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**SWOT Analysis-Based Strategic Management in Improving the
Competitiveness of Educational Institutions**

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ABSTRACT :

The increasingly fierce competition in the world of education, especially in Islamic boarding schools, makes the implementation of appropriate strategic management very important to ensure success in improving the quality and competitiveness of the institution. This study aims to formulate strategies to improve the competitiveness of Madrasah Aliyah (MA) Darussholihin Campurdarat Tulungagung through a strategic management approach based on SWOT analysis. The implementation began with the identification and evaluation of internal and external factors affecting the institution through interviews, observations, and documentation studies. The research method used is a qualitative case study to understand the actual conditions of the institution and develop relevant and adaptive strategies. The results of the study indicate that the SWOT analysis shows that the madrasah is positioned in Quadrant I (SO strategy), where internal strengths can be optimally utilized to capture external opportunities. The strategies formulated include developing the quality of learning, innovating flagship programs, optimizing external cooperation, and utilizing information technology. This study fills a gap in research highlighting the use of SWOT in the context of pesantren-based madrasahs. The research results provide applicable strategic recommendations for strengthening the competitiveness of madrasahs amid the demands of globalization and technological disruption.

Key words: *Strategic Management, SWOT Analysis, Competitiveness*

INTRODUCTION

In this era of globalization and increasingly intense technological disruption, strategic management within institutions has become an important aspect of improving the competitiveness of educational institutions. This requires educational institutions to come up with innovative ideas, either through developing their own ideas or by adapting the successes of other institutions. However, the steps to be taken need to be tailored to the characteristics, situation, and needs of each institution so that the innovations implemented can run effectively in accordance with the school environment. In formulating these steps, a strategy is needed that can bring the educational institution in line with its objectives, thus requiring planned and structured strategy management through strategic management.

Strategic management, as stated by Fred R. David in a quote by Mimin Yatminiwati, is seen as a combination of art and science in designing, implementing, and evaluating various decisions involving many functions within an organization so that planned objectives can be achieved optimally. Meanwhile, J. David Hunger and Thomas L. Wheelen explain that strategic management

is a series of choices and steps taken by management as a guideline for determining the long-term development of the company.¹ Strategic management can be defined as a process of making fundamental and comprehensive decisions and determining the methods of implementation that have been developed and implemented within an organization or company to achieve its objectives. Strategic management involves several processes, including establishing the vision and mission of the institution, formulating policies and plans to achieve the established goals, and managing and utilizing resources effectively to implement these policies and ensure the achievement of organizational targets.² Thus, the implementation of strategic management is an important step for madrasahs in ensuring that every policy and program is in line with the needs of student quality development and the demands of current educational competition.

Madrasah not only serve as institutions that instill Islamic values, but are also required to produce high-quality graduates with good character and competencies that meet the needs of the times. However, in practice, there is still a gap between this ideal and reality. Ideally, Madrasah Aliyah (MA) is expected to be a leading Islamic educational institution in terms of service quality, student achievement, teacher quality, and school development program innovation. Madrasahs also need to have a strong positioning amid competition with public schools and other educational institutions. However, in reality, several strategic issues are still encountered, such as low enrollment numbers, a lack of flagship programs with market value, limited infrastructure, and suboptimal promotion and institutional partnerships.

To address gaps and community demands, educational institutions must be able to develop comprehensive and sustainable strategies. This includes the ability of madrasahs to analyze their strengths, weaknesses, opportunities, and threats (SWOT), set clear strategic visions and goals, and implement and evaluate them consistently. The application of strategic management based on SWOT analysis provides a basis for consideration in developing appropriate strategies, thereby optimizing strengths and opportunities while minimizing the impact of weaknesses and threats faced by institutions.³ SWOT analysis can help in formulating strategies that are appropriate to the conditions of an institution. The way strategic management works can be explained as follows: if an institution does not manage its strategy, its development will often be reactive and unable to keep up with the dynamics of community needs and competition. Strategic management through SWOT analysis is crucial for enhancing competitiveness across various sectors. By identifying strengths, weaknesses, opportunities, and threats, organizations can formulate effective strategies

¹ Mimin Yatminiwati, *Manajemen Strategi* (Lumajang: Widyagama, 2019), 4.

² Tri Rahayu, "Manajemen Strategis Dan Analisis Swot Dalam Pendidikan," *Idaaratul 'Ulum (Jurnal Prodi Mpi)* 2, no. 1 (2020): 77–89.

³ Maimunah et al., "Manajemen Strategik & Analisis SWOT Universitas Islam Indragiri Propinsi Riau," *Jurnal Ekonomi Manajemen Sistem Informasi* 2, no. 2 (2020): 195–204.

to navigate market challenges and capitalize on their advantages.⁴ This approach has been applied in diverse contexts, demonstrating its versatility and effectiveness in improving competitive positioning.

MA Darussholihin Campurdarat Tulungagung, as one of the Islamic educational institutions under the auspices of the Islamic boarding school foundation, is committed to improving its quality and competitiveness. Despite its potential, such as the boarding school environment, proximity to the community, and strong religious programs, competition with other schools and madrasahs that offer innovative programs remains a challenge. Competition among Islamic educational institutions has intensified in the era of globalization and technological disruption. Many madrasahs face strategic issues such as low enrollment, limited program innovation, and differences in the quality of educational services. The main issue for MA Darussholihin lies in the demand to maintain its Islamic identity based on pesantren while increasing its competitiveness amid competition with public schools and other more modern madrasahs. However, studies on how pesantren-based madrasahs apply SWOT-based strategic management to build competitive advantages are still limited, so this research aims to fill that gap. Previous studies have been conducted more on public schools than on Islamic educational institutions under the auspices of pesantren.

