



Strategic Planning for Educational Quality Improvement: A SWOT Analysis Approach and Implementation

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ARTICLE INFO	ABSTRACT
<i>Keywords:</i> SWOT Analysis; Quality Improvement; ITAMA; Strategic Management; Education.	In strategic management, the most fundamental aspect is to conduct analysis from various perspectives, both internal and external, commonly known as SWOT analysis. Institute of Technology Al-Mahrusiyah (ITAMA) is the institution that established about two years ago and is striving to improve its educational management by using SWOT analysis as one of the methods to plan development steps. The selection of the research location at the Al-Mahrusiyah Institute of Technology is based on a primary consideration, namely the culture or habits in the community regarding the pesantren (Islamic boarding schools) which are very disciplined or strict, especially concerning time or <i>diniyah</i> (religious education) lessons. The factor of studying <i>diniyah</i> while pursuing college presents a unique challenge for ITAMA. Based on the analysis results, conclusions can be drawn. Based on the IFE analysis results; the Strengths score is 2.6 and the Weaknesses score is -2.8. Based on the EFE analysis results, it is known that the Opportunities for ITAMA scored 2.6, while the Threats score - 2.4. In this case, ITAMA's position is speculative. From the SWOT quadrant mapping, it is known that ITAMA is in Quadrant III (<i>Weakness-Opportunities</i>). Based on the research findings, strategies for improving the quality of education at ITAMA have not yet been contextual and adaptive to the unique challenges faced by students, particularly regarding the balance between <i>diniyah</i> activities and technology courses. One indicator of the success of the SWOT analysis implementation can be seen from the increasing number of students who apply and are accepted at this institute.
<i>Keywords:</i> Analisis SWOT; Peningkatan Kualitas; ITAMA; Manajemen Strategis; Pendidikan.	Aspek paling mendasar dalam manajemen strategis adalah melakukan analisis dari berbagai perspektif, baik internal maupun eksternal, yang umumnya dikenal sebagai analisis SWOT. Institut Teknologi Al-Mahrusiyah (ITAMA) adalah lembaga yang didirikan sekitar dua tahun lalu dan berupaya meningkatkan manajemen pendidikannya dengan menggunakan analisis SWOT sebagai salah satu metode untuk merencanakan langkah-langkah pengembangan. Pemilihan lokasi penelitian di Institut Teknologi Al-Mahrusiyah didasarkan pada pertimbangan utama, yaitu budaya atau kebiasaan masyarakat terkait pesantren (sekolah berasrama Islam) yang sangat disiplin atau ketat, terutama mengenai waktu atau pelajaran diniyah (pendidikan agama). Faktor belajar diniyah sambil menempuh pendidikan tinggi menghadirkan tantangan unik bagi ITAMA. Berdasarkan hasil analisis, dapat ditarik kesimpulan. Berdasarkan hasil analisis IFE; skor Kekuatan adalah 2,6 dan skor Kelemahan adalah - 2,8. Berdasarkan hasil analisis EFE, diketahui bahwa Peluang

bagi ITAMA mendapat skor 2,6, sedangkan skor Ancaman -2,4. Dalam hal ini, posisi ITAMA bersifat spekulatif. Dari pemetaan kuadran SWOT, diketahui bahwa ITAMA berada di Kuadran III (Kelemahan–Peluang). Berdasarkan temuan penelitian, strategi untuk meningkatkan kualitas pendidikan di ITAMA belum kontekstual dan adaptif terhadap tantangan unik yang dihadapi mahasiswa, khususnya terkait keseimbangan antara kegiatan diniyah dan mata kuliah teknologi. Salah satu indikator keberhasilan implementasi analisis SWOT dapat dilihat dari meningkatnya jumlah mahasiswa yang mendaftar dan diterima di institut ini.

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1. INTRODUCTION

This includes societal transformations with high plurality and dynamism on globalization, enhanced technological innovation, modernization and scientific as well as cultural development. These advances bring about positive effects, such as greater availability and access to information and increased productivity but also require organizations, most especially educational institutions, to adapt in a timely manner and with proper strategies (Isamuddin et al., 2021).

Educational pillars are at the forefront and serve as the main pillar in preparing generations that will come, qualified, of good character and can compete globally. Education institutions, therefore, cannot sit idle in facing an increasingly changing era. They must instead be responsive and adaptive to ongoing developments, whether in the technological, social, economic or cultural fields (Isamuddin et al., 2021).

Now, Indonesia still has a big problem with education in some areas. There are several signs that the quality of education is not even and has not been properly maintained or developed according to the 21st century (Giantama et al., 2024). Issues such as injustice in access to education, low abilities in reading, writing, and arithmetic among students, and the quality of teachers being far from expectations are real problems that need to be addressed immediately (Eskasasnanda & Dwiningrum, 2022). If these issues are not addressed thoroughly, the education system in Indonesia could sink even deeper and then it will be difficult to compete on the international stage (Rivai Veithzal, 2013). High-quality education constitutes a fundamental foundation for national advancement, which in turn fosters the development of highly competitive generations (Merawati et al., 2024).

About management, a good practice that could be implemented is the SWOT analysis application. SWOT is a methodology that allows to uncover an organization's internal strengths and weaknesses as well as external opportunities and threats. The method has been successful in the industrial sector and, moreover, in the field of educational management since it helps schools to clarify their situation and explore available resources for potential growth (Suriono, 2021).

