

The Strategic Management In Improving Global Competitiveness At State Madrasah: A Quantitative Swot Analysis

Marno ¹, Nur Rahmi Sonia ², Abdul Haris ³

Universitas Islam Negeri Maulana Malik Ibrahim Malang

e-mail : ¹marno@pai.uin-malang.ac.id, ²210106320006@student.uin-malang.ac.id,

³abd.haris@uin-malang.ac.id

Abstract. This research aims to determine the principal's strategy in realizing madrasa competitiveness through an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) at Madrasah Aliyah Negeri 2 Ponorogo. This study employed a qualitative approach using a case study research design. Data was collected through in-depth interviews, observation and documentation. Source triangulation and technical triangulation were used to ensure the validity and reliability of the data. Data analysis was carried out by referring to the concepts of Milles, Huberman and Saldana; data collection, data condensation, data presentation and drawing conclusions. The research results show that the head of Madrasah Aliyah Negeri 2 Ponorogo has implemented well strategic management in achieving madrasa competitiveness. This is proven by the achievement of madrasa targets in accordance with the prepared plans. Apart from that, it can be seen from the results of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis through detailed internal and external factor analysis in the Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS) matrices. The results of the matrix shows that Madrasah Aliyah Negeri 2 Ponorogo is in quadrant 1. This position shows that the madrasa is in development and growth position. Therefore, Madrasah Aliyah Negeri 2 Ponorogo is advised to use a progressive strategy by utilizing the internal strengths of the madrasah to take advantage of opportunities so that the madrasah's global competitiveness is realized.

Keywords. Strategic Management; SWOT; IFAS; EFAS; Madrasah

Abstrak. Penelitian ini bertujuan untuk mengetahui strategi kepala sekolah dalam mewujudkan daya saing madrasah melalui analisis kekuatan, kelemahan, peluang dan ancaman (SWOT) di Madrasah Aliyah Negeri 2 Ponorogo. Dengan desain penelitian study kasus, penelitian ini mengambil pendekatan kualitatif. Prosedur pengumpulan data meliputi wawancara mendalam, observasi dan dokumentasi. Validitas dan reliabilitas data yang digunakan melalui tringulasi sumber dan triangulasi teknik. Analisis data dilakukan dengan mengacu pada konsep Milles, Huberman dan Saldana yaitu pengumpulan data, kondensasi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepala Madrasah Aliyah Negeri 2 Ponorogo telah menerapkan manajemen strategisnya dengan baik dalam mencapai daya saing madrasah. Hal ini dibuktikan dengan pencapaian target madrasah sesuai dengan perencanaan yang telah disusunnya. Selain itu, dapat dilihat dari hasil analisis SWOT melalui analisis faktor internal dan eksternal yang terinci dalam matrik Internal Factor Analysis Summary (IFAS) dan Eksternal Factor Analisis Summary (EFAS). Dari hasil matrik tersebut menunjukkan bahwa Madrasah Aliyah Negeri 2 Ponorogo berada pada kuadran 1, posisi ini menunjukkan madrasah dalam posisi pengembangan dan pertumbuhan. Oleh karena itu, Madrasah Aliyah Negeri 2 Ponorogo disarankan menggunakan strategi progresif dengan

memanfaatkan kekuatan internal madrasah untuk memanfaatkan peluang sehingga terwujud daya saing global madrasah.

Kata Kunci. *Manajemen Strategis; SWOT; IFAS; EFAS; Madrasah*



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A. INTRODUCTION

Education is one aspect of human life today that is profoundly impacted by the increasingly sophisticated and global advancements in Science and Technology (Sonia, 2021). Humans have developed into a global society, technology and information are open which can change rapidly to meet new demands, challenges and threats as a result of advances in science and technology (Mulyadi, 2010). Thus, it resulted in increase in highly competitive human resources committed to pursuing excellence (Arifin, 2018; Widiawati et al., 2019). However, it also emerged some new problems and difficulties. Madrasahs are one component of Islamic educational institutions which also face these challenges and demands (Sutiah, 2016).