A number of previous studies have shown that strategic management plays an important role in improving the competitiveness of educational institutions. Research by Darsla Dyah Ayu (2024) through a case study at SMK PGRI 2 Ponorogo shows that the formulation, implementation, and evaluation of appropriate management strategies can improve the competitiveness of educational institutions in a sustainable manner.⁵ Similar results were also revealed by Muhammad Khoirul Anam (2024) in his research at SMKN 1 Bendo Magetan, that the implementation of structured strategic management contributes to strengthening the school's competitive position.⁶ However, these studies still focus on public schools, and few have examined how strategic management is applied in Islamic boarding schools through SWOT analysis, using religious potential as the core strength of the institution in facing competitive challenges.

⁴ HaerawanT and Yulius Here Magang, "Analisis SWOT Dalam Menentukan Strategi Pemasaran Alat Rumah Tangga Di PT Impressindo Karya Steel Jakarta Pusat," *Jurnal Ilmiah Manajemen Bisnis* 5, no. 2 (2019): 175–189.

⁵ Darsla Dyah Ayu Anggraeni, "Manajemen Strategi Dalam Meningkatkan Daya Saing Pendidikan (Studi Kasus Di SMK PGRI 2 Ponorogo)" (Institut Agama Islam Negeri Ponorogo, 2024), 117.

⁶ Muhammad Khoirul Anam, "Manajemen Strategi Dalam Peningkatan Daya Saing Lembaga Pendidikan (Studi Kasus Di SMKN 1 Bendo Magetan)" (Institut Agama Islam Negeri Ponorogo, 2024), 120.

Based on statistical data from the Tulungagung Regency Central Statistics Agency for 2023-2024, there are 23 Madrasah Aliyah (MA), consisting of 3 public MA and 20 private MA.⁷ This data indicates the varying levels of quality among educational institutions, which must be managed strategically to improve competitiveness amid the current competition in education. Against this backdrop, strategic management is very important to be implemented at MA Darussholihin Campurdarat Tulungagung to optimize internal potential and adapt to existing external challenges in order to strengthen the institution's competitive position in the era of globalization and technological disruption. Therefore, an in-depth strategic review is still needed to identify the most relevant approach to improving the competitiveness of MA Darussholihin Campurdarat Tulungagung through the strategic management functions also cited by Finy, namely: (1) analysis of the internal and external environment, (2) strategy formulation, (3) strategy implementation, and (4) strategy evaluation.⁸ Based on the above description, this research is important as a scientific basis for institutional development through a systematic and adaptive strategic management approach. This research will identify existing conditions and development opportunities, as well as formulate strategies that need to be implemented to increase the competitiveness of MA Darussholihin. This research is important because it provides a strategic mapping based on the internal and external conditions actually experienced by madrasahs, as well as offering evidence-based strategies that can be implemented by other Islamic educational institutions. Thus, this research contributes to strengthening the literature on strategic management in Islamic education, particularly in the context of pesantren-based institutions.

The characteristics of MA Darussholihin, which is under the auspices of the Islamic boarding school foundation, provide its own managerial dynamics. Religiousness and pesantren culture can be strategic strengths in differentiating the institution, but at the same time, challenges such as limited resources, teacher competence in technology, and competition with more modern public schools are also factors that must be taken into account. Therefore, a comprehensive mapping of strengths, weaknesses, opportunities, and threats is necessary to ensure that the strategies implemented are truly in line with the actual conditions and development needs of the madrasah. The focus of this study is how strategic management is applied to improve the competitiveness of institutions at MA Darussholihin Campurdarat Tulungagung, which is further formulated in an internal and external environmental analysis using the SWOT approach used in the formulation, implementation, and evaluation of strategies to increase competitiveness at MA

⁷ Badan Pusat Statistik, "Jumlah Sekolah, Guru, Dan Murid Madrasah Aliyah (MA) Di Bawah Kementerian Agama Menurut Kecamatan Di Kabupaten Tulungagung, 2022-2023 Dan 2023-2024," 2024, <https://tulungagungkab.bps.go.id/>.

⁸ Finy Muslihatuz Zahro, "Manajemen Strategis Dalam Pengembangan Lembaga Pendidikan Islam Berbasis Pesantren," *Jurnal Manajemen Dan Pendidikan* 4, no. 2 (2025): 21–30.

Darussholihin Campurdarat Tulungagung. The results of this study are expected to provide practical recommendations for strategy development at MA Darussholihin and enrich the study of strategic management in the context of Islamic boarding schools in Indonesia.

Methods

This study uses a qualitative approach. Qualitative research is a research technique that uses narratives or words to explain and describe the meaning of various phenomena, symptoms, and specific social situations. In this approach, the researcher acts as the main instrument tasked with understanding and interpreting the meaning of each phenomenon, symptom, and social situation being studied, so that the results are in-depth and contextual based on the experiences and perspectives of the research subjects.⁹ This study uses a qualitative approach with a case study design because it aims to deeply understand the managerial dynamics of MA Darussholihin in accordance with the socio-cultural context of Islamic boarding schools. The selection of case studies was based on their relevance to exploring strategic processes that cannot be understood solely through quantitative data. This aims to gain an in-depth understanding of the application of strategic management in improving the competitiveness of institutions based on actual conditions in the field. Primary data was collected through in-depth interviews and observations, while secondary data was obtained from official madrasah documents. Data analysis used the interactive model of Miles, Huberman & Saldana, which includes data reduction, data presentation, and conclusion drawing in accordance with the focus of SWOT analysis, so that the SWOT results are truly based on field data, not the researcher's assumptions. Data validity is ensured through source and technique triangulation, rechecking of findings (member checking), and discussions with supervisors to ensure that interpretations remain objective and contextual.