SWOT analysis is very helpful for educational institutions in formulating strategies that are suitable with the facts on the ground, utilizing their strengths, while also preparing themselves to face challenges. Decentralization provides more freedom to institutions, but it also requires them to manage themselves professionally, strategically, and oriented towards continuous quality improvement (Fatimah & others, 2017).

The SWOT method is an analytical technique that is often used as an initial step in strategic planning and decision-making in various business units. This technique allows for identifying strengths and opportunities that can be utilized, as well as recognizing

weaknesses and threats that must be addressed. Through this technique, an organization becomes aware of more accurate solutions, can solve problems efficiently, and design strategies based on knowledge. The reliability and accuracy of the SWOT method have been proven through its application not only in the educational field but also in industry and agriculture. Over time, experts have also begun to combine SWOT with various other analytical methods to obtain more comprehensive and precise strategic decisions (Benzaghta et al., 2021).

A real example of the use of SWOT analysis in the field of education can be found in Kediri, East Java, specifically at the Al-Mahrusiyah Institute of Technology (ITAMA). This university is relatively young, having just started operations in 2022. As a new institution, ITAMA certainly faces various internal and external issues and challenges. Internally, there are many things that still need to be improved and developed, ranging from governance, human resources, to facilities and infrastructure. Externally, ITAMA must be able to identify and anticipate various dynamics and expectations of society, especially considering its position as a technology-based university rooted in the pesantren environment. The combination of pesantren values and a technological approach is a strength, but it can also be a challenge in a community that is still unfamiliar with or even concerned about this approach in education. Therefore, in designing a strategic plan for improving the quality of education, ITAMA takes the initial step by using SWOT analysis. This can be clearly seen in the Institute's Strategic Plan (Renstra), where the Renstra details the strengths, weaknesses, opportunities, and challenges faced by the institution. This approach serves as the foundation for tangible steps towards the institution's sustainable development (Renstra, n.d.).

The researcher decided to place the research at the Al-Mahrusiyah Institute of Technology because pesantren, or Islamic boarding schools, in the area tend to be very strict, especially in terms of time management and religious studies (diniyah). There is a prevalent notion that children or students who are going to ITAMA might not have time for regular university courses because of the strict discipline of diniyah studies at the pesantren. It is a unique challenge for the students at the Al-Mahrusiyah Institute of Technology to balance pesantren (diniyah) activities with attending university.

Based on public perceptions, ITAMA is considered as a closed or exclusive campus. This means it is more prioritised for santri or students of the Pondok Pesantren under the care of the Al-Mahrusiyah Foundation or graduates of schools under the foundation's management, rather than for the public. In addition, there is also a perception that students enrolling at ITAMA will be required to follow diniyah or religious activities, which are considered as compulsory for all male and female students (Y. Ayubchan, Interview, September 11, 2024).

The difference between public universities (PTN) and private universities (PTS) is still strongly felt in pesantren, and this largely impacts academic management, access to resources, and overall quality of education. Therefore, the implementation of strategic management becomes very important so that pesantren activities and formal academic programs can run harmoniously. Through structured planning, optimal utilization of resources, as well as regular supervision and evaluation, strategic management not only allows for continuous improvement in the quality of education but can also bridge the gap between PTN and PTS within the pesantren environment (Huda & others, 2024).

Based on the background described above, the author believes that studying the improvement of educational quality through strategic analysis is important and deserves further attention. This need arises because educational institutions, especially in the era of regional autonomy and technological advancement, must continually improve and develop effective strategies to address both internal and external challenges. Therefore, the author is interested in conducting a study titled "*Strategic Planning for Educational Quality Improvement: A SWOT Analysis Approach and Its Implementation at Institut Teknologi Al Mahrusiyah Kediri*". This research aims to provide a clear understanding of how SWOT analysis is applied in strategic planning to enhance educational quality at ITAMA, offering useful insights for future managerial decisions and institutional policies.

2. RESEARCH METHOD

a. Type of Research

This research is intended to become a guide of how the method of a SWOT analysis can be used for strategic planning in the enhancement of educational quality at ITAMA and, thus, to be helpful members of management and school policy.

The researcher takes on the role of a participant observer, directly engaging in the observation process of the subjects being studied. This approach allows the researcher to collect data more thoroughly and accurately, as it involves firsthand experience of the situations and interactions occurring at the research site (Sugiyono, 2013).

In the social context of the institution, the researcher is also part of the community being studied, serving as an active santri under the Al-Mahrusiyah Islamic Boarding School. Since the Al-Mahrusiyah Institute of Technology is under the same foundation, the researcher occupies the position of an insider researcher. This status provides an advantage in building trust with informants and gaining a deeper understanding of the institution's cultural and structural context. Nevertheless, the researcher maintains objectivity and scientific integrity throughout the data collection and analysis process (Wang, 2021).

b. Instrument

This study utilizes primary data consisting of official documents related to the management system at Institut Teknologi Al Mahrusiyah (ITAMA), as well as interviews with the Rector, academic staff, and relevant stakeholders to obtain information pertinent to SWOT analysis and efforts to improve educational quality. Secondary data are drawn from scholarly literature, journals, and books on higher education management theories, serving as the conceptual foundation for the study.