In overcoming these obstacles, quality is the secret of success and the most effective form of competitiveness. Anyone who has quality will have many opportunities to succeed (Abin, 2017). Thus, as Islamic educational institutions, madrasahs must formulate effective strategies to ensure efficient management and achieve high-quality education. Thus, as Islamic educational institutions, madrasahs must formulate effective strategies to ensure efficient management and achieve high-quality education (Munandar, 2020). Several studies in the field of international business reveals that organizations employing strategic management tend to outperform those that do not (Albert & Grzeda, 2015; Medina & Encomienda, 2013; Siegel & Leih, 2018). Strategic management enables leaders to better anticipate the future and make informed decisions by having well-planned, directed and clear strategy. Organizations that use strategic management will have clear and simple operational plans and strategic plans so that everyone involved in achieving goals will move in the same direction (Sutomo, 2007).

However, many educational institutions are currently struggling due to inadequate strategic management practices, particularly in Islamic educational institutions, which also specialize in Islamic science and often lag behind general educational institutions. (Khatami & Arifin, 2021; Rokhmiyati, 2018). This can be seen in the results of surveys at school/madrasah educational institutions which show the following views on strategic management. Moreover, only 20 percent of institutions that prepare strategic plans actually implement them, with the remaining 80 percent either not implementing them at all or only partially. Additionally, 90 percent of the activities carried out by school/madrasah institutions are routine and repeated annually. Furthermore, in their preparation, 85 percent of institutions simply imitate or "copy-paste" previous programs. (Machali & Hidayat, 2016; Muhaimin et al., 2012). One of these phenomena is caused by madrasahs experiencing stagnation in their development due to the management's ability to manage schools. Many madrasahs are unable to maintain their excellence because they do not know of their school's

positioning, available strengths and opportunities to leverage, as well as the challenges and obstacles they face. (Medina & Encomienda, 2013).

Additionally, the survey results indicate that only 10 percent of school or madrasah organizational members (stakeholders) actively work towards or act in alignment with the institution's vision. Survey findings regarding institutional vision reveal that seventy-five percent of organizational members are aware that the institution has a vision, with only 15 percent having memorized it. Moreover, only 30 percent comprehend the purpose, content, and vision of the school/madrasah educational organization (Machali & Hidayat, 2016). This can be caused by various factors, including socialization of the institution's vision and mission which is not carried out massively, and the absence of discussions or dialogues regarding strategic plans during meetings. (Sukaningtyas, 2017). One can imagine how a strategic plan, once prepared and formulated, might never be mentioned or discussed regarding its implementation strategy. Previous studies have shown that obstacles to the implementation of strategic management are experienced by many organizations, including business entities. For instance, research conducted by Indrajit et al. revealed that 70 percent of Chief Executive Officer (CEO) failures stem not from strategy formulation, but from implementation (Indrajit & Richardus, Djokopranoto, 2011). This is in line with research results stating that there are four main obstacles that hinder strategy implementation including vision, people, management and human resources (Machali & Hidayat, 2016). Furthermore, the results of the conducted survey reveal obstacles in implementing the prepared strategic management, including the organization's vision and mission have not served as a source and guiding principle in executing organizational strategy (Parakhina et al., 2017). Moreover, contemporary educational management practices are insufficient to address existing developments or anticipate future demands in alignment with the genuine role of education (Mulyasa, 2017).

The various phenomena above indicate that strategic management is not perceived as crucial in implementing organizational activities. However, strategic management serves not only as a foundation, roadmap, or blueprint for organizational implementation but also as a tool for controlling and evaluating the organization's operations. (Yaakob et al., 2019b). This highlights the crucial need for strategic management, as it encompasses the art, techniques, and science of formulating, implementing, and evaluating various organizational decisions. These decisions are constantly influenced by the ever-changing internal and external environment, so that the ultimate goal is achieved. (Akdon, 2007). Strategic management can help madrasahs achieve their goals. This is because many schools are able to achieve their goals effectively due to the strategic management which has been implemented in their school (Widiawati et al., 2019). SWOT is a strategic planning tool that is used as a systematic approach to assist the decision-making process. SWOT analysis can help organizations clearly define their current situation thereby enabling them long-term success by determining the factors that will ensure growth and eliminating factors that lead to failure. Thus, SWOT analysis is very important in developing and determining the right strategy by considering the factors that influence it, both internal and external factors (Büyüközkan & Ilıcak, 2019).