In qualitative research, researchers play a key role. To maintain objectivity, researchers apply several strategies. First, triangulation of sources and techniques, such as interviews, observation, and documentation. Second, member checking to ensure that the information obtained is consistent with the meaning intended by the informant. Third, reflexivity, which is recording potential biases that arise during the data collection process. Finally, intensive discussions are held with supervisors to ensure that interpretations remain consistent with the research context. Through this methodology, the study is able to comprehensively and empirically describe the appropriate strategies for improving the competitiveness of MA Darussholihin. This study shows that the application of SWOT analysis-based strategic management can be a systematic foundation for developing and implementing strategies that are adaptive to the internal

⁹ Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910, <https://doi.org/10.36706/jbti.v9i2.18333>.

and external dynamics of the institution, so that madrasahs can improve their quality and competitiveness in a sustainable manner.¹⁰ This approach helps madrasahs to transform progressively and face the challenges of globalization and technological disruption more effectively.

Result

Strategic management in educational institutions can be understood as a long-term planning process established by top leadership to guide the organization toward achieving its future vision. This planning serves as a guideline for madrasahs in carrying out their mission and managing operational activities to produce quality educational services, while ensuring that the institution's goals and objectives can be optimally achieved through effective interaction with the environment.¹¹ Every institution must have a vision as a form of long-term plan and a form of interaction to realize the vision called a mission, both of which are part of strategic management.¹² The application of strategic management in an educational organization has a significant impact on the achievement of expected goals. Through careful planning, organized implementation, and continuous evaluation, strategic management helps educational institutions optimize the use of resources and face various internal and external challenges. With this systematic approach, all activities and policies within the organization can run harmoniously so that organizational goals can be achieved effectively and efficiently, and have a positive impact on improving the quality and competitiveness of the institution in a sustainable manner.

The strategic management process in improving the competitiveness of educational institutions in this study was aimed at identifying the most appropriate strategy for MA Darussholihin Campurdarat Tulungagung. Therefore, the focus of the study was on analyzing the internal and external environment through a SWOT approach to map the strengths, weaknesses, opportunities, and threats of the institution. The results of this analysis are then used as a basis for formulating madrasah development strategies so that they can adapt to the demands of increasingly competitive education. With this approach, it is hoped that the strategies formulated will be in line with the actual conditions and priority needs of the institution, so that they can become a more focused policy direction in improving the competitiveness of MA Darussholihin in a sustainable manner.

Manajemen Strategi

¹⁰ Miftakhul Jannah et al., "Pentingnya Analisis Swot Dalam Suatu Perencanaan Dan Pengembangan Bisnis," *IJE/SPG Journal* 2, no. 1 (2024): 9–17.

¹¹ Fenty Setiawati, "Manajemen Strategi Untuk Meningkatkan Kualitas Pendidikan Strategy Management to Improve the Quality of Education," *Jurnal At-Tadbir: Media Hukum Dan Pendidikan* 30, no. 1 (2020): 57–66.

¹² Altaf Syaquy Iqbal Saifani, Andriyani, and Nurmalia Lusida, "Strategic Management In Improving Education Quality," *Jurnal Ilmiah Edukatif* 10, no. 1 (2024): 122–135, <https://doi.org/10.37567/jie.v10i1.3253>.

Strategic management is understood as a combination of skills, technical approaches, and scientific foundations in formulating, executing, and evaluating functional decisions within organizations, both business-oriented and non-business-oriented. This process is inseparable from the ever-changing dynamics of the internal and external environment, so that strategic management serves to provide the organization with the ability to adapt in order to continue moving towards its predetermined goals. According to Rothaemel, as quoted by Fadhli, strategic management is understood as a comprehensive branch of management because it encompasses the processes of analysis, formulation, and implementation of strategies aimed at building competitive advantage for an organization.¹³ Strategic management plays a very important role, whereby the formulation process always takes into account the location and conditions of the educational institution. Therefore, each institution has a different strategy.¹⁴

MA Darussholihin is an educational institution established in 2019 under the auspices of the Darussholihin Islamic Boarding School Foundation. This madrasah was established at the urging of the students' guardians and the congregation as a continuation of the previous level, namely junior high school. This madrasah integrates a general and religious curriculum with character building based on pesantren values (Interview). In its development, the institution continues to strive to improve quality and competitiveness amid increasingly intense educational competition. MA Darussholihin has a vision as a long-term plan and a form of interaction to realize the vision, which is called the mission, where both are part of strategic management. The following researchers present the vision and mission of the institution (Documentation):

Vision: To prepare a generation of Muslims who are knowledgeable, moral, and globally minded, based on faith and piety.

Mision : (1) Educating students through the provision of quality madrasah education, (2) Equipping students to develop their lives as Muslims who are faithful, pious, and charitable, as well as noble in character, (3) Guiding students to acquire experience, knowledge, skills, and commendable attitudes that are useful for their personal development, (4) Building strong and resilient character in facing various obstacles and challenges of the times.

MA Darussholihin Campurdarat Tulungagung has a number of flagship programs designed to prepare students to compete and contribute actively in society. Programs such as entrepreneurship, tahfidz, computers, sports, sorogan kitab kuning, and leadership not only strengthen academic and religious aspects, but also shape the character and leadership skills of

¹³ M Fadhli, "Implementasi Manajemen Strategik Dalam Lembaga Pendidikan," *Continuous Education: Journal Of Science And Research* 1, no. 1 (2020): 11–23.

