

SWOT ANALYSIS OF STRATEGIC MANAGEMENT BASED ON NON-FORMAL SCHOOL IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION

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Abstract:

Al-Kamal Integrated Islamic Boarding School in Blitar plays a strategic role in integrating religious and general education to produce a competitive Muslim generation in the global era. However, challenges such as limited modern facilities and funding become obstacles in improving the quality of education. This study aims to analyze the implementation of strategic management based on non-formal schools in improving the quality of Islamic education in the Islamic boarding school. A qualitative approach with a case study method was used, involving in-depth interviews, participatory observation, and document analysis. The results of the study indicate that the Islamic boarding school has strengths in the form of a strong vision and mission, strategic location, flexible flagship programs, and adequate facilities. However, weaknesses such as dependence on student tuition fees and limited technological facilities hinder further development. Great opportunities such as government support and the increasing trend of public interest in Islamic education provide space for the Islamic boarding school to continue to develop. Threats from competition with other Islamic boarding schools and the challenges of globalization demand more significant innovation. In conclusion, the implementation of strategic management at Al-Kamal Integrated Islamic Boarding School is effective in improving the quality of education by optimizing strengths and opportunities, although improvements are needed in diversifying funding, increasing technological facilities, and adapting the curriculum based on religious and general integration. This study recommends strengthening collaboration with the government, NGOs, and the private sector to support the sustainability of education that is more inclusive and relevant to the demands of the times

KATA KUNCI

Manajemen Strategis, Pendidikan Islam, Sekolah Nonformal, Analisis SWOT.

Abstrak:

Pesantren Terpadu Al-Kamal di Blitar berperan strategis dalam mengintegrasikan pendidikan agama dan umum untuk menghasilkan generasi muslim yang kompetitif di era global. Namun, tantangan seperti keterbatasan fasilitas modern dan pendanaan menjadi kendala dalam meningkatkan kualitas pendidikan. Penelitian ini bertujuan untuk menganalisis pelaksanaan manajemen strategis berbasis sekolah non formal dalam meningkatkan kualitas pendidikan Islam di pondok pesantren. Pendekatan kualitatif dengan metode studi kasus digunakan, yang melibatkan wawancara mendalam, observasi partisipatif, dan analisis dokumen. Hasil penelitian menunjukkan bahwa pondok pesantren memiliki kekuatan berupa visi dan misi yang kuat, lokasi yang strategis, program unggulan yang fleksibel, dan fasilitas yang memadai. Namun, kelemahan seperti ketergantungan pada biaya kuliah mahasiswa dan keterbatasan fasilitas teknologi menghambat

pengembangan lebih lanjut. Peluang besar seperti dukungan pemerintah dan meningkatnya kecenderungan minat masyarakat terhadap pendidikan Islam memberikan ruang bagi pondok pesantren untuk terus berkembang. Ancaman dari persaingan dengan pondok pesantren lainnya dan tantangan globalisasi menuntut inovasi yang lebih signifikan. Kesimpulannya, pelaksanaan manajemen strategis di Pesantren Terpadu Al-Kamal efektif dalam meningkatkan kualitas pendidikan dengan mengoptimalkan kekuatan dan peluang, meskipun diperlukan perbaikan dalam diversifikasi pendanaan, peningkatan fasilitas teknologi, dan penyesuaian kurikulum berbasis integrasi agama dan umum. Studi ini merekomendasikan penguatan kolaborasi dengan pemerintah, LSM, dan sektor swasta untuk mendukung keberlanjutan pendidikan yang lebih inklusif dan relevan dengan tuntutan zaman.

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INTRODUCTION

Improving the quality of education is a challenge that continues to be faced by various educational institutions throughout the world (Nyoman, Jalaludin and Sudana 2024). With the changing times and increasing societal expectations, an appropriate approach is needed to ensure education delivers optimal results for students. The implementation of efficient and effective strategic management has been proven to improve the quality of education in an institution (Nisak and Hermawan 2023). Through strategic management, institutions can analyze existing strengths, weaknesses, opportunities, and threats. One important initial step in planning evaluation and improvement in an educational institution is conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis (Laeli 2021).

Management is often defined as a series of activities encompassing planning, organizing, implementing, and controlling, utilizing human resources and various other resources (Ilaihi 2024). As the entity with the highest authority in facing global change, strategic management serves as an approach to optimally managing resources, aiming to create competitive advantage and support future success (Izzah, Mulyadi, Walid, Padil, & Wahyudin, 2024) To achieve goals efficiently and effectively, the implementation of appropriate strategies is necessary. This strategy encompasses both pre-planned plans and unplanned actions that are considered and chosen for implementation by the organization (Dickson, 2025)

In studying strategic management implemented by Islamic boarding schools, several formal schools in Kunir Village, Wonodadi, Blitar, support it. In this area, there are two large Islamic boarding schools, Al-Kamal and Mahyajatul Qurro'. Formal schools located near these Islamic boarding schools include RA Al-Kamal Kunir, MIN 2 Blitar, MIPK Al-Kamal, SMP Al-Kamal, MTsN 1 Blitar, SMK Unggulan Al-Kamal, and MAN 3 Blitar. The presence of these schools near Islamic boarding schools further strengthens the relevance of the concept of educational development in Indonesia. With the existence of various educational institutions at various levels, ranging from RA (Raudhatul Athfal), MI (Madrasah Ibtidaiyah), MTsN

(Madrasah Tsanawiyah Negeri), SMP (Junior High School), SMK (Vocational High School), and MAN (Madrasah Aliyah Negeri), students not only receive formal education but also deepen their religious knowledge.