Previous research has carried out research related to strategic management, but strategy as a research field has been largely ignored in the educational literature (Borges et al., 2021; Collins, 2021; Doz, 2020; Holmlund et al., 2020). Most of the previous studies, both theoretical and empirical, regarding strategic management devoted to problems in education are still very limited (Carvalho et al., 2021; Chan, 2018). Research conducted by (Norazman et al., 2023) focuses more on sustainable strategic planning in school infrastructure, especially in school buildings. (Basri et al., 2022; Nurhayati et al., 2021; Sakarina et al., 2022) in their research focuses on managing strategies to improve the quality of education in improving the quality of human resources. Another research focuses more on strategic leadership in improving teacher professionalism through spiritual approaches, decision making and participatory democracy (Sulistiyorini et al., 2022). Additionally, a research seek risk management in strategic planning implementation, including through risk identification, risk measurement, risk control and evaluation (Asyari et al., 2018). This study tries to complement the discussion regarding strategic management of madrasas based on SWOT analysis in developing institutional competitiveness. Thus, this study aims to complement the shortcomings of previous research and provide another view regarding strategic management of madrasas based on SWOT analysis and strategies that can be implemented by madrasas to increase madrasah competitiveness. The role of Islamic educational institutions in improving quality education is very strategic, so that they continue to gain the trust of society amidst demands for change. Therefore, the need for SWOT-based strategic management is very necessary for madrasas to face changes, challenges and opportunities in the future.

Based on this phenomenon, the formulation of the problem raised in this research is a) what are the strengths, weaknesses, opportunities and threats in increasing the competitiveness of madrasas? b) What strategies do madrasas use to build strengths, overcome weaknesses, exploit opportunities and face threats? and c) what alternative strategies can madrasas use based on the results of the SWOT analysis in dealing with madrasah competitiveness? Based on the problem formulation, the aim of this research is to analyze the madrasas' strengths, weaknesses, opportunities and threats, analyze the strategies used by madrasas to build strengths, overcome weaknesses, exploit opportunities and face the threats they have and analyze alternative strategies that can be used by madrasas based on SWOT analysis results in dealing with madrasah competitiveness.

B. RESEARCH METHODS

This study used a qualitative approach with a case study design. According to Creswell, qualitative research aims to explore and understand the meaning that individuals or groups attribute to social problems (Creswell, 2009). The researchers used SWOT analysis at Madrasah Aliyah Negeri 2 Ponorogo to understand the phenomenon under study regarding the internal strategic management of the madrasah to enhance its competitive strength. In determining informants, the researchers employed purposive sampling techniques, including the madrasa head, deputy head, teachers, and staff. Additionally, the snowball sampling technique was used to expand the sample size gradually, akin to a snowball rolling and growing larger. The research process concluded once data saturation was reached, indicating that no new

information was being obtained from informants(Sugiyono, 2017).

Data were collected through in-depth interviews, participant observation, and documentation to explore and utilize the SWOT matrix instrument, encompassing both internal factors (IFAS) and external factors (EFAS). The concepts of Milles, Huberman and Saldana which include data collection, data condensation, data presentation and retrieval conclusion were employed in the technique of deep data analysis in this study. Triangulation, a technique used to check the validity of data by comparing it with other sources or methods, was also employed(Moleong, 2017). To ensure the validity of the researcher's data, triangulation techniques involving both source and method triangulation were utilized.

C. RESULTS AND DISCUSSION

Based on the results of documentation and observations of the madrasa profiles, it was found that Madrasah Aliyah Negeri 2 Ponorogo is one of the top state Aliyah madrasahs with an accreditation of A. It aligns with the madrasa's vision, which focuses on Religious, Excellent, Cultured, and Integrity (RUBI). Madrasah Aliyah Negeri 2 Ponorogo has been recognized by the Ministry of Religion as a leading national academic madrasa since 2021 and was ranked among the top 1000 UTBK madrasahs in 2022, placing at number 630 out of 23,657 high schools across Indonesia. It offers research-focused programs, follows a semester credit system, and provides additional skills training. This is in line with the results of the interview with the head of the madrasa curriculum as follows:

“ The achievements of Madrasah Aliyah Negeri 2 Ponorogo are very diverse, including academic and non-academic achievements at local, national and international levels, such as being champion in arts and crafts at district level, 2nd place in scientific writing at the University of Riau, 1st place in pencak silat at national level, silver medal in OSI English (Indonesian Student Olympiad), 1st place in the National LKTI, silver medal in the national social science invention competition for young Muslim scientists, silver medal in the social science innovation category and more”.