¹⁴ Andia Ro'isatul Vitri, Sulistyorini, and Chusnul Chotimah, "Manajemen Strategik Berbasis Analisis SWOT Dalam Meningkatkan Mutu Pendidikan Di MTSN 3 Tulungagung," *Indonesian Journal of Islamic Educational Management* 6, no. 1 (2023): 17–24.

students needed to lead various social and religious activities in the future. These flagship programs are an important foundation in equipping students with holistic competencies in line with the demands of the times.

In addition, the madrasah also provides various extracurricular activities that greatly support the development of students' potential, interests, and talents in a comprehensive manner. Some of these extracurricular activities include agribusiness management, horticultural post-harvest management, culinary arts, fashion design, computer engineering, flag ceremony, pencak silat, hadrah, and various religious practices that strengthen spiritual values and togetherness. The diversity of these extracurricular activities aims to provide students with ample space for self-development so that they can find the field that best suits their interests and talents, which will also support their readiness to enter the workforce and play an active role in the social community. In terms of facilities, MA Darussholihin has developed an adequate learning environment to support the educational process optimally. The available facilities include comfortable classrooms, well-equipped computer and practice laboratories, a greenhouse for applied agricultural science, a mosque as a center for religious activities, and a sports field that supports physical activities and the development of students' athletic talents. These facilities not only support academic and non-academic activities, but also create a conducive and enjoyable learning atmosphere, thereby increasing students' overall motivation and academic achievement.

Environmental Analysis

SWOT Analysis

Formulating strategies can be done by identifying the strengths, weaknesses, opportunities, and threats of an institution through SWOT analysis, so that the resulting strategies are targeted and effective in facing various challenges. SWOT analysis uses an approach that emphasizes the optimal utilization of strengths and opportunities, while minimizing weaknesses and threats. The process of strategic decision-making in educational institutions is always related to the development of missions, objectives, strategies, and policies.¹⁵ There are two factors that influence SWOT analysis, namely internal factors and external factors. Internal factors originate from within the institution or organization and consist of two components, namely strengths and weaknesses. If strengths exceed weaknesses, these two components will have an optimal positive impact on the institution. Thus, institutions with strong internal strengths will operate more effectively and

¹⁵ Diningrum Citraningsih and Rz. Ricky Satria Wiranata, "Analisis SWOT Pembelajaran Daring Era Pandemi Covid-19 Pada Sekolah Dasar," *Humanika* 22, no. 1 (2022): 21–40, <https://doi.org/https://doi.org/10.21831/hum.v22i1.47092>.

produce higher quality research analysis. Meanwhile, external factors originate from outside the institution or organization and consist of two components, namely opportunities and threats. Institutions or organizations will have opportunities for sustainable development when the opportunities available are greater than the threats from the external environment. Conversely, if the threats exceed the opportunities, this can have a negative impact on educational institutions.¹⁶

SWOT analysis is a strategy used to address issues in education by assessing the strengths and weaknesses of the internal environment as well as the opportunities and obstacles arising from the external environment.¹⁷ As in the case of MA Darussholihiiin Campurdarat Tulungagung. The following is an explanation of the four factors at MA Darussholihiiin Campurdarat Tulungagung (observations and interviews):

Strength

Strength is an internal positive condition that gives educational institutions a competitive advantage over their competitors. This strength comes from their resources and efforts, becoming the main differentiator between one educational institution and another, thereby creating added value in the eyes of the community. MA Darussholihiiin, which is under the auspices of an Islamic boarding school, offers a unique and conducive learning environment because it is far from the negative influences of the outside world, allowing students to be more focused and comfortable in the learning process. The presence of professional and competent teaching staff further strengthens the quality of education provided, ensuring that each student receives optimal academic guidance and character building. All teaching staff are Bachelor's degree graduates. In addition, the school provides a variety of extracurricular activities, which not only enrich the learning experience, but also help develop the potential and interests of students as a whole. Complete and supportive facilities and infrastructure facilitate learning and teaching activities, creating an ideal atmosphere for effective learning. In this regard, Madrasah Aliyah (MA) has a function similar to that of a Vocational High School (SMK), which is to prepare young people to face the world of work with relevant skills and knowledge through madrasah programs, so that graduates can immediately enter and contribute productively to society and industry.

Weakness

Weaknesses are negative conditions that originate within educational institutions and have the potential to damage their image or reputation. These weaknesses reflect various shortcomings in schools or madrasas, whether in terms of resources, management, or learning processes.

¹⁶ Misba Huddin, "Manajemen Strategi Analisis Swot Dalam Menghadapi Persaingan Bisnis Pada Bmt Nu Pusat Gapura Sumenep," *Jurnal Al-Idarah* 2, no. 1 (2021): 91.

¹⁷ Mashuri and Dwi Nurjannah, "Analisis SWOT Sebagai Strategi Meningkatkan Daya Saing," *Jurnal Perbankan Syariah* 1, no. 1 (2020): 97–112.

Therefore, it is very important for educational institutions to recognize and understand these weaknesses so that they can formulate appropriate strategies or measures to reduce their negative impact. Thus, existing weaknesses do not become obstacles, but can be improved and even developed into strengths that support the progress and success of the institution in the future.

MA Darussholihiiin faces several limitations that affect the implementation of learning and student development. One of these is the limited use of information technology as a medium for communication and learning, resulting in students having insufficient access to keep up with the latest developments in technology and information. In addition, limited operational funds are also a serious obstacle, especially since this school has a skills-based program equivalent to a vocational high school (SMK), but the available funds are insufficient to support these activities optimally. Another factor that affects the effectiveness of learning is the time divided between Islamic boarding school activities and formal learning, so that students' learning time is shorter than the ideal hours, which are usually from 7:00 a.m. to 2:00 p.m. However, at this institution, classes only take place between 8:30 a.m. and 11:30 p.m., so the allocation of time for learning is more limited and can have an impact on achieving maximum learning outcomes.