Islamic boarding schools, which have long served as centers of Islamic education in Indonesia, play a vital role in shaping students' character, not only academically but also in developing sound morals and ethics. With schools at various levels located near Islamic boarding schools, the integration of general knowledge and religious values can be effectively realized (Ahmad, et al. 2023). This educational system supports consistent character formation and spiritual development in students' daily lives. Locating schools near Islamic boarding schools is considered strategic because it creates a conducive and focused learning environment (Fachrudin 2024). Students not only receive a quality formal education, but also participate in various religious activities such as religious study groups, Quran memorization, and social activities that foster a sense of togetherness and discipline (Intan Nuraeni 2021)

Furthermore, the Islamic boarding school environment, typically located away from the hustle and bustle of the city, creates a more tranquil atmosphere, allowing students to focus more on their learning. The presence of various schools, such as Islamic boarding schools (RA), Islamic boarding schools (MI), Islamic junior high schools (MTsN), junior high schools (SMP), vocational high schools (SMK), and Islamic senior high schools (MAN) within the Islamic boarding school, also provides greater opportunities for the surrounding community to access quality education. With these various levels of education, students do not need to move locations to continue their studies, thus creating continuity in the learning process.

In general, locating schools within Islamic boarding schools (pesantren) is an appropriate step to integrate general and religious education, build good character, and create a safe and supportive learning environment. This step is expected to produce a generation that excels not only intellectually but also morally, spiritually, and socially.

RESEARCH METHODS

This study aims to analyze and identify the concepts of environmental analysis, strategy implementation, and evaluation applied at the Al-Kamal Integrated Islamic Boarding School. To achieve this goal, this study uses a qualitative approach that can uncover existing realities and understand the hidden aspects behind certain phenomena. It is hoped that this qualitative approach will enable theories that emerge inductively from the collected data to be discovered, resulting in a more in-depth and detailed analysis that reflects the overall interaction of factors involved in the case under study (Community 2022).

This type of research is a case study that aims to explore various issues or objects related to a phenomenon. A case study is a qualitative research method that focuses on human understanding and behavior based on relevant values, beliefs, and scientific theories. The method used is descriptive, by describing in detail the

situation and conditions of the research object and explaining variables or conditions in the field within a specific context. This research was conducted between September 23 and 30, 2024, at the Al-Kamal Integrated Islamic Boarding School, Kunir, Wonodadi, Blitar. The research process included the collection, analysis, and interpretation of the data obtained (Muiz, Kurniawan, Miftah, & Fitriyani, 2023)

RESULTS AND DISCUSSION

RESULT

Identification of SWOT Analysis in Improving the Quality of Islamic Education at Al Kamal Integrated Islamic Boarding School

Based on the research findings at the Al Kamal Integrated Islamic Boarding School, the SWOT analysis identification results were obtained as follows:

Table 1. SWOT Analysis Identification		
No	Factor	Analysis
1	Strengths	<p>A strong vision and mission: to produce a generation of faithful, pious, intelligent, and leadership-ready Muslims.</p> <p>Strategic location: integrated with formal educational institutions such as Islamic boarding schools (RA), Islamic elementary schools (MI), junior high schools (SMP), vocational high schools (SMK), and Islamic senior high schools (MAN).</p> <p>Flexible flagship programs: recitation of the yellow book (Kitab Kuning), specialization in nahwu (Islamic grammar), language development, and extracurricular activities.</p> <p>Adequate facilities and infrastructure: classrooms, laboratories, libraries, sports facilities, and arts centers.</p>
2	Weaknesses	<p>Limited modern facilities, such as digital learning media.</p> <p>Operational costs are dependent on student tuition fees (90%).</p> <p>External participation from the government or other institutions remains limited.</p>
3	Opportunities	<p>Government support: Islamic boarding school development programs based on the integration of religious and general knowledge.</p> <p>Information technology: the potential use of e-learning, online libraries, and the digitalization of the learning process.</p> <p>External collaboration: partnerships with educational institutions, companies, and NGOs to support infrastructure development.</p> <p>Trends in the popularity of Islamic education: increasing public interest in Islamic boarding schools based on Islamic values.</p>
4	Threats	<p>Competition with other Islamic boarding schools in the Blitar region that also offer similar quality education.</p> <p>Budgetary constraints to meet operational needs and facility development.</p> <p>Globalization and modernization: the challenge of maintaining a balance between traditional religious education and the demands of global education.</p>

Results Of SWOT Analysis In Improving The Quality Of Islamic Education At Al Kamal Integrated Islamic Boarding School

Based on the results of the SWOT analysis identification above, the quantitative results can be summarized as follows:

Table 2. Quantitative SWOT Analysis Results

No	Faktor	Detail	Bobot (%)	Rating (1-4)	Skor (Bobot x Rating)
1	<i>Strengths</i>	Strong vision and mission	30%	4	1.2
		Strategic location	25%	4	1.0
		Flexible Featured Program	25%	3	0.75
		Adequate facilities and infrastructure	20%	3	0.6
		Total Strengths	100%		3.55
2	<i>Weaknesses</i>	Limited modern facilities	30%	3	0.9
		Reliance on tuition fees	40%	2	1.2
		Limited external participation	30%	2	0.6
		Total Weaknesses	100%		2.7
3	<i>Opportunities</i>	Government support	30%	4	1.2
		Information technology	25%	4	1.0
		External collaboration	25%	3	0.75
		Trends in Islamic education	20%	4	0.8
		Total Opportunities	100%	3.75	
4	<i>Threats</i>	Competition with other Islamic boarding schools	30%	3	0.9
		Budget constraints	40%	3	1.2
		Globalization and modernization	30%	2	0.6
		Total Threats	100%		2.7

DISCUSSION

Strengths

Vision and Mission of the Al-Kamal Integrated Islamic Boarding School.