It is supported by the statement of head of student affairs as following:

" International achievements at international level such as silver medals in the International Invention Competition for Young Moslem Scientists (IICYMS), WICE gold medals at MAHSA University Malaysia and many graduates of Madrasah Aliyah Negeri 2 Ponorogo were accepted into favorite PTNs at home and abroad every year. In 2022, there will be MAN 2 Ponorogo students who will successfully receive scholarships at the University of British Columbia. In 2023, there will 6 students who will qualify to study at foreign universities. In fact, two of the female students were accepted at 6 foreign universities and 8 foreign universities and they chose the same campus, namely National Taiwan University”.

Coordinator of ICP Madrasah Aliyah Negeri 2 Ponorogo added:

"In response to global advancements, current madrasahs have developed specialized classes in service management and learning, specifically designed to

prepare students for entering foreign universities. This includes strengthening language skills in English and Arabic, as well as providing additional support courses and mentorship training to ensure that students are ready and capable of enrolling in foreign universities."

The achievement of this achievement is certainly inseparable from the strategic management that has been implemented by the madrasah. As the results of interviews with madrasa heads as follows:

"The achievements and program of achievements cannot be separated from the role of strategic plans that have been formulated and implemented well. Collaboration among all stakeholders, including administrators, teachers, educational staff, students, and parents, plays a significant role. Through strategic planning, the madrasah establishes a roadmap to accomplish its vision and mission."

Based on several interview results, it aligns with the observations made by researchers that there exists a strategic plan document outlining the programs the madrasah will implement in the coming years, along with a document evaluating the program's achievements and follow-up actions. Therefore, strategic planning plays a vital role in the development of the madrasah and serves as its compass to achieve its objectives, enabling it to tackle problems and challenges effectively and better prepare itself for engaging with the global society. This aligns with David's statement that the stages of strategic management encompass reflective strategy formulation to establish organizational desires and goals, implementation of the strategy detailing the steps to achieve objectives, and evaluation of the strategy's effectiveness to assess and adjust performance accordingly. (Hunger & Wheelen., 2008).

Strategic planning is prepared based on assessment organization in strengths, weaknesses, opportunities and challenges and analysis of current and future circumstances. As revealed in the interview with head of the madrasa as following:

"In compiling the strategic plan madrasah the following steps are undertaken, 1) Preparation stage: A team is formed directly by the head of the madrasah to analyze the needs of the madrasah, including evaluating the previous year's graduate output, madrasah accreditation programs, and internal activities to develop the madrasah's profile, 2) formulate and determine madrasah vision and mission , 3) do analysis madrasah environment through SWOT analysis, aligning with with SNP and Madrasah Self Evaluation (EDM) 4) formulating, agreeing on choices for the next madrasah's strategic plan, 5) documenting strategic plan , 6) Translating the strategic plan into operational plans, such as the Annual Work Plan (RKT), 7) Supervise and evaluate plans that have been determined and implemented "

The research results, in line with Kamal's findings, indicate that the stages of strategic planning in a madrasa involve several key steps. Firstly, it entails assessing the organization's readiness for planning. Secondly, it involves formulating the vision and mission, which serve as guiding principles throughout the planning process. Thirdly, there's the implementation of a situational analysis, often through SWOT analysis, to understand the current circumstances. Following this, goals, objectives, and strategies are formulated, and finally, a written plan is compiled to outline the course of action. (Kamal, 2021) . The strategic plan for Madrasah Aliyah Negeri 2 Ponorogo is carefully

developed using the vision, mission, and objectives of the madrasa as a reference to ensure their achievement. This is further elaborated in the strategic plan, which is then translated into daily, monthly, or annual activities outlined in the RKT. This aligns with Pandya's statement that the vision, mission, goals, and core values of an organization are crucial aspects of its existence and play a key role in determining its strategy, structure, and processes (Pandya, 2017). In line with the previous statement, head of curriculum convey that

"Before developing a strategy, the madrasah first carries out an analysis of the internal and external environment which aims to determine the existence of the madrasah so that it can adapt to its needs and determine the program's achievements as a reference in preparing the strategic plan for the following year. The analytical tools used in internal analysis are based on strengths and weaknesses, while external analysis is based on opportunities and threats for madrasahs".