Opportunity

An opportunity is a situation or condition that occurs now or in the future that has the potential to bring benefits to schools or madrasas. These opportunities arise from external factors outside the institution, such as technological developments, community needs, government policies, or cooperation with other parties. If educational institutions are able to recognize and utilize these opportunities appropriately, they can reap great benefits. These benefits can include the continuity of the institution's operations, improvements in the quality of education, and the realization of a better and more sustainable future for the school or madrasah. In short, opportunities help institutions grow and survive in the face of competition and environmental changes.

MA Darussholihiiin has various opportunities that can be utilized to improve its quality and sustainability. One of them is the cooperation established with relevant institutions, both government and private, which can open access to resources, training programs, and technical support for madrasah development. In addition, the increasing public interest in education that promotes religious values is an important asset in strengthening the position of madrasahs as the first choice for families who want religious education. Support from the government is also a crucial factor, including policies and funding specifically aimed at strengthening madrasahs, so that these institutions can operate more optimally. Furthermore, in the context of the moral crisis experienced by the younger generation today, madrasahs and Islamic boarding schools are a

relevant solution because they are able to provide the education and character building that is so badly needed by society. This makes madrasahs not only formal educational institutions, but also centers for moral and spiritual development that provide answers to the challenges of the times.

Threat

Threats are external conditions that have the potential to cause harm and negatively impact the sustainability and future of schools or madrasahs. These threats can arise at any time, both now and in the future, and need to be taken seriously by school administrators. Some of the main challenges currently faced by educational institutions include globalization, which brings rapid change and increasingly fierce competition; diverse socio-cultural influences that can affect student values and behavior; and developments in information and communication technology that require adaptation in order to keep up, while also posing a source of disruption if not managed properly. Therefore, educational institutions must be able to recognize and anticipate these threats in order to remain viable and continue to develop.¹⁸

MA Darussholihii currently faces various external threats that could potentially affect the institution's continuity and development. Competition with other private madrasahs is a major challenge that requires each institution to continuously improve the quality of education and services in order to remain attractive to prospective students. In addition, frequent changes in education policy can cause uncertainty and require rapid adjustments in madrasah management and curriculum, thus requiring preparedness from all parties involved. Another factor of concern is the unstable fluctuation in the number of applicants from year to year, which often depends heavily on the reputation of the Islamic boarding school that oversees the madrasah. This dependence means that madrasahs must maintain and improve their positive image in order to consistently attract public interest and ensure the long-term sustainability of their education.

From the explanation above, it can be seen that there are four parts to SWOT analysis. Below, the researcher presents the results of the SWOT analysis on MA Darussholihii Campurdarat Tulungagung:

Table 1. SWOT Analysis of MA Darussholihin Campurdarat Tulungagung

Internal Strengths	External Opportunities
<ol style="list-style-type: none"> 1. A unique and conducive learning environment under the auspices of an Islamic boarding school, far from negative outside influences. 2. Professional and competent teaching staff who improve the quality of learning and character building for students. 	<ol style="list-style-type: none"> 1. Cooperation with relevant agencies (government and private) that provide access to resources and technical support. 2. Increased public interest in religious education as a means of strengthening the position of madrasahs.

¹⁸ Vitri, Sulistyorini, and Chotimah, "Manajemen Strategik Berbasis Analisis SWOT Dalam Meningkatkan Mutu Pendidikan Di MTSN 3 Tulungagung."

3. A variety of extracurricular activities that support the development of students' potential and interests in a comprehensive manner.	3. Government support through funding specifically allocated for strengthening madrasahs.
4. Complete facilities and infrastructure that facilitate the learning process.	4. The role of madrasahs and Islamic boarding schools as a solution to the moral crisis among the younger generation by providing character education.
5. The role of Madrasah Aliyah (MA), equivalent to vocational high school, in preparing graduates to be job-ready with relevant skills.	5. The existence of increasingly advanced information media.
Weaknesses	Threats
1. Limited access to information technology, resulting in students falling behind in technological and information developments.	1. Competition with other private madrasah institutions
2. Limited operational funds, particularly for vocational skills programs that require higher costs.	2. Changes in education policy that can cause uncertainty and require adjustments
3. Limited learning time due to the division between boarding school activities and formal learning, resulting in learning time being shorter than the ideal number of hours.	3. Fluctuations in the number of applicants, which are highly dependent on the reputation of the pesantren

Based on the results of a SWOT analysis using a qualitative approach, MA Darussholihiiin has demonstrated many strengths and opportunities that contribute to the effectiveness of improving the quality of education, which ultimately has a positive impact on the institution. This is reflected in the increasing number of students each year, which indicates the level of public trust in the quality of education at MA Darussholihiiin. With a clear vision, mission, and commitment to improving the quality of education and character building, MA Darussholihiiin has been able to position itself as an institution that is sought after and trusted by the community, thereby maintaining and increasing the institution's competitiveness. The SWOT analysis step using a qualitative approach begins with data collection through interviews, documentation, and observation. Once all information that has an impact on the organization has been collected, it is necessary to map all the information gathered, resulting in four alternatives. In this way, the institution can determine the right strategy based on a deep understanding of internal and external conditions. The following is the SWOT matrix:¹⁹

Table 2. SWOT Analysis Matrix Model

Internal	Strengths (S)	Weaknesses (W)
External	SO Strategy (Strategy that uses strengths and exploits opportunities)	WO Strategy
Opportunities (O)		

¹⁹ Freddy Rangkuti, *Analisi SWOT Teknik Membedah Kasus Bisnis* (Jakarta: Ikrar Mandiriabadi, 2009), 31.