The data collection techniques employed in this study include interviews, observations, and documentation, supported by questionnaires as supplementary instruments to assess the scores of individual factors in the SWOT analysis. The questionnaire survey involved 20 respondents, comprising 10 students and 10 members of the academic staff, with data processing and validation conducted by experts, including lecturers of mathematics courses, to ensure the accuracy of the weighting and ranking of SWOT factors (Ary & Sanjaya, 2020). The researcher collaborated with experts, including lecturers of mathematics courses, to determine the weighting of each factor in the SWOT analysis. The weights were systematically established through expert assessments and subsequently calculated using the average method from questionnaires (Joshi et al., 2015). This approach is designed to provide a comprehensive understanding of ITAMA's internal and external conditions and to formulate appropriate strategies for enhancing educational quality.

c. Data Analysis

Data analysis is a systematic process that involves reviewing, organizing, interpreting, and verifying data to ensure that the research findings hold social, academic, and scientific value. In qualitative research, data analysis begins when the researcher enters the field and continues simultaneously with the data collection process. This study adopts the interactive analysis model proposed by (Miles & Huberman, 1994), which consists of three interconnected stages: data reduction, data display, and conclusion drawing and verification. These stages operate cyclically and continuously throughout the research process.

Data reduction is carried out by selecting, summarizing, and focusing on information that is directly relevant to the research objectives, thereby transforming complex and extensive raw data into a more structured and manageable form. The reduced data are then systematically presented in descriptive narratives and tables to provide a clear and comprehensive overview, facilitating deeper interpretation and analysis. Conclusions are drawn progressively and are continuously verified through additional data collection to ensure consistency, validity, and reliability (Fadilla, 2023).

To ensure the trustworthiness of the findings, this study employs triangulation as a validation technique. Triangulation involves cross-checking data from multiple sources and methods, such as interviews, observations, and documentation, to confirm consistency and minimize potential bias. Through this rigorous verification

process, the research findings achieve a high level of credibility and can be scientifically justified (Astuti et al., 2015).

3. RESULTS AND DISCUSSIONS

For enhancing education quality, it is essential for education providers to adopt the idea of Quality Management systematically and consistently. This is where the idea of Quality Trilogy (or The Juran Trilogy), proposed by Joseph M. Juran, a well-known quality management expert, plays an important role. As per Joseph M. Juran, (Juran, 2003). The management process for quality is basically comprised of three managerial functions: quality planning, quality control, and quality improvement. These functions operate within an integrated system of quality management that acts as the basis for establishing excellent educational organizations (Lutete, 2023).

Juran's theory is consistent with the quality assurance system in the institution of Institut Teknologi Al Mahrusiyah. Quality assurance in the institution is implemented systematically following the cycle of PPEPP. This involves the following steps: Planning, Establishing, Implementing, Evaluating and Improving (Renstra, n.d.).

This cycle is carried out continuously and is integrated into all academic and non-academic processes to ensure that every unit and study program not only meets but also has the capability to exceed the internal quality standards set by the institute, as well as the external quality standards from relevant organizations (Renstra, n.d.).

These periodic evaluations and improvements are conducted to make sure that the contribution of each of the study programs and work units to the realization of the vision, mission, objectives, and other strategies of the institution is efficient. In effect, the quality assurance process in Institut Teknologi Al Mahrusiyah functions not just as an instrument of control but more as a strategy in making this educational institution competitive and of high quality (LED, 2023).

As part of its attempt at improving educational quality, one of the actions carried out by Institut Teknologi Al Mahrusiyah (ITAMA) is through quality assistance in conjunction with the visitation process of DIKTI accreditation assessment. In addition to being used as an external means of evaluation, the process also gives the organization a chance to recognize areas where improvements can be made, capitalize on their strengths, and ensure that the educational and administrative practices are in line with national standards (Y. Ayubchan, Interview, September 11, 2024).



Figure 1. DIKTI assistance in the Self-Evaluation Report process to improve quality and support the accreditation assessment at Institut Teknologi Al Mahrusiyah

As suggested by Juran's trilogy, the first activity to take place for quality improvement would be Quality Planning. The planning could be considered a series of well-designed activities to assure attainment of educational objectives through achieving

alignment between these objectives and the overall vision/mission of the institution. Planning strategy for the institute is an important process through which policies are determined and educational programs are formulated, in an attempt to align available resources (faculty, students, and facilities) with developments in higher education (Wijoyo, 2021).

One of the essential functions of management is planning, which consists of setting objectives and coming up with appropriate strategies for realizing them. In short, planning can be defined as a thought-out process aimed at accomplishing the goals that have been set (Pertiwi, 2018). Planning has a very basic place within management. In fact, planning is considered the primary and perhaps the most important managerial function since other managerial activities like organizing, leading, controlling, and staffing is dependent on the results of the planning process. Planning enables an organization to be ready for the future through determining its objectives and how these objectives can best be achieved.

As per Stoner, "strategic planning" refers to a procedure whereby the organization defines its objectives, formulates appropriate policies and programs for accomplishing the identified goals, and determines methods by which these goals can be achieved effectively." (Stoner, 1995). Under this scenario, the use of strategic planning is evident when the institution utilizes the tool of SWOT analysis in its decision-making process to ensure that its objectives are aligned with its strengths, weaknesses, opportunities, and threats.