In the research findings, it is highlighted, similar to Limbong's perspective, that analyzing the environment serves as a tool to understand the internal dynamics of the madrasa. This analysis aims to identify the strengths and weaknesses in the current educational management, covering aspects such as inputs, processes, outputs, and outcomes. By examining these elements, the research identifies both the advantages and disadvantages present within the madrasa's educational framework (Harris, 2018). The analysis of the external environment is aimed at understanding the changes occurring around the madrasa, including economic, social, cultural, and political changes. This analysis serves as the basis for sustainable educational development, enabling the identification of both opportunities and challenges. By considering these factors, the madrasa can build its competitive strength (Ommani, 2010). Analysis environment external and internal can be done through SWOT analysis which includes Strengths, Weaknesses, Opportunities and Threats (Machali & Hidayat, 2016). Through the results of the analysis, the madrasahs will not only be able to identify their strengths and weaknesses but also crucial opportunities and threats, enabling them to take strategic steps for long-term planning (Büyükoçkan & Ilıcak, 2019).

In preparing strategic planning, madrasahs must involve all parties involved and interest groups related to the madrasah (stakeholders) in accordance with the potential and conditions of the madrasah. As the results of the interview with the madrasah head show, in carrying out the SWOT analysis of MAN 2 Ponorogo, all stakeholders were involved including the madrasa head, deputy madrasa head, quality assurance, extra supervisors, teachers and employees as well as the school committee at the beginning and end of each new teaching session. It shows that the role of stakeholders in planning institution is in line with Sarah White's theory at level 2, namely instrumental participation. At this level, instrumental participation is demonstrated by the involvement of stakeholders in various forms of support, such as contributing thoughts, ideas, energy, or finances (White, 1996). This is very important for Madrasah Aliyah Negeri 2 Ponorogo, as an Islamic-based madrasah, in order to enhance its competitive strength among other educational institutions and in the professional world. SWOT Analysis of MAN 2 Ponorogo based on internal and external factors can be seen in table 1 below this.

Table 1. SWOT Analysis

INTERNAL	EXTERNAL
<p>STRENGTH</p> <ol style="list-style-type: none"> 1. The location of the madrasah is strategic and has accreditation A 2. Increasing public trust can be seen from amount student candidates each the year 3. Has professional human resources who have bachelor's, master's and capable qualifications adapt with IT developments 4. Complete infrastructure including sport center, library and independent <i>mahad</i> 5. High academic and non-academic performance among students and teachers. 6. Has a variety of superior madrasa programs which increase performance academic or non- academic, such as <i>adiwiyata</i>, semester credit system, vocational madrasah, research of madrasah and tahfidz program. 7. Has alumni who were accepted by state and overseas universities 	<p>OPPORTUNITIES</p> <ol style="list-style-type: none"> 1. Active participation from parents, society, and government institutions in enhancing the quality of madrasas. 2. Attaining the status of a superior madrasa. 3. Collaboration with the Ministry of Religion and other agencies to enable graduates to obtain scholarships for studying at domestic and international universities. 4. Providing scholarship opportunities for outstanding teachers to pursue further education at the master's or doctoral level. 5. Collaboration with universities and the industrial sector. 6. Initiating the internationalization of madrasas through the development of the International Class Program.
<p>WEAKNESS</p> <ol style="list-style-type: none"> 1. Limited funds 2. Limited land areas for madrasah 3. Suboptimal active participations from parents 	<p>THREATS</p> <ol style="list-style-type: none"> 1. IT development 2. Intense competition, especially in public schools such as regular high school because there is still an opinion that state regular schools are better than madrasas 3. Higher public's demands for service quality

Based on results SWOT analysis above show that Internal factor analysis was carried out based on strengths and weaknesses, whereas analysis external based on madrasa opportunities and threats. The strengths of Madrasah Aliyah Negeri 2 Ponorogo include its accreditation, strategic location, societal trust, qualified personnel, adequate infrastructure facilities, achievements, superior programs, and alumni spread across national and international universities. Meanwhile, the weaknesses include limited funds and land, as well unoptimum parents participation. External factors consists from opportunity form participation active stakeholders, superior madrasas, work the same with agency related and internationalization programs. The threats to madrasas include: rapid IT developments, intense and increased competition, and community demands. The results analysis of internal and external factors then were analyzed using Internal Strategic Factor Analysis Summary (IFAS) and External

Strategic Factor Analysis Summary (EFAS) as following.