		(Strategy that minimizes weaknesses and exploits opportunities)
Threats (T)	ST Strategy (Strategy that uses strengths and overcomes threats)	WT Strategy (Strategy that minimizes weaknesses and avoids threats)

The SO (Strengths-Opportunities) strategy directs organizations to utilize their internal strengths to seize existing opportunities. The ST (Strengths-Threats) strategy emphasizes the utilization of organizational strengths as a basis for achieving goals while facing and overcoming external threats. The WO (Weaknesses-Opportunities) strategy focuses on identifying weaknesses that need to be improved or developed in order to better capitalize on opportunities. Meanwhile, the WT (Weaknesses-Threats) strategy requires organizations to be more cautious and vigilant in executing their plans in order to overcome weaknesses and avoid threats that could hinder the achievement of objectives. After this, weighting is carried out. Weighting of internal and external factors that affect the performance of educational institutions, with several steps, namely 1) identifying each factor, 2) calculating the strengths, weaknesses, opportunities, and threats of each factor, 3) summarizing the calculations and then entering them into a quadrant matrix, 4) assessing the position of the organization, 5) determining strategies for growth. The diagram for determining the strategy is as follows:

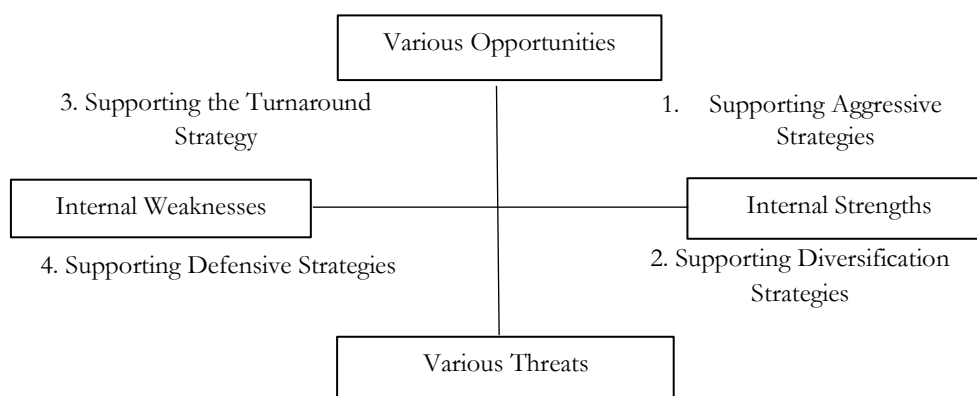


Figure 1. SWOT Analysis Diagram

In SWOT analysis, the first quadrant describes a very favorable condition where the organization has strengths and opportunities that can be leveraged to drive aggressive growth. The

second quadrant shows a situation where the organization has internal strengths but faces external threats, so a long-term diversification strategy needs to be implemented to continue to take advantage of opportunities. The third quadrant represents conditions with great opportunities but internal constraints, so focus must be given to reducing internal problems in order to seize those opportunities. Meanwhile, the fourth quadrant is the most difficult situation where the organization faces weaknesses and threats simultaneously, requiring caution and strict risk management strategies to avoid setbacks.

The SWOT analysis process is carried out by first determining the factors that constitute strengths and weaknesses in the first column, then assigning a weight to each factor using a scale ranging from 1.0, which means very important, to 0.0, which means not important, with the provision that the total weight of all factors must not exceed 1.00. in the third column, each factor is rated using a scale of 4 to 1 based on its influence on the organization, where strength variables are given a value from 1 to 4 and weakness variables are given a value from 4 to 1. To obtain the weighted score in the fourth column, the weight is multiplied by the rating of each factor; the fifth column is used to provide notes or explanations for the factor; Finally, all weighted scores in the fourth column are added up to obtain the total weighted score for the organization, which forms the basis for strategic decision-making. To determine what strategies need to be taken by MA Darussholihiiin Campurdarat Tulungagung, it is necessary to weigh internal and external factors, as follows:

Table 3. IFAS MA Darussholihiiin Campurdarat Tulungagung

Internal Factors	Weight	Rating	Score	Description
Strengths				
Unique and conducive learning environment	0,14	4	0,56	An ideal learning environment that is free from noise, pollution, and distractions, and has a comfortable temperature and good ventilation to create a conducive classroom atmosphere.
Professional and competent teaching staff	0,14	4	0,56	The standard for professional and competent teaching staff in madrasahs refers to a minimum academic qualification of a four-year diploma (D-IV) or bachelor's degree (S1)
Adequate facilities and infrastructure support	0,11	3	0,33	The standard of facilities and infrastructure in madrasahs, especially those based in Islamic boarding schools, includes the management of facilities such as classrooms, halls, libraries, dormitories, mosques, sound systems, and other public facilities that must support educational activities effectively and efficiently
The role of Madrasah Aliyah (MA) equivalent to SMK	0,11	3	0,33	Madrasah Aliyah (MA), which is equivalent to Vocational High School (SMK), has an important role in preparing the younger generation to not only have strong religious knowledge, but also practical skills that are ready to be applied in the world of work.