The vision and mission are the main foundations for managing the Al-Kamal Integrated Islamic Boarding School. The Islamic boarding school's vision of producing a generation of faithful, pious, and intelligent Muslims serves as a guiding principle for all educational activities. A vision is a picture of the future desired by an educational institution, serving as a guide and motivation. With a strong vision, Al-Kamal Islamic Boarding School is able to design educational programs that are

not only oriented towards religious values but also relevant to global challenges (Rahmatullah, 2025)

This Islamic boarding school positions its mission as a direct derivative of its vision, addressing the needs of the times. One mission is to prepare a generation that not only understands Islamic values but also possesses broad insight and global competence. Educational institutions that integrate local values with global demands will be more adaptive to change (Fachrudin 2024). Al-Kamal Islamic Boarding School successfully combines the two through an integrated educational approach.

Furthermore, a clear vision and mission serve as guidelines for strategic decision-making. An effective vision focuses on the institution's top priorities, ensuring a consistent direction for every operational step (Laeli 2021). At Al-Kamal Islamic Boarding School, the vision is not merely a symbol but is also embodied in the curriculum and flagship educational programs.

Commitment to the vision also creates a synergistic work culture among administrators, teachers, and students. A well-internalized vision fosters a sense of ownership and involvement among all parties within the educational institution (Rosadi, Setyaningsih, & Suhardi, 2024). In this context, Al-Kamal Islamic Boarding School actively engages all stakeholders to realize its stated vision.

Ultimately, this vision and mission also serve as strategic communication tools for expanding networks and attracting external support. Institutions with compelling visions and missions are more likely to gain support from the community and government (Regel, Ramasamy, & Pilz, 2022). Al-Kamal Islamic Boarding School utilizes this vision as a selling point to attract prospective students and foster collaborations with various parties.

Strategic Location of Al-Kamal Integrated Islamic Boarding School

The strategic location of the Al-Kamal Integrated Islamic Boarding School is one of the main advantages supporting the implementation of integrated education. Located in Blitar, this Islamic boarding school has easy access to formal educational institutions such as RA, MI, SMP, SMK, and MAN. This strategic location provides a competitive advantage because it allows for synergy between formal and non-formal education (Fachrudin 2024).

The presence of formal educational institutions near the Islamic boarding school provides students with the opportunity to pursue general education without leaving the Islamic boarding school environment. This integration helps students gain a comprehensive educational experience, encompassing both knowledge and religious values (Zayyinah 2024). This makes Al-Kamal Islamic Boarding School uniquely attractive compared to other Islamic boarding schools in the surrounding area.

Furthermore, this strategic location also creates opportunities for increased interaction between the boarding school and the surrounding community. Islamic boarding schools integrated with the local community have a greater potential for social and financial support. (Rosadi et al., 2024) Al-Kamal Islamic Boarding School

actively capitalizes on this opportunity by fostering good relations with the surrounding community.

Placing Islamic boarding schools in areas far from the hustle and bustle of urban areas also offers additional benefits. The calm and controlled atmosphere is highly conducive to effective learning (Fachrudin 2024). This allows students to focus on their education without being distracted by negative outside influences.

Finally, this strategic location supports the creation of an inclusive educational environment. Educational institutions located in easily accessible locations tend to be more inclusive and able to attract students from diverse backgrounds (Laeli 2021). This is evident in the diversity of students at the Al-Kamal Islamic Boarding School, who come from various regions across Indonesia.

Leading Programs Al-Kamal Integrated Islamic Boarding School Has Leading Programs

Al-Kamal Integrated Islamic Boarding School offers flagship programs such as yellow book recitation, nahwu (Islamic grammar), and language development (Arabic and English), which are flexible in responding to current needs. These programs demonstrate the school's innovation in upholding Islamic values while preparing students to face global challenges (Mustafidin, Aliwan, Fahsin, Hakim, & Hidayatullah, 2024) Relevant flagship programs help the school shape a young generation with strong character and a global perspective (N. H. Zayyinah 2024)

The program's strength lies in its flexibility, allowing the school to adapt its schedule to the needs of its students and the surrounding formal educational environment. This flexibility in educational delivery allows the school to increase student participation without sacrificing its traditional essence (Laeli 2021). This ensures that Al-Kamal Islamic Boarding School's programs remain relevant and sought after by the community.

Language development, as one of its flagship programs, provides significant added value. Students' mastery of Arabic and English is a crucial asset for competing in the era of globalization (Fachrudin 2024). The language study program at Al-Kamal Islamic Boarding School not only helps students understand religious texts but also prepares them for the international world.