Table 2. IFAS Calculation Results with Approach Quantitative

No	Internal factors			
	Strength	Weight	Ratings	Score
1.	The location of the madrasah is strategic and has accreditation A	0.15	4.00	0.62
2.	Increasing public trust can be seen from amount student candidates each year	0.14	4.00	0.55
3.	Has professional human resources who have bachelor's, master's and capable qualifications adapt with IT developments	0.14	3.00	0.43
4.	Complete infrastructure including sport center, library and independent <i>mahad</i>	0.14	4.00	0.55
5.	High academic and non-academic performance among students and teachers.	0.14	3.00	0.41
6.	Has a variety of superior madrasa programs which increase performance academic or non-academic, such as adiwiyata, semester credit system, vocational madrasah, research of madrasah and tahfidz program.	0.15	4.00	0.59
7.	Has alumni who were accepted by state and overseas universities	0.14	3.00	0.43
Total		1		3.58

Based on Table 2, internal factors reveal that the main strengths of Madrasah Aliyah Negeri 2 Ponorogo in achieving competitive advantage as an institution include its strategic location and A accreditation, high public interest, professional human resources, adequate infrastructure facilities, strong academic and non-academic performance, a variety of superior programs, and a network of alumni who have been accepted by universities both domestically and internationally which has weight 0.14 with a rating of 3 and a score of 0.43. Overall, Madrasah Aliyah Negeri 2 Ponorogo's strength in fostering competitive advantage among madrasahs scores 3.58. Detailed results of the weakness calculation can be seen in the table below.

Table 3. IFAS Calculation Results

No	Internal factors			
	Weakness	Weight	Ratings	Score
1.	Limited funds	0.34	2.50	0.84
2.	Limited madrasah land	0.35	2.90	1.02
3.	Unoptimum participation from parents	0.31	2.40	0.75

Total	1.00	2.61
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Based on the results in Table 2, the weakness identified for Madrasah Aliyah Negeri 2 Ponorogo is the suboptimal active participation of parents. This is evidenced by a weight of 0.31, a rating of 2.4, and a score of 0.75. The overall weakness score is 2.61. This indicates that Madrasah Aliyah Negeri 2 Ponorogo is addressing its weaknesses by leveraging its strengths to enhance its competitive advantage. Next, the recapitulated results of calculating external factors for the opportunities aspect can be seen in the table below.

Table 4. EFAS Calculation Results

No	External Factors			
	Opportunities	Weight	Ratings	Score
1.	Active participation from parents, society, and government institutions in improving the quality of madrasahs	0.16	4.00	0.63
2.	Become a superior madrasa	0.18	4.50	0.79
3.	Collaboration with the Ministry of Religion and other agencies to provide scholarships for graduates to pursue higher education domestically and internationally	0.16	4.00	0.63
4.	Scholarship opportunities for exceptional teachers to pursue further education at the master's/doctoral level	0.16	3.00	0.47
5.	Partnerships with universities and the industry	0.18	4.50	0.79
6.	Implementation of the International Class Program to internationalize the madrasa	0.18	4.00	0.70
Total		1.00		4.02

Based on the EFAS results presented in table 4 above, it can be observed that the main opportunities for Madrasah Aliyah Negeri 2 Ponorogo to enhance its competitive edge include active participation from parents, society, and government institutions, attainment of superior status, scholarship opportunities for outstanding teachers to pursue master's and PhD education, collaboration with higher education institutions and the industry, and the opportunity to internationalize through the International Class Program, with a weight of 0.18, a rating of 4, and a score of 0.70. The total score for all opportunities is 4.02. This indicates that the madrasa has a very high potential to enhance its competitiveness,

Table 5 show that challenge of Madrasah Aliyah Negeri 2 Ponorogo in build Power Madrasah competition includes is rapidly development technology and information, strictly speaking competition between school and more tall demands public will quality good service own weight 0.28, rating 2.00 and score 0.56. In aspect challenge in this EFAS own total score of 2.19. This matter prove that Madrasah Aliyah Negeri 2 Ponorogo own relatively high chance for achieve empowered madrasahs competitive so that can overcome all existing threats.