Various extracurricular activities that support the development of students' potential and interests	0,14	4	0,56	Extracurricular standards in Islamic boarding schools include activities organized outside of main class hours with the aim of optimally developing students' potential, talents, interests, personalities, and social skills.
Sub Total				2,34
Weaknesses				
Limitations in the use of information tools for students	0,11	2	0,22	Limited access to information technology, resulting in students falling behind in technological and information development.
Restrictions on learning time (07:30-11:30)	0,12	2	0,24	The standard learning hours at Madrasah Aliyah in Indonesia generally start at 07:00 a.m. with each lesson lasting around 40-45 minutes, ending around 13:00 to 14:00.
Limited operational funds	0,13	2	0,26	Limited operational funds, especially for vocational skills programs that require higher costs.
Sub Total				0,72
TOTAL	1,00		3,06	

Based on this data, the weight of strengths and weaknesses was calculated by dividing the significance level of each factor by the total significance level, so that the total weight was exactly 1.00, with the significance level obtained from interviews, observations, and referring to madrasah standards. The rating results were obtained through interviews with a scale value for internal strength factors given a value from 1 to 4 (the higher the value, the more influential), while internal weakness factors were given a value from 4 to 1 (the higher the value, the more influential). After the internal factors were weighted, the external factors were weighted as follows:

Table 4. EFAS MA Darussholihin Campurdarat Tulungagung

External Factors	Weight	Rating	Score	Description
				Peluang
Cooperation with related institutions	0,14	4	0,56	Cooperation with related institutions (government and private) that provide access to resources and technical support.
Increased public interest in religious education	0,12	3	0,36	Increased public interest in religious education as a means of strengthening the position of madrasah
Government support through funding	0,14	4	0,56	Government support through policies and funding specifically aimed at strengthening madrasah
Moral crisis among the younger generation	0,11	3	0,33	Madrasahs are under the auspices of Islamic boarding schools. Islamic boarding schools play an important role in overcoming the moral crisis among the younger generation through religious education, moral guidance, and comprehensive character development.
Increasingly sophisticated information media	0,11	3	0,33	The existence of sophisticated social media is an opportunity for madrasahs to improve communication, promotion, and learning.
Sub Total				2,14

		Threats		
Competition with other private madrasah institutions	0,14	2	0,28	Competition between private madrasahs is becoming increasingly fierce due to the large number of institutions offering similar quality of education, requiring madrasahs to improve their accreditation, the quality of their teachers and graduates, and student achievement
Changes in education policy that can cause uncertainty and require adjustments	0,11	3	0,33	Frequent changes in education policy can cause uncertainty and require madrasahs to make quick adjustments in order to remain relevant and effective in meeting quality standards
Fluctuations in the number of applicants, which are highly dependent on the reputation of the pesantren	0,13	2	0,39	Dependence on the reputation of the pesantren, which can sometimes fluctuate in attracting students
Sub Total				1,00
TOTAL	1,00		3,14	

Based on this data, the weight of opportunities and threats was calculated by dividing the significance level by the total number of significance levels so that the total weight was always equal to 1.00. These significance levels were obtained from interviews, observations, and Indonesian madrasah standards. The rating results were obtained from interviews using a value scale for internal opportunity factors ranging from 1 to 4 (with 4 meaning highly influential), while for internal threat factors, values were given from 4 to 1 (with 4 meaning highly influential).

After weighting, the quadrant coordinates are calculated to determine what strategy should be implemented. The following are the coordinate calculations:

Total strength score: 2.34, Total weakness score: 0.72, Total opportunity score: 2.14, Total threat score: 1.00. After obtaining this data, the IFAS and EFAS coordinates were determined as follows

Internal analysis coordinates: (total strength score-total weakness score) = $2.34 - 0.72 = 1.62$ (x)

External analysis coordinates: (total opportunity score-total threat score) = $2.14 - 1.00 = 1.14$ (y)

After knowing the calculation results between IFAS and EFAS, the coordinates can be determined.

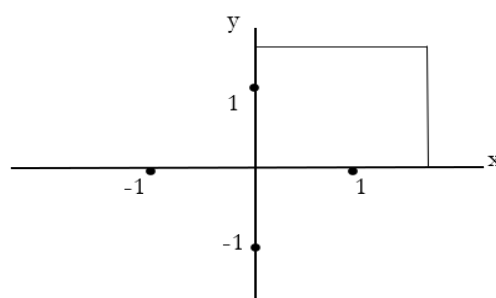


Figure 2. IFAS and EFAS diagrams

Based on the quadrant above, it can be seen that the strategic position of MA Darussholihin Campurdarat Tulungagung is in quadrant 1 (one), which indicates the institution's

readiness to implement an aggressive growth strategy. This strategy is carried out by optimizing the internal strengths of the madrasah while maximizing external opportunities. The analytical relationship between the results and the SO strategy confirms that madrasahs in this quadrant are able to combine internal strengths with existing opportunities to accelerate development and significantly increase competitiveness. The SO strategy was chosen because the strength-opportunity score was dominant compared to the weakness-threat score. This is explicitly stated in the revised version.

Discussion

Enhancing institutional competitiveness through strategic management at MA Darussholihiiin Campurdarat Tulungagung is crucial in facing the increasingly complex era of globalization and technological disruption. Strategic management provides a systematic framework for institutions to establish a clear vision, mission, and objectives, as well as align all activities to achieve these targets effectively and efficiently. With this approach, madrasahs can respond adaptively to changes in the internal and external environment, capitalize on existing strengths and opportunities, and overcome weaknesses and threats that hinder institutional development. This emphasizes that strategic management is not only about long-term planning, but also continuous implementation and evaluation to ensure the success of policies and programs.