Furthermore, the study of yellow books and the nahwu study program provide a strong foundation for understanding Islamic sciences. A deep understanding of yellow books is a hallmark of traditional Islamic boarding schools, distinguishing them from other educational institutions. With this combination of programs, Al-Kamal Islamic Boarding School successfully integrates classical traditions with modern demands.(Syarifuddin, 2025)

These programs also provide space for students to develop their individual potential through various extracurricular activities. Extracurricular activities not only help students hone specific skills but also boost their self-confidence(Rahayu & Dong, 2023). With this approach, Al-Kamal Islamic Boarding School ensures that its students excel not only academically but also develop well-balanced personalities.

Weakness

Limited modern facilities

The limited availability of modern facilities, particularly digital learning media, is a major challenge facing the Al-Kamal Integrated Islamic Boarding School. In an era increasingly reliant on technology, educational facilities lacking in technology can hinder effective learning. Adequate information technology facilities are crucial for improving learning effectiveness, especially in the face of the Industrial Revolution 4.0 (Laeli 2021). Islamic boarding schools that fail to integrate modern technology into their curriculum risk being left behind by global educational developments.

This limitation also impacts students' access to distance learning and online learning resources. Many educational institutions in Indonesia have yet to harness the potential of technology to improve educational quality, even though this is crucial for preparing students for an increasingly digital global world. (Hidayat, Jee Young Lee, & Khaerudin, 2022) These limited facilities require Al-Kamal Islamic Boarding School to invest more in technological infrastructure to support digital-based learning programs.

Furthermore, limited facilities lead to a lack of interactive, technology-based learning experiences. Teaching that relies on traditional tools, such as blackboards and textbooks, tends to be unable to accommodate more innovative learning methods. This also impacts the development of students' digital skills, which are increasingly needed in the future workforce (Ayaz, Bashir, Bukhari, & Khan, 2025)

To address this, Al-Kamal Islamic Boarding School must collaborate with external parties, such as government agencies or private organizations, to secure funding to upgrade its technology facilities. Partnerships with the private sector or educational donors can help the Islamic boarding school secure funding for technology upgrades (Fachrudin 2024). This approach can provide the Islamic boarding school with access to better hardware and software.

As a solution, Al-Kamal Islamic Boarding School can also utilize more affordable technology, such as online learning platforms or easily accessible educational applications. The use of efficient and affordable technology can have a positive impact on improving the quality of education without incurring significant costs (Andrade, Padilla, & Carrington, 2024)

Dependence on SPP

The Al-Kamal Integrated Islamic Boarding School's reliance on student tuition fees (90%) to finance its operations is a major weakness. This financing model makes the boarding school highly dependent on the number of enrolled students, which can be affected by a decline in student numbers or economic hardship faced by parents. Dependence on a single funding source makes educational institutions more vulnerable to external changes, such as economic crises or natural.(Juliani, Widayati, & Purwita, 2025) Therefore, it is crucial for boarding schools to develop more diverse and sustainable funding models.

By relying on tuition fees, boarding schools face limitations in improving the

quality of facilities and infrastructure. This reliance on student payments often limits the scope for innovation, as available funds are only sufficient for daily operations and not for long-term development (Fachrudin 2024). This situation impacts the boarding school's ability to meet the evolving demands of the educational landscape, such as curriculum updates or the addition of technological facilities.

A funding model that relies too heavily on tuition fees can also make it difficult for boarding schools to manage funds efficiently. Islamic boarding schools need to explore more diverse funding models, such as seeking donations from alumni or collaborating with the private sector (Laeli 2021). This funding diversification will provide greater financial stability for the school.

In an effort to reduce dependence on tuition fees, Al-Kamal Islamic Boarding School can leverage its own economic potential, for example by developing student-managed businesses. Islamic boarding schools with independent business units, such as cooperatives or product production units, can generate additional revenue for operations and facility development (Sangwa & Mutabazi, 2025)

As a long-term solution, Al-Kamal Islamic Boarding School needs to develop education-based business models, such as skills training programs or additional courses that can generate income for the school. Islamic boarding schools that successfully build an economic ecosystem within their schools will be more independent and able to face future financial challenges (Fachrudin 2024).

Limited External Participation

External participation, whether from the government, other educational institutions, or the surrounding community, remains limited at the Al-Kamal Integrated Islamic Boarding School. This can hinder the development of facilities and infrastructure and improve the quality of educational programs. External support is crucial for the sustainability of educational institutions, as it can assist with funding, program development, and human resource capacity building (Giampietro & Romiti, 2025)

Islamic boarding schools that do not involve external parties in educational planning and development risk becoming trapped in outdated patterns that are less adaptable to current developments. Educational institutions isolated from external networks often struggle to innovate or improve the quality of their education (Fachrudin 2024). Therefore, it is crucial for Al-Kamal Islamic Boarding School to open up opportunities for collaboration with various parties, such as formal educational institutions, NGOs, and the private sector.

Islamic boarding schools must also actively build relationships with the surrounding community to secure social and financial support. A strong relationship with the surrounding community provides significant opportunities for receiving donations, both in the form of funds and infrastructure (Prihatini, Anita, & Havivi, 2025). This will significantly assist in the development of improved educational facilities and programs.

It is also crucial to involve alumni of Islamic boarding schools in the

educational development process. Alumni play a significant role in introducing Islamic boarding schools to a wider network, including the professional and business world (Rohman & Hidayat, 2025). Al-Kamal Islamic Boarding School can leverage its alumni network to develop scholarship programs, internships, and job opportunities for students.