Islamically speaking, the strategy may be termed as *siyāsah*. As stated by Imam Al-Ghazali in his magnum opus titled "Ihyā' 'Ulūmuddīn", *siyāsah* means all the actions that are taken to ensure that there is goodness and an orderly society amidst the diversity of social life. According to Imam Al-Ghazali, *siyāsah* does not imply only politics or governance, but any effort which brings organization into social life in relation to *maslahah*. (Al-Ghozali, 2019). According to Imam Al-Ghazali, knowing about the science of *siyāsah* is among the important pillars for an educated individual. With knowledge about *siyāsah*, one would be able to apply sound policies and wisdom, together with devising plans that would ensure the wellbeing of society (Al-Ghozali, 2019).

The idea of strategy in contemporary times, whether in organizational planning, program planning, or SWOT analysis, may be viewed as the realization of the principles of *siyāsah* within the framework of Islam. The objective of all these endeavors is that the institution's being will serve to bring more gains for society. According to Kotler, the process of strategic planning starts with the formulation of the mission of the institution, which forms the basis of defining development directions. After formulating the mission, the next stage is carrying out an environmental analysis of the external environment to establish possible areas where opportunities can be identified as well as those where challenges will arise when setting goals. The third stage will be conducting an environmental analysis of the internal environment, where emphasis is put on the strengths and weaknesses of the institution (Susilawati & Harun, 2017).

The significance of SWOT analysis lies in the identification of four main areas. These areas include the strengths and weaknesses, which concern the internal aspects, as well as opportunities and threats, which have to do with the external factors. By conducting a SWOT analysis, it becomes possible for a particular institution to have a clear picture of its strategic location, thus allowing for specific and measurable goals to be set. Strategies come next, describing how one intends to go about reaching their goals through programs (Susilawati & Harun, 2017). In other words, the use of the SWOT Analysis within an institution basically involves the process by which an institution can make sure that it is able to identify those factors that could influence their success or failure. This is done through the identification of its strengths and weaknesses internally, while at the same time identifying its opportunities and threats externally (Pertiwi, 2018).

SWOT analysis is essentially descriptive in nature and is generally subjective because people may see things differently. For instance, one analyst may view the strengths, weaknesses, opportunities, and threats of the organization differently from another analyst. This is expected because SWOT does not offer immediate solutions to the problems faced by the organization, but only guides in strategizing (Pertiwi, 2018). SWOT analysis is applied through the identification and classification of the elements influencing its four dimensions, and this process is illustrated using the SWOT matrix. In the SWOT matrix, the four major strategies involved in the SWOT analysis include: How strengths can be utilized to exploit opportunities, How weaknesses can be reduced to ensure that they do not act as a barrier to exploiting opportunities, How strengths can be exploited to

counteract threats, and How weaknesses can be managed to ensure that they do not increase risks or create new threat (Machali & others, 2018). This map provides the organization with accurate information and an unbiased outlook to create its future strategy. It is important to plan well, so that when the programs are put into practice in the real world, the organization can adjust according to the dynamics of the situation and optimize its potential, reducing any risk that may exist (Machali & others, 2018).

Step one before performing the SWOT analysis is to identify the method that will be employed, ensuring that the other steps are performed correctly. In SWOT analysis, there are two methods that can be employed: qualitative and quantitative. Qualitative SWOT analysis employs information that is described using words and narratives and not numerals. Quantitative SWOT analysis employs statistical information, and it is often derived from surveys or questionnaires (Machali & others, 2018).

As reported through interviews held with the researcher with the Chairman of the Quality Assurance Committee (LPM) at Institut Teknologi Al Mahrusiyah, responsible for overseeing the quality assurance sector, it can be noted that this institution adopts SWOT analysis as one of the important tools for strategizing purposes. This kind of analysis is done in a qualitative method that stresses the importance of identifying key stakeholders and factors strategically without making use of any quantitative computations. The process is done in a systematic manner as part of the quality assurance mechanism internally within the institution as well as in relation to developing its policies and strategies. This can be seen from the institution's Strategic Plan (RENSTRA), which makes use of SWOT analysis as its core basis in formulating its strategies (Yudi Ayubchan, Interview, September 11, 2024). Having determined the SWOT analysis for the organization, it should be able to decide the approach to be taken according to the four quadrants. Using the computations done in the matrix, the quadrant to which Institut Teknologi Al Mahrusiyah belongs will be known: whether it belongs to Quadrant 1 (strengths-opportunities), Quadrant 2 (strengths-threats), Quadrant 3 (weaknesses-opportunities), or Quadrant 4 (weaknesses-threats) (Abidin et al., 2020).