The SWOT analysis conducted in this study serves as an important basis for formulating madrasah development strategies. By comprehensively identifying internal strengths and weaknesses as well as external opportunities and threats, MA Darussholihiiin can map out the actual conditions it faces and determine the most relevant and effective strategic steps. The SO (Strengths-Opportunities) strategy that is applied utilizes the madrasah's internal strengths, such as a conducive learning environment and professional teaching staff, to maximize opportunities, including external cooperation and government support. The application of this strategy supports the development of innovations and flagship programs that strengthen the madrasah's competitive position amid increasingly fierce competition in education.

Each strategic program contributes directly to the competitiveness of madrasahs in complementary ways. The pesantren environment strengthens students' character while attracting parents who want a religious education. Professional teachers play an important role in improving service quality and building a positive image for the institution. Flagship programs such as tahfidz, leadership, and skills become competitive selling points that differentiate madrasahs amid competition with other educational institutions. In addition, external cooperation opens up opportunities for funding, training, and competency improvement, which further strengthens the overall position of madrasahs.

Table 5. Strategic Plan Based on SWOT Analysis

External	Opportunities
Internal	SO Strategy
Strengths (S)	<ol style="list-style-type: none"> 1. Utilizing a conducive learning environment and professional teaching staff by implementing programs to improve the quality of learning and character building for students. 2. Optimizing various extracurricular activities as part of the holistic development of students' potential as well as an added value for madrasahs. 3. Strengthening strategic cooperation with government and private agencies through joint programs for access to resources and funding. 4. Strengthening the image of the madrasah by emphasizing its role as a solution to the moral crisis through relevant character education. 5. Utilizing information media and digital technology to expand the reach of promotion and learning innovation.

From the table above, it can be seen that the SO Strategy is a measure that utilizes the internal strengths of the institution to take advantage of external opportunities to increase the competitiveness of madrasahs. With this strategy, madrasahs can optimize their superior resources, such as a conducive learning environment, professional teaching staff, and complete facilities, as well as take advantage of opportunities such as government support, partnerships with related agencies, and increasing public interest in religious education. The SO Strategy focuses on developing comprehensive learning and extracurricular programs, strengthening partnership networks, and utilizing information technology for promotion and learning innovation. Thus, this strategy encourages madrasahs to transform into educational institutions that are adaptive, competitive, and relevant to the needs of the times. Strategic management also requires the involvement of all parties in the institution so that the strategies developed and implemented can be successful. Madrasah leaders must be able to coordinate and direct all ranks, including teachers and staff, to move together in the same vision. Openness in communication and active participation of all elements of the school are key to creating a supportive and innovative work environment. Thus, the application of comprehensive strategic management can foster an organizational culture that is responsive and adaptive to various challenges and changes of the times.

The strategy that emerged from the strengths and opportunities possessed by MA Darussholihin to increase the competitiveness of the institution includes several key steps. First, utilizing the unique and conducive learning environment under the auspices of the pesantren as a key selling point that distinguishes it from other institutions, thereby attracting students and parents who want an education with a religious and character-building focus. Second, optimizing the role of professional and competent teaching staff by continuously developing capacity and

innovation in the learning process and character building of students so that the quality of education improves and graduates have superior competencies. Third, developing a variety of extracurricular activities that support students' potential and interests is carried out as part of a holistic learning strategy that not only focuses on academic aspects but also on the development of soft skills and character, thereby strengthening the madrasah's appeal in the eyes of the community. Fourth, the utilization of complete facilities and infrastructure must be supported by professional management so that the teaching and learning process runs smoothly and effectively, increasing the satisfaction of students and stakeholders. Fifth, utilizing cooperation with related institutions, both government and private, as supporting resources and opportunities for developing innovative programs that can improve service quality and institutional profile.

In addition, the increasing public interest in religious education and government support through funding provide strategic opportunities that can be utilized to strengthen the financial and programmatic position of madrasahs. Madrasahs can also strengthen their role as a solution to the moral crisis among the younger generation by emphasizing character education that is unique and relevant to the needs of the times. Finally, advances in increasingly sophisticated information media are being utilized as a means of effective and innovative communication, promotion, and learning, expanding the reach of madrasahs to be more widely known by the community. With this combination of strategies, MA Darussholihin is able to build sustainable competitive advantages by optimally integrating internal strengths and external opportunities. The implementation of this strategy will enhance the madrasah's image, increase its student base, and strengthen partnerships with various parties that can support the madrasah's development. Overall, systematic and adaptive strategy management based on SWOT analysis will encourage the madrasah to continue innovating and contributing to the competitive world of Islamic education.

Conclusion

Based on the results of the study, it can be concluded that the internal environment of MA Darussholihin Campurdarat Tulungagung is very supportive of increasing the competitiveness of the institution through strengths such as a unique and conducive learning environment, professional teaching staff, and complete facilities. External opportunities such as cooperation with related agencies, government support, and increasing public interest in religious education are strategic supporting factors. The SWOT analysis-based strategic management process is carried out systematically, from formulation and implementation to evaluation, enabling the institution to formulate adaptive and relevant strategies. The SO strategy, which utilizes internal strengths to seize external opportunities, is an effective step in improving the competitiveness of the madrasah.

Overall, the implementation of strategic management with SWOT analysis provides a strong foundation for madrasah development, enabling them to face the challenges of globalization and technological disruption, while maintaining and strengthening their competitive position as high-quality Islamic educational institutions with strong character. Madrasahs need to develop long-term plans based on SO strategies to strengthen institutional differentiation. Local governments and the Ministry of Religious Affairs can use these results as a reference in developing pesantren-based madrasahs. In addition, institutions must invest in strengthening IT, facilities, and teacher competencies in order to maintain the sustainability of these strategies. Periodic data-based evaluations are also very important so that strategies can always be adjusted to the dynamics of the educational environment.

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