Therefore, Al-Kamal Islamic Boarding School needs to increase its external engagement by actively forging partnerships with other educational institutions and the government. Building strong networks with external institutions will open up more opportunities for improving the quality of education and the sustainability of the Islamic boarding school itself (Laeli 2021).

Opportunities

Government Support

Government support through various programs supporting Islamic education, including the development of Islamic boarding schools (*pesantren*) based on the integration of religious and general knowledge, provides a significant opportunity for the Al-Kamal Integrated Islamic Boarding School (PPS) to improve the quality of its education. Government-supported programs, such as the Educational Operational Assistance (BOP) for Islamic boarding schools and training for teaching staff, can have a positive impact on strengthening the education system in Islamic boarding schools. Strengthening collaboration between Islamic boarding schools and the government allows Islamic boarding schools to gain access to education funds that can improve the quality of facilities and infrastructure and provide training for administrators (Laeli 2021).

Islamic boarding schools that can leverage government support have the opportunity to increase their capacity and educational quality. Collaboration between Islamic boarding schools and the government is crucial for creating quality and sustainable education (Mulyasa 2013). For example, the Al-Kamal Islamic Boarding School can utilize government programs to develop a more relevant curriculum and improve the quality of learning in the areas of technology and language.

Furthermore, the government has also provided support in the form of training for administrators and teaching staff at the Islamic boarding school. Government-sponsored teacher training can enhance modern teaching skills and improve the quality of education in Islamic boarding schools (Fachrudin 2024). With programs like this, Al-Kamal Islamic Boarding School has a significant opportunity to increase its competitiveness with other larger and more established educational institutions.

As a strategic step, Al-Kamal Islamic Boarding School needs to continue building stronger relationships with government institutions to gain greater benefits from various existing policies. Islamic boarding schools that actively collaborate with the government can access more funding and training opportunities, which are crucial for improving the quality of education. (Hasan,

2024)

This opportunity for government support has the potential to increase Al-Kamal Islamic Boarding School's visibility and credibility within the community. Through this assistance, the Islamic boarding school can improve its facilities and enhance the quality of teaching and learning, embracing technology-based learning and curriculum updates.

Utilization of Technology at Al-Kamal Integrated Islamic Boarding School

A significant opportunity for Al-Kamal Integrated Islamic Boarding School lies in utilizing information technology to improve the quality of learning and expand access for students. Currently, the world of education is increasingly dependent on technology to facilitate distance learning, online learning platforms, and the use of educational applications. Adopting technology in education can help create a more interactive and engaging learning environment, enabling students to study independently outside of formal classroom hours (Bakar, 2025).

Islamic boarding schools can capitalize on this opportunity to introduce technology-based learning systems that allow students to access learning materials through online platforms, improve their digital skills, and broaden their horizons. The use of technology in education not only improves the quality of teaching but also helps students acquire digital skills that are highly sought after in the future workforce (Laeli 2021). By using e-learning software and learning applications, Al-Kamal Islamic Boarding School can increase the effectiveness of learning and accelerate the achievement of better educational outcomes.

Furthermore, technology has enabled Al-Kamal Islamic Boarding School to develop a digital library, which provides students with unlimited access to scientific references, read classic texts, and utilize various other learning resources. The development of a digital library at the Islamic boarding school allows students to acquire more knowledge without having to rely on physical teaching materials (Wijaya, Ridho, Hidayati, & Mahdi, 2023) This provides broader access to knowledge, which is crucial for their personal development.

By continuing to leverage technological developments, Al-Kamal Islamic Boarding School can also offer online classes or webinars that connect students with teachers from around the world. Online classes provide opportunities for the Islamic boarding school to access instruction from more competent teachers or experts who may not be physically available. Teaching through online platforms allows the Islamic boarding school to continue to develop despite location constraints (Fachrudin 2024).

The adoption of technology at Al-Kamal Islamic Boarding School is a key factor in creating efficient and relevant learning. Islamic boarding schools that do not adopt technology risk being left behind in terms of educational quality and global competitiveness (Saiz-González, Sierra-Díaz, Cecchini, & Fernandez-Rio, 2025) Therefore, Al-Kamal Islamic Boarding School must utilize technology to accelerate the transformation of education based on digital technology.

Collaboration with External Institutions

External collaboration with formal educational institutions and NGOs (Non-Governmental Organizations) offers significant opportunities for the Al-Kamal Integrated Islamic Boarding School to expand its network and gain support for educational development. Other educational institutions can assist the Islamic boarding school in developing a curriculum that better aligns with global needs, while NGOs can play a role in providing funding or other resources necessary for the development of educational facilities and programs.

Collaboration between Islamic boarding schools and other educational institutions will strengthen the quality of education because the Islamic boarding school will gain access to various resources, including teacher training and technology-based program development (Fachrudin 2024). This collaboration also provides opportunities for students to expand their social networks and gain experience in fields beyond religious education.

Collaboration with NGOs can assist the Islamic boarding school in developing social projects or community-based training that directly involve students. Collaboration with the social sector, such as NGOs, provides opportunities for the Islamic boarding school to engage in broader activities that have a social impact (Mufidah, Maskuri, & Listiyo, 2025). Al-Kamal Islamic Boarding School can capitalize on this opportunity to enhance its reputation in the community and expand its influence.