Based on the presentation by ITAMA and the Strategic Plan (Renstra) documents regarding internal and external strategic factors, the following table presents the SWOT Matrix of Institut Teknologi Al Mahrusiyah:

Table 1. External Factors, Internal Factors, and SWOT Strategy Alternatives at the Al Mahrusiyah Institute of Technology

Internal Factors	
S-Strenght	W-Wakness
- Strategic Study Programs - Competent Educator Resources - Work-Oriented Curriculum - Continuously Developing Library Collection	- Limited Number of Full-Time PhD Lecturers - Limited Funding - Insufficient Number of Field-Aligned Lecturers - New Campus Existence / Emerging Campus Status
External Factors	
O-Opportunities	T-Threats
- Significant Opportunities for Collaboration from Domestic and International Partners - Strategically Located Geographically - Supportive Transportation Access - Dichotomy of Public and Private Higher Education Institutions (PTN and PTS) - Public Trust in Faith-Based Higher Education - Moral Commitment to Continue Education under the Same Foundation - Widely Distributed Alumni of Lirboyo	- The Increasing Number of Public (PTN) and Private (PTS) Higher Education Institutions, Growing by Offering Highly Competitive Study Programs - Government Demands for Higher Education, Particularly Private Institutions (PTS), to Enhance National Competitiveness through Increased Workplace Productivity - Tighter Job Market Competition for Graduates - The Globalization Era and Free Market, Along with the Implementation of the ASEAN Economic Community (AEC), Require Innovation and Creativity from the ITAMA Academic Community
SWOT Strategy Alternatives	
Strategy SO	Strategy WO

- Promotion of Study Programs to Senior High Schools and Vocational High Schools in the Kediri Region - Building Public Trust through Increased Research and Community Service Activities - Implementation of Study Program Promotions Across Indonesia through the Lirboyo Alumni Network - Organizing Mentoring Activities in Schools under the Al Mahrusiyah Foundation as an Effort for Sustainable Development and Strengthening Institutional Relationship	- Enhance the work ethic of faculty and staff through continuous training and capacity-building programs. - Provide full support and recognition to faculty and the academic community to foster an innovative, productive, and self-development-oriented academic climate. - Offer full support to members of the academic community who actively engage in academic activities outside the campus, providing financial assistance, access to relevant information, and logistical support to facilitate their participation and enhance their professional development. Conduct nationwide promotion of study programs by leveraging the network of alumni from Pondok Pesantren Lirboyo, aiming to expand outreach and increase prospective student interest.
Strategy ST	Strategy WT
- Enhancing Network Infrastructure to Support the Smooth Implementation of Technology-Based Learning, Research, and Administrative Processes - Improving Field-Based Academic Competencies for Both Lecturers and Students - Implementing Scholarship Programs	- Conducting Comparative Studies at Technology-Based Higher Education Institution - Designing Collaborative Programs with Advanced Universities, Locally, Nationally, and Internationally, to Improve the Quality of Education, Research, and Institutional Development - Collaborating with Legally Established Foundation-Owned Enterprises (BUMY)

For SWOT analysis to provide clear direction in institutional planning aimed at improving the quality of education, it is essential that the analysis accommodates indicators of educational quality based on the definition of education in Law No. 20 of 2003 concerning the National Education System, Chapter I, Article 1, Paragraph 1, which states: *“Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, as well as the skills necessary for themselves, society, the nation, and the state.”* (Law No. 20, 2003). Based on this definition, it can be concluded that SWOT analysis accommodates the planning for improving the quality of education. This is evidenced in the institution’s Strategic Plan (Renstra), which explicitly states that one of the quality goals to be achieved is the quality of education (Renstra, 2022).

The second step that needs to be taken after the identification of the strategic factors via the SWOT analysis method would be the evaluation of each individual factor using the IFE and EFE matrices. This means that the IFE matrix would help to analyze the strengths and weaknesses of the institution itself, while the EFE would analyze its opportunities and threats (Febriantoro, 2018). To identify the weight of each variable in the SWOT analysis, the researcher worked with professionals like lecturers of mathematics classes. The weight was calculated based on their assessment and then determined using the averaging method of questionnaires (Joshi et al., 2015). This approach ensures that the resulting scores are objective, valid, and academically accountable.

In this process, each of these strategic factors is then given a weight and rating. Weights represent the importance of each of the factors, whereas ratings show how well an institution performs regarding those factors. These weights and ratings are determined based on the outcomes of the survey or questionnaire conducted among respondents from the academic community of Institut Teknologi Al Mahrusiyah, involving both the teaching faculty and the student body. Weights range between 1 and 5, with the following interpretation: very low (1), low (2), moderate (3), high (4), and very high (5). For ratings, these are measured on a scale from 1 to 4, which means not strong (1), less strong (2), strong (3), and very strong (4).

Table 2. IFE (Internal Factor Evaluation) ITAMA

	Strategic Factor	Weight	Rating	Skor
Strenght	Strategic Study Programs	0,2	2,8	0,69
	Competent Educator Resources	0,2	2,7	0,65
	Work-Oriented Curriculum	0,2	2,6	0,64
	Continuously Developing Library Collection	0,3	2,5	0,66
	Total	1,0	10,6	2,6
Weakness	Limited Number of Full-Time PhD Lecturers	0,2	2,9	0,69
	Limited Funding	0,3	2,7	0,68
	Insufficient Number of Field-Aligned Lecturers	0,2	2,6	0,62
	New Campus Existence / Emerging Campus Status	0,3	3,0	0,82
	Total	1,0	11,2	-2,8

From the results of the analysis shown in the Table, it is apparent that the Strengths of Institut Teknologi Al Mahrusiyah attained a value of 2.6, which means that the organization is endowed with some internal strengths and potentials that contribute to the enhancement of its quality education. Meanwhile, the score for Weaknesses was found to be -2.8, which implies that there are some weaknesses within the organization that become barriers. It is evident from the comparison that weaknesses are much stronger than strengths. Hence, it is essential to formulate strategies not only to leverage existing strengths but also to address and reduce weaknesses.

