAS) Matrix found that the total opportunity score of *the* output aspect was 3 and the *output* aspect threat score was 2.5. A total EFAS score of 0.5 derived from the reduction of the total opportunity score to the total threat score.

EFAS Matrix Output Components

No	SWOT elements	Weight	Score	Total Score
OPPORTUNITY				
1	The number of scholarship programs from both government and non-government	0,50	3	1,5
2	The existence of school extracurriculars that help in students' entrepreneurial skills, so that they can be used as provisions for graduates	0,50	3	1,5
TOTAL SCORE		1	6	3
THREAT				
1	There are still parents who do not allow their children to go to college in distant places	0,50	2	1
2	Parents' support for continuing their highly educated children is still low.	0,50	3	1,5
TOTAL SCORE		1	5	2,5
FINAL TOTAL				
(OPPORTUNITY – THREAT)				0,5

4. Input Aspect Quality Improvement Strategy

From the SWOT analysis obtained the results that the strength score minus the weakness score is 0.35 The odds score minus the threat score -0.4 this data results in a strategy in quadrant II S-T (Strenght-Threats), this position indicates that the Input component is strong enough but faces great challenges. The strategy recommendation given is Strategy Diversification, meaning that school inputs are in a steady state but face a number of severe challenges so it is estimated that the wheels of the organization will have difficulty turning if they only rely on the previous strategy. Therefore, organizations are advised to immediately expand their variety of tactical strategies.

5. Process Aspect Quality Improvement Strategy

The results of the SWOT analysis for the process component of the strength score minus the weakness score obtained a score of -1.7 while the odds score minus the threat score was obtained -0.10. These data resulted in strategies in quadrant IV, negative-negative (Weaknesses-Threats). This position proves the components of the process are in a weak state and face great challenges. The tactical advice given is a defensive strategy, meaning that the internal conditions of the organization are on a dilemmatic alternative. Therefore, process components are advised to use a defensive strategy, controlling internal performance so that it does not get worse. This technique is maintained while constantly trying to improve itself.

6. Output Aspect Quality Improvement Strategy

From the SWOT analysis of the output of the strength score minus the weakness score obtained 0.10 while the odds score minus the threat score obtained 0.5. These data generate strategies in the S-S (Strength-Strength) quadrant. This position proves that the output component is strong enough and has opportunities. The recommended tactic given is Progressive, meaning that the output component is possible to continue to expand, increase growth and achieve maximum progress. However, the value of X, and Y is very low at only 0.10 and 0.5 points so the position is very volatile.

CONCLUSION

SWOT analysis is a series of analyses intended to optimize the existence of strengths and opportunities, on the other hand, SWOT analysis can also analyze weaknesses and upcoming threats. The strategic decision-making process relates to the development of the vision, mission, goals, as well as several policies and programs of school activities. The conclusion of this study refers to the overall SWOT analysis of input, process, and output components. Based on the results of the SWOT analysis of Cikanyere Integrated High School, it was found that the strength score minus the weakness score is 0.35. The opportunity score minus the threat score is -0.4. This data produces a strategy in quadrant II S-T (Strength-Threats). big challenge. While the SWOT analysis for the process component, the score for strength minus the score for weakness is -1.7, while the score for opportunity minus the score for threats is -0.10. This data produces a strategy in quadrant IV, negative-negative (Weaknesses-Threats). This position proves that the process components are in a weak condition and are facing big challenges. Then, the SWOT analysis of the output strength score minus the weakness score is 0.10 while the opportunity score minus the threat score is 0.5. This data produces a strategy in the S-S (Strength-Strength) quadrant. This position proves that the output component is strong enough and has opportunities.

The input component is quite strong but faces great challenges. So, the strategy recommendation given is Strategy Diversification, meaning that school inputs are in a stable condition but facing a number of tough challenges so it is estimated that the wheels of the organization will find it difficult to turn if only relying on the previous strategy. Therefore, the organization is advised to immediately expand its range of tactical strategies. Process components are in a weak condition and face big challenges. Thus, the recommended strategy given is a defensive strategy, meaning that the internal condition of the organization is in a dilemma alternative. Therefore, the process component is advised to use a defensive strategy, namely internal performance control so that it does not get worse. This technique is maintained while continuously trying to improve themselves. The output component is quite strong and has opportunities. Thus, the strategy recommendations given are Progressive, meaning that the output component is possible to continue to develop, increase its growth and achieve maximum progress. However, the values of X and Y were very low, only 0.10 and 0.5 points, so that their positions were very volatile.

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