Furthermore, partnerships with formal educational institutions and the private sector can also open up opportunities for students to participate in internships, skills training, and employment opportunities. Islamic boarding schools that establish strong relationships with external institutions have the potential to provide students with opportunities to gain broader work experience (Machsun, Gusmian, & Faisol, 2025). This collaboration can be an important channel for students to contribute to community development.

Al-Kamal Islamic Boarding School can also leverage this opportunity to develop an entrepreneurship-based education model, which involves practical skills and character development in students. Entrepreneurship-based education can open up significant opportunities for Islamic boarding schools to produce students who are not only knowledgeable in religious studies but also possess the skills needed in the workplace (Fachrudin 2024).

Trends in the Popularity of Islamic Education

The growing public interest in Islamic values-based education, encompassing both religious and academic education, presents a significant opportunity for the Al-Kamal Integrated Islamic Boarding School. Many parents are now prioritizing religious education for their children, in line with the growing awareness of the importance of faith and character in social life. This trend has led to an increasing number of parents choosing Islamic boarding schools as educational institutions for their children, as they provide an education based on strengthening character and morals (Laeli 2021).

Islamic boarding schools that offer integrated Islamic religious education

programs with general education have the potential to attract more students. A curriculum that combines religious and general education can prepare a generation that is better prepared to face the challenges of the modern world, without abandoning strong spiritual values (Malizal, 2025) Al-Kamal Islamic Boarding School already offers such a program, making it more relevant to current educational needs.

This trend also opens up opportunities to improve the quality of education in Islamic boarding schools by introducing programs that appeal to the younger generation, such as project-based learning and character education. The integration of religious education and character values can strengthen educational quality and make Islamic boarding schools attractive to many parents (Fachrudin 2024)

Additionally, the growing popularity of Islamic education also opens up opportunities for Al-Kamal Islamic Boarding School to establish relationships with international Islamic educational institutions, allowing students to participate in student exchange programs or gain access to the latest educational information and techniques. International connections in education can enrich students' insights and experiences, potentially increasing the Islamic boarding school's competitiveness on the global stage.(Tashmatov, Mamazhusupova, & Ergeshov, 2025)

To maximize this opportunity, Al-Kamal Islamic Boarding School needs to continuously improve the quality of its teaching, expand its network, and adapt to changing times. Modern, character-based Islamic education will be increasingly sought after by the public, so Islamic boarding schools need to be ready to innovate to meet this demand (Laeli 2021)

Threats

Competition with Other Islamic Boarding Schools in the Same Area

Competition with other Islamic boarding schools in the Blitar region that also offer similar educational quality poses a threat to the Al-Kamal Integrated Islamic Boarding School. In an increasingly competitive education era, many Islamic boarding schools are starting to improve the quality of their services and facilities to attract more students. This requires Al-Kamal Islamic Boarding School to be more creative and innovative to remain the primary choice for parents seeking religious-based education for their children. This competition between Islamic boarding schools could lead to a decline in the number of students if the schools are unable to compete in terms of the quality of education, facilities, and programs offered (Fachrudin 2024)

To survive the competition, Al-Kamal Islamic Boarding School needs to improve the quality of its education, not only based on religion but also on academic and practical skills. Islamic boarding schools that offer comprehensive educational programs, including life skills, foreign languages, and technical skills, are better able to survive the intense competition (Laeli 2021) Therefore, developing a more diverse curriculum and improving learning facilities will be crucial steps for Al-Kamal Islamic Boarding School.

Furthermore, to win the competition, Islamic boarding schools must strengthen their branding and image. Building a strong brand in education is crucial, encompassing not only the quality of teaching but also the services and facilities offered (Faizin, 2024). Al-Kamal Islamic Boarding School can use this approach to increase visibility and attract more prospective students.

In facing competition, Al-Kamal Islamic Boarding School must also focus on improving relationships with parents and the surrounding community. Islamic boarding schools that actively communicate with parents and listen to their needs tend to be more successful in attracting new students. Therefore, Islamic boarding schools must ensure that parents are satisfied with the quality of education their children receive (Yuliasih, 2022).

Ultimately, this competition provides an opportunity for Al-Kamal Islamic Boarding School to continuously improve its quality. Healthy competition can spur educational institutions to continuously innovate and improve the quality of their services, which in turn benefits both students and the community (Fachrudin 2024).

a. Budgetary Limitations for Facility Development

Budgetary limitations are one of the biggest threats to the Al-Kamal Integrated Islamic Boarding School in its efforts to improve the quality of education. Like many other Islamic boarding schools, reliance on tuition fees as the primary source of funding makes the school's financial management vulnerable to changes in economic conditions. Limited funding can hinder the development of educational facilities, such as technological equipment, comfortable classrooms, and sports facilities (Zahirah & Suhaedi, 2025). Without adequate investment, Islamic boarding schools may struggle to keep pace with global educational developments that prioritize the use of technology and infrastructure upgrades.

To address this threat, Al-Kamal Islamic Boarding School needs to diversify its funding sources. Many Islamic boarding schools have successfully developed scholarship programs or collaborated with donor agencies to obtain funds for facility development (Laeli 2021). By having more funding channels, Islamic boarding schools can reduce their reliance on tuition fees and obtain more stable funding for development.