Difference in scores suggests a strategic disadvantage as well. While ITAMA may have some strength areas, the prevalence of weaknesses exposes the organization to possible internal threats. Consequently, any strategy that has been devised must focus on not only capitalizing on current strengths but also overcoming weaknesses by developing capacity, improving internal governance, and boosting collaboration between departments. This is because the main objective of SWOT analysis is to strike a balance between internal positives and weaknesses in order to capitalize on external opportunities (David, 2017). Therefore, the scores 2.6 and -2.8 are not just quantitative in nature but act as guides for the strategic orientation of the organization towards capitalizing on its strengths and overcoming its weaknesses. From my interview with ITAMA staff, I have discovered that the main reason behind the prevalence of weaknesses in the organization is that most of its internal factors have yet to be developed. This can be attributed to the fact that it is a new university and, thus, there are certain constraints related to its institutional, human, and administrative resource management.

An additional crucial issue is the distinctiveness of ITAMA being a pesantren institution of higher learning. It is necessary for the students to find a proper balance between their studies that focus on technology and Islamic religion-related activities, which follow a very rigid time schedule. The problem may arise when these activities are poorly coordinated and there are too many assignments for the students to complete; however, the curriculum is not designed properly yet (Y. Ayubchan, Interview, 28 February, 2026).

Here, the institution needs to formulate a mitigation strategy, which is a process or a series of processes formulated to mitigate any negative effects associated with risks or problems before they occur or worsen. The objective here is not necessarily about eliminating the risk but minimizing its effect (Machali & others, 2018). Nonetheless, as discussed earlier, so far, no strategy by any institution has come to light regarding this problem, thus making it vulnerable to persisting weaknesses. (Pertiwi et al., 2025).

Table 3. EFE (External Factor Evaluation) ITAMA

	Strategic Factor	Weight	Rating	Skor
opportunity	Significant Opportunities for Collaboration from Domestic and International Partners	0,1	2,9	0,3
	Strategically Located Geographically	0,1	3,0	0,4
	Supportive Transportation Access	0,1	2,7	0,4
	Dichotomy of Public and Private Higher Education Institutions (PTN and PTS)	0,2	2,5	0,4
	Public Trust in Faith-Based Higher Education	0,1	2,5	0,4
	Moral Commitment to Continue Education under the Same Foundation	0,2	2,5	0,4
	Widely Distributed Alumni of Lirboyo	0,1	2,4	0,3
	Total	1,0	18,5	2,6

Threats	The Increasing Number of Public (PTN) and Private (PTS) Higher Education Institutions, Growing by Offering Highly Competitive Study Programs	0,2	2,7	0,6
	Government Demands for Higher Education, Particularly Private Institutions (PTS), to Enhance National Competitiveness through Increased Workplace Productivity	0,2	2,5	0,5
	Tighter Job Market Competition for Graduates	0,2	2,6	0,6
	The Globalization Era and Free Market, Along with the Implementation of the ASEAN Economic Community (AEC), Require Innovation and Creativity from the ITAMA Academic Community	0,3	2,5	0,8
	Total	1,0	10,3	-2,6

From the above analysis that was done using the table, it shows that the Opportunities of Institut Teknologi Al Mahrusiyah were rated at 2.6, which means that the institute has good external opportunities, which are categorized as Moderate Opportunities. In essence, it shows that there are great advantages that can be achieved by the institution such as making partnerships, getting external resources or even creating a good name through academic innovation. Nevertheless, it is important to note that even with these opportunities, the institution does not have great capability to utilize them effectively (David, 2017).

On the contrary, there was the presence of medium threats, which gave a threat assessment rating of -2.4, meaning that there were many threats emanating from the environment outside the organization. Such threats, which can include competitive challenges from other firms, changes in regulatory frameworks, socio-economic factors, among others, are considered Moderate Threats (Rangkuti, 2013).

Based on the score of both the internal and external factors, it can be noted that while there are many opportunities present, Institut Teknologi Al Mahrusiyah still faces its own share of threats that must be prepared for using the proper strategy. From the results of the IFE and EFE matrix, it can be determined that their current strategic position is speculative (Permana & others, 2019). In other words, on one hand, there are Opportunities for growth, but on the other hand, there are also Threats that must be carefully monitored (David, 2017). It is important to design responsive strategies to ensure that institutional development continues with a clear and sustainable direction.

The external threats outweigh the opportunities due to the stiff competition among universities, particularly in East Java. Several public and private universities have been operating for quite some time and have better systems and infrastructure; plus, better reputation compared to newer universities such as ITAMA. As such, ITAMA University faces more difficulties competing with other universities to enroll more students. Moreover, any changes in government policy related to higher education, tougher accreditation standards, and the economic state of society may also impact students' interest in attending university. This can be proven through the assertion made by an LPMP employee, which states that new institutions always encounter more problems than opportunities when compared to the environment. They have to try harder to maintain their standards of quality, performance, and educational policies (Y. Ayubchan, Interview, September 11, 2024).

Next, the strategic position of Institut Teknologi Al Mahrusiyah is determined within the SWOT quadrant chart. The quadrants may help to reveal if the company is situated in Quadrant I (Strengths and Opportunities), Quadrant II (Strengths and Threats), Quadrant III (Weaknesses and Opportunities) or Quadrant IV (Weaknesses and Threats). Recognizing the quadrants would allow one to have an overall perspective of how strategic the position of the organization is at this moment and make decisions about further actions accordingly.

The findings from the IFE and EFE matrices shall be put on a SWOT quadrant graph. Here, the X axis is the sum of all internal factors (both favorable and unfavorable) with a value of -0.2, which include the strengths and weaknesses identified using the IFE Matrix (Febriantoro, 2018). On the other hand, the Y axis is the sum of all external factors (both favorable and unfavorable) with a value of 0.1, which include the opportunities and threats identified using the EFE Matrix. Using the coordinates obtained from the calculations of the two axes, a straight line shall be made to determine the positioning of the Institut Teknologi Al Mahrusiyah in the appropriate quadrant.

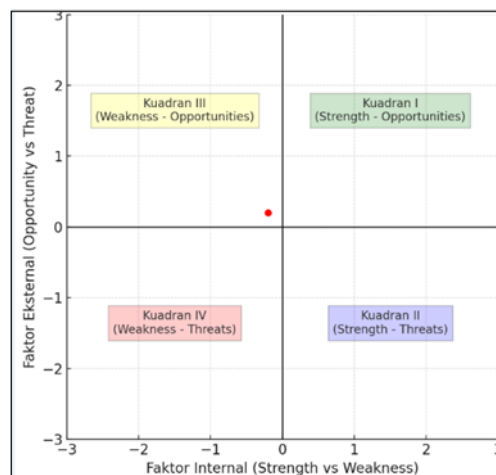


Figure 2. Strategic Coordinate Position of the Al Mahrusiyah Institute of Technology

According to the SWOT quadrant chart above, it can be clearly seen that Institut Teknologi Al Mahrusiyah falls under Quadrant III (Weaknesses – Opportunities). Quadrant III represents the fact that, within the organization, there are several weaknesses; however, at the same time, there exist many opportunities externally, which could assist in improving educational standards. From the analysis above, therefore, the most appropriate strategy that needs to be implemented is the WO (Weaknesses-Opportunities) strategy. The following WO strategies are recommended for Institut Teknologi Al Mahrusiyah:

- Improve the work attitude of faculty members and staff by way of ongoing training programs.
- Extend full support and encouragement to faculty members and members of the academic community that will help in creating an innovative, productive, and development-driven academic environment.
- Provide full support to members of the academic community who are involved in academic activities beyond the campus by giving them necessary financial support, access to information, and other necessary resources.
- Promote the study program throughout the nation by utilizing the existing alumni network of Pondok Pesantren Lirboyo.

From the SWOT Quadrants, Institut Teknologi Al Mahrusiyah is placed in Quadrant III, which is the Weaknesses – Opportunities quadrant. This is a quadrant whereby an organization finds itself with a few weaknesses, but at the same time, has many external opportunities to help improve its performance.

This conclusion is also supported by the findings from the interview with Dr. Melvien Zainul Asyiqien, S.H.I., M.Pd.I., Rector of Institut Teknologi Al Mahrusiyah, wherein he claimed that while the SWOT analysis was carried out, its implementation has yet to be maximized as far as strategy formulation is concerned. He mentioned that since the SWOT analysis had been done, there has never been any significant strategic plan or direction that has been formed based on the SWOT analysis carried out. The analysis was made; however, the follow up has not been planned or developed into any program. However, ITAMA continues to get directives from the Dikti and makes efforts to develop the institution through cooperation both personally and institutionally. ITAMA has partnership with ITS, UNISMA, UNIK, and other universities, especially in East Java (M. Zainul Asyiqien, Interview, June 30, 2025).

This means that despite the carrying out of SWOT analysis, there is no flow in the sense of continuity through the formulation of a sound strategy that is formulated and implemented in the institutional planning framework. This is a basic flaw in the management of the process of educational quality planning, whereby the strategy plays the role of the link between situational analysis and programs. It show that there has been no continuity in the form of a coherent strategy which directs and guides the institutional plan. This poses as one of the main shortcomings in the quality planning management process in education institutions where strategy acts as a link between situation analysis and program implementation.

Nevertheless, from the field studies and interviews conducted with the Rector, it was observed that no concrete steps have been made toward formulating any such strategies in planning documents like the Strategic Plan (Renstra). Therefore, attempts towards better education have been proven to be ineffective and non-strategic. Hence, it becomes important for the organization to base its strategies on the results of the SWOT analysis conducted.

Strategies aimed at enhancing the quality of education provided at ITAMA have not been made contextually adaptable to address the problem that has been encountered by ITAMA students specifically concerning the integration of their pesantren studies and technology classes. Normative recommendations like “improving the promotion” or “facilitating facilities” appear to be less appropriate since they fail to tackle the issue of burnout experienced by the students because of their packed schedule.(Oktaviani & Marsofiyati, 2025).

The internal implementation strategy for ITAMA could experience various issues that require consideration. First, the limited budget and financial resources will be one significant issue since this can impede consistency in the training programs and facility provision. According to (Lubis et al., 2024), The lack of available resources is one of the main barriers to the implementation of organizational policies. Furthermore, reluctance among lecturers and employees to change due to their familiarity with the old system may affect participation. Lack of coordination and communication are also some of the barriers since the implementation of such strategies requires good communication channels.