In addition, Al-Kamal Islamic Boarding School can utilize income from the school's business units, such as cooperatives or product production, to help fund educational facilities. Islamic boarding schools need to seek opportunities to develop economic activities that support their operations, while also providing practical experience to their students (Lestari et al., 2024).

Through efficient and transparent budget management, Islamic boarding schools can prioritize the use of funds for the most urgent facility developments. Careful financial planning and wise allocation of funds will help Islamic boarding schools manage limited resources more effectively (Fachrudin 2024).

Ultimately, with the right strategy, Al-Kamal Islamic Boarding School can overcome these budget constraints and continue to grow despite limited funds. The use of existing funds must focus on developments that can have a direct impact on

improving the quality of education(Widodo, 2025).

Based on Table 2. above, it can be explained as follows:

Strengths Strengths Total Score: 3.55 (80%)

Al-Kamal Integrated Islamic Boarding School has significant strengths, particularly related to its clear and structured vision and mission. This vision, which focuses on creating a generation of faithful, pious, intelligent, and leadership-ready Muslims, provides strong direction for all educational programs. The boarding school's strategic location, which is integrated with various formal educational institutions in the surrounding area, provides a competitive advantage that strengthens the relevance of religious education to general education. The boarding school's flexible flagship programs, while not perfect, demonstrate an effort to accommodate the needs of students with diverse interests and talents. Adequate facilities and infrastructure also support the smooth running of educational activities, although there is room for improvement.

Al-Kamal Integrated Islamic Boarding School's strength lies in the integration of formal and religious education, which has proven effective in shaping the character and academic competence of students. The boarding school's flexible curriculum addresses the demands of changing times (Sholehuddin, Rohman, Wahyudin, Rohman, & Jovani, 2025) The availability of adequate facilities strongly supports the quality of education, although improvements in technology and modern facilities will further enhance this quality. Good educational facilities can improve student motivation and performance in learning(Ikbal, Arianto, & Arif, 2024).

1. Weaknesses Total Score: 2.7 (60%)

Although the Al-Kamal Integrated Islamic Boarding School has clear strengths, there are weaknesses that must be addressed, particularly related to the limited modern facilities, such as digital-based learning media and the reliance on student tuition fees as the primary source of funding. This indicates a lack of resource diversification that can support the independent development of the Islamic boarding school. Furthermore, limited external participation poses a challenge, given that this Islamic boarding school has significant potential to grow with external support.

The main weakness lies in funding, which is still heavily dependent on student tuition contributions, which can limit flexibility in developing facilities and educational quality. Dependence on a single source of funding makes educational institutions vulnerable to economic uncertainty(Ajadi, 2025). Furthermore, limited modern facilities, such as information technology, can impact the quality of teaching. Limited facilities can slow educational institutions' adaptation to technological developments necessary for the teaching and learning process (Martani, 2023)

Opportunities Total Score: 3.75 (93.75%)

Al-Kamal Integrated Islamic Boarding School is in a very advantageous position, with significant opportunities for growth. Government support for the development of Islamic boarding schools, particularly in strengthening curricula based on the integration of religious and general knowledge, offers significant potential. The advancement of information technology opens up opportunities for the digitalization of learning, enabling Islamic boarding schools to offer a more dynamic and modern learning experience. Furthermore, the growing public interest in Islamic education provides greater opportunities for Islamic boarding schools to attract more students.

The greatest opportunity for Islamic boarding schools lies in developing a curriculum that is more relevant to current needs, including the integration of religious knowledge with technology and general knowledge. A curriculum that adapts to technological developments can increase the attractiveness of Islamic boarding schools.(Ulum, Mispani, Jaenullah, & Thohir, 2021)Furthermore, collaboration with government and private institutions can open up opportunities to obtain the funding needed for facility improvements and human resource development. Islamic boarding schools that successfully collaborate with external institutions can more easily access the facilities and training needed to improve the quality of education (Muhthadi, Fauzi, Imron, & Dahari, 2025)

2. Threats Total Score: 2.7 (60%)

The threats faced by Al-Kamal Integrated Islamic Boarding School primarily stem from competition with other Islamic boarding schools that offer similar educational quality and attract the same audience. Budgetary constraints also pose a challenge in meeting operational needs and developing facilities. Furthermore, globalization and modernization of education present their own challenges, as Islamic boarding schools need to adapt quickly to the demands of a more technology-based global education.

Competition with other, more modern or larger Islamic boarding schools poses a serious threat, especially in attracting students. The presence of more competitive Islamic boarding schools could reduce the attractiveness of the Al-Kamal Integrated Islamic Boarding School (Bastian 2021). Budget constraints caused by reliance on tuition fees also make it difficult for Islamic boarding schools to adapt quickly to change. Islamic boarding schools that cannot meet technological demands will struggle to survive in the digital era, given the importance of access to technology in modern education (Dewi 2022).

Based on the results of the SWOT analysis, the quadrants can be described as follows:

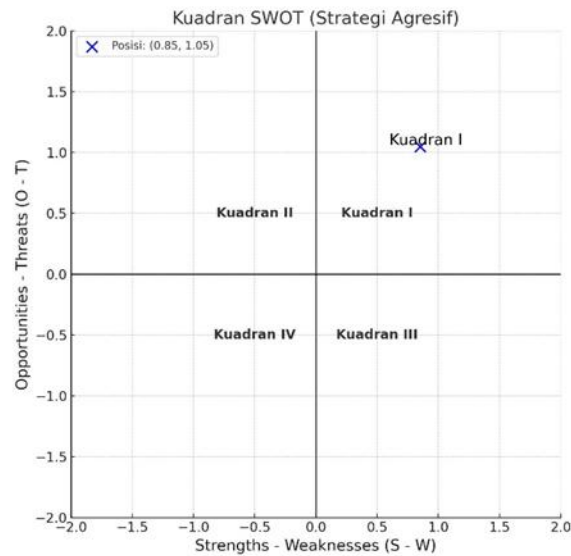


Image 1. SWOT Quadrant of Al Kamal Integrated Islamic Boarding School

Above is a SWOT quadrant image for Al-Kamal Integrated Islamic Boarding School based on the calculation results:

X-axis (S - W): 0.85

Y-axis (O - T): 1.05

The Islamic boarding school's position is in Quadrant I (Aggressive Strategy), indicating that despite a slight reduction in strength, the Al-Kamal Integrated Islamic Boarding School still has significant opportunities for growth by leveraging existing internal and external strengths. Quadrant I indicates that the Islamic boarding school is well-positioned to capitalize on opportunities and address existing weaknesses by leveraging its strengths.

Based on the results of the quantitative SWOT analysis, a strategic plan can be drawn up at the Al Kamal Integrated Islamic Boarding School:

Optimizing Potential

Strengthening the vision and mission is crucial for maintaining the direction of Islamic boarding school development. Islamic boarding schools with a clear vision and a focus on integrating religious and general knowledge can accommodate the needs of a more comprehensive education (Suharti 2020). Optimizing this collaboration will produce students who are not only competent in religious matters but also ready to compete in the workplace and globalization.

Addressing Weaknesses

Diversifying funding sources is crucial to reduce dependence on tuition fees, which only involve a single source of income.(Al-Mursal, Karim, & Azhari, 2025) Dependence on a single funding source makes institutions vulnerable to economic

uncertainty(Prima & Mardiyah, 2025). Furthermore, adapting to developments in educational technology is crucial to ensure the quality of education is maintained. Improving technological facilities will help Islamic boarding schools keep pace with the digital-based global education landscape(Ibadi, Masruroh, & Is’adi, 2024).

Seizing Opportunities

Developing an adaptive curriculum is a strategic step to address the challenges of educational globalization. A curriculum that integrates religious and general knowledge with technology will significantly increase the attractiveness of Islamic boarding schools.(Obilade & Akinsooto, 2025) Furthermore, collaboration with various external parties, both government and private, allows Islamic boarding schools to obtain broader support in terms of facilities and program development. Collaboration with external institutions will accelerate improvements to educational facilities and provide access to higher-quality training (Wahyuni, 2025)

Managing Threats

Competition among Islamic boarding schools is increasingly fierce, and it is crucial for the Al-Kamal Integrated Islamic Boarding School to differentiate itself by highlighting the quality of education that integrates religious and scientific knowledge. A sound marketing strategy can help the boarding school increase the number of students enrolled (Bastian 2021). To survive in the era of globalization, Islamic boarding schools need to quickly adopt technology in their learning and management, which will improve operational efficiency and educational quality (Dewi 2022).

Table 3. Strategic Plans that Need to be Carried Out

No	Strategic Objectives	Required Actions	Implementation Time
1	Strengthening Curriculum and Programs	Developing a curriculum based on the integration of religious and general knowledge and technology; providing training for male and female religious teachers.	1-2 years
2	Financing Diversification	Enhance partnerships with government, NGOs and the private sector for funding.	1 years
3	Facility Improvement	Procurement of technology-based facilities and infrastructure and digitalization of classes.	1-3 years
4	Promotion and Branding of Islamic Boarding Schools	Conduct intensive promotion of the quality of education offered by Islamic boarding schools.	6 months-1 years

CONCLUSION

This Islamic boarding school has a strong vision and mission to produce a generation of faithful, pious, intelligent Muslims who are ready to face global challenges. Other advantages include the boarding school's strategic location,

integration with surrounding formal educational institutions, and flexible flagship programs that support the character development of students, such as yellow book recitation, Arabic and English language development, and extracurricular activities. The boarding school's facilities, although still in need of improvement, are adequate to support the learning process.

However, several challenges remain. The boarding school still faces limitations in modern facilities, particularly digital technology, which is increasingly relevant in today's education. Furthermore, the boarding school relies heavily on student tuition fees as its primary source of funding, making it vulnerable to fluctuations in student numbers. Participation from external parties, such as the government or private institutions, is also limited, despite significant opportunities for such collaboration.

In terms of opportunities, the Al-Kamal Integrated Islamic Boarding School is on a promising path. Government support for the integration of religious and general knowledge, the growing public interest in Islamic-based education, and opportunities to utilize information technology pave the way for further development. However, this Islamic boarding school also faces the threat of competition from similar institutions in the Blitar region, as well as the challenge of maintaining a balance between traditional Islamic education and the increasingly technology-based demands of modernization.

Overall, the Al-Kamal Integrated Islamic Boarding School is strategically positioned to leverage internal strengths and external opportunities to address weaknesses and address existing threats. Through curriculum strengthening, diversification of funding sources, enhancement of technology-based facilities, and collaboration with external parties, this Islamic boarding school has the potential to become a leading model of integrated Islamic education in the era of globalization.

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