A further problem is that of managing the alumni network, which is unevenly distributed geographically. The effectiveness of promoting the program and supporting the alumni will depend largely on their involvement as change agents and social capital for the institution (Amalia et al., 2026). Moreover, measuring the true effect of initiatives also poses another challenge that renders evaluation of strategies' effectiveness not entirely objective without concrete performance indicators (Patton, 2014). Finally, disparities in terms of load sharing arising from unequal facility contributions can lead to dissatisfaction within the scholarly community, as explained under the concept of organizational justice (Sutono et al., 2022).

Based on these challenges, some strategies are recommended to minimize costs, optimize existing resources, and maintain balance between pesantren activities and academic courses.

a. Integrated scheduling

Where academic and religious activities are announced and synchronized in one annual academic calendar. This strategy, founded by the time management theory, will minimize the conflict in terms of scheduling and save students from being exhausted as a result of overlapping of activities (Macan, 1994).

b. Consolidating Curriculum

By creating a balanced curriculum, students will acquire skills both academically and religiously (diniyah) without any additional cost but with the help of internal campus resource (Azhari, 2025).

c. Mentoring from the mentor familiar with both sides.

The mentor of each dormitory will guide students concerning the management of their time in participating in both activities. Mentoring in terms of emotional and time management has been proven to benefit students' well-being (Sulaiman et al., 2023).

d. Integration of campus administrators and pesantren administrator

Integrating campus administrators and pesantren administrators in the form of common events, such as seminars, training, workshop, or social activity. This will foster team collaboration and improve communication among units, and minimize conflicts between units (Bryson et al., 2006). Considering that salaf pesantrens usually have strict rules about electronics such as phones or laptops (Pahrurrozi, 2025), this strategy allows campus and pesantren leaders to plan technology use so it supports academic needs without disturbing religious routines. This way, learning can be effective and culturally appropriate for students.

While it can be said that the use of SWOT analysis has not been in line with the suggested SWOT strategy which is WO (Weaknesses-Opportunities), SWOT analysis still has had effects on the organization. One way in which it can be determined that SWOT analysis has been successfully applied in Institut Teknologi Al Mahrusiyah is that there

have been more students who enrolled and got admission into the organization due to increased public trust in the educational quality of Institut Teknologi Al Mahrusiyah. Overall, the total number of active students in three different study programs in Institut Teknologi Al Mahrusiyah was 154 during the 2024–2025 academic year (LED, 2023).

Table 4. Total of Students

Academic Year	Informatics	Information Systems	Civil Engineering	Total Students
2022–2023	6	13	11	30
2023–2024	23	14	14	51
2024–2025	29	21	23	73

Rise in the number of students is proof of how these improvement initiatives through the SWOT analysis have made a positive contribution even without implementing the WO approach. This is because there is an increased interest among the public to place their trust in the quality of education provided by Institut Teknologi Al Mahrusiyah.

In fact, the SWOT analysis results should be considered the basic point in the preparation of improvement strategies for educational quality, in the context of both Strategic Planning and Operational Plan on an annual basis. It is important to guarantee efficiency, effective direction, and accountability of the institution development in academic and managerial aspects. This suggests following the strategy of WO (Weaknesses-Opportunities), since the institution experiences its internal weaknesses together with some external opportunities.

4. CONCLUSION

The implementation of SWOT analysis in planning for the improvement of educational quality at Institut Teknologi Al-Mahrusiyah Kediri has led to the following conclusions:

- Based on the IFE (*Internal Factor Evaluation*) analysis, the Strengths factor of Institut Teknologi Al Mahrusiyah scored 2.6, indicating that the institution possesses several significant internal potentials and advantages that support the enhancement of educational quality. On the other hand, the Weaknesses factor scored -2.8, suggesting that there are internal aspects that still pose obstacles or challenges to institutional development.
- The EFE (*External Factor Evaluation*) analysis shows that the Opportunities factor scored 2.6, indicating that the institution has considerable external prospects to support the improvement of educational quality. Meanwhile, the Threats factor scored -2.4, reflecting significant challenges from the external environment. This places ITAMA in a speculative strategic position.
- The SWOT quadrant mapping indicates that Institut Teknologi Al Mahrusiyah is positioned in Quadrant III (*Weaknesses–Opportunities*). This quadrant shows that, internally, the institution still faces various weaknesses; however, at the same time, there are substantial external opportunities that can be leveraged to support educational quality development.
- Field findings reveal that the Quadrant III (*Weaknesses–Opportunities*) strategy has not yet been concretely formulated in planning documents such as the Strategic Plan (Renstra). As a result, efforts to improve educational quality have been inefficient and less well-directed.
- Based on the research findings, strategies for improving the quality of education at ITAMA have not yet been contextual and adaptive to the unique challenges faced by students, particularly regarding the balance between diniyah (pesantren) activities and technology courses.
- Although the implementation of SWOT analysis at Institut Teknologi Al Mahrusiyah has not fully aligned with the recommended WO (*Weaknesses–Opportunities*) strategy, the analysis has nevertheless produced tangible impacts. One indicator of the successful application of SWOT analysis is the increasing number of students enrolling and being admitted to the institution. This reflects growing public confidence in the quality and prospects of the education offered by Institut Teknologi Al Mahrusiyah.

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