Table 5. EFAS Calculation Results

No	Internal factors			
	Threats	Weight	Ratings	Score
1.	Rapid IT development	0.35	2.00	0.69
2.	Intense competition especially with public schools as there is still an opinion that state public school is better than madrasa school.	0.38	2.50	0.94
3.	High public's demands for service quality	0.28	2.00	0.56
Total		1.00		2.19

Based on the analysis of internal and external factors and their evaluations (IFAS and EFAS) as presented above, weight and rating were assigned to each factor, both internal and external, to calculate the weighted average score. From the recapitulated results of the IFAS and EFAS calculations, Madrasah Aliyah Negeri 2 Ponorogo is in quadrant 1. This is illustrated in the figure below.

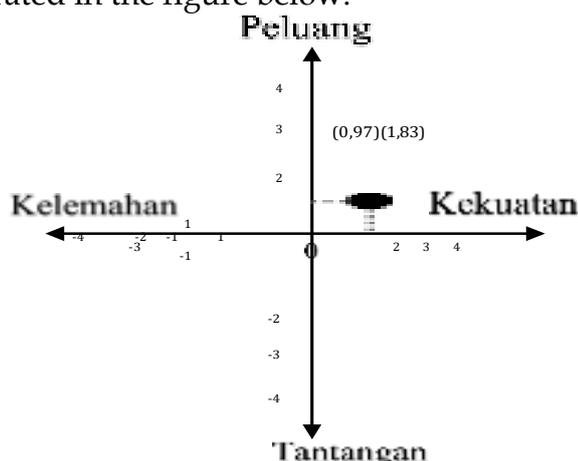


Figure 1 IFAS and EFAS Score Diagram

The result above reveals that the IFAS scores are higher than the EFAS scores, indicating that Madrasah Aliyah Negeri 2 Ponorogo is in quadrant 1, signifying development and growth. In this quadrant, the strengths and opportunities of the madrasa outweigh its weaknesses and threats. This indicates that Madrasah Aliyah Negeri 2 Ponorogo possesses significant potential to bring about positive changes within the madrasa. Furthermore, the results suggest that there are minimal weaknesses and threats that may have less impact on the madrasa. Therefore, the recommended strategy for Madrasah Aliyah Negeri 2 Ponorogo is a progressive or aggressive strategy. A progressive strategy entails an organization being in a prime and stable condition, allowing for the continuous enlargement and expansion of organizational growth (Maduro et al., 2018).

Next, based on the results of the SWOT analysis above, a matrix can be generated, which serves as a matching tool to assist managers in developing a strategy for the madrasa. The resulting strategy from the SWOT matrix consists of four strategic

designs, namely SO, WO, ST, and WT. As (Pandya, 2017) stated, the LISA framework (Leveraging the strengths, Improving upon the weaknesses, Seizing the opportunities, and Awareness of the threats) is employed to design the strategy compiled, formulated, and determined as guidelines and a framework in the madrasa development program. (Basri et al., 2022) . Based on results SWOT analysis and IFAS and EFAS score diagrams shows plan strategic that can be carried out by Madrasah Aliyah Negeri 2 Ponorogo to increase the madrasah competition is through the S-O strategy. It can be seen in table 6 below.

Table 6 . SO Strategy

External Factors Factor Internal	Opportunities					
	Active participation from parents, community and government in improving the quality of madrasahs	Become a superior madrasa	Collaborating with the Ministry of Religion and other agencies so that graduates can receive scholarships to study at state universities at home and especially abroad	Scholarship opportunities for outstanding teachers to continue their education at Masters/ Doctoral level	Networking with universities and the industrial world	Developing an International Class Program
Strength	Strength-Opportunity (SO) Strategy					
The location of the madrasa is strategic and has A accreditation	<ol style="list-style-type: none"> 1. The community's trust in the madrasa can establish extensive cooperation from parents, alumni, the community, government, agencies, and universities in making strategic decisions and generating strategic ideas, thereby advancing the madrasa further and enhancing the quality of its human resources through scholarships and other collaborations. 2. Madrasah Aliyah Negeri 2 Ponorogo, strategically located and has an A accreditation, complete infrastructure including sport center, mahad, library, and numerous student and teacher achievements. With superior and supportive programs, it attracts public attention, evident in the community's enthusiasm in enrolling their children in madrasa. Despite undergoing rigorous selection, there is a consistent increase in the number of students annually. Hence, it presents a significant opportunity for the madrasa to establish itself as a superior and preferred educational institution. 3. Madrasah Aliyah Negeri 2 Ponorogo possesses quality and professional human resources, demonstrated by the academic qualifications of its teaching and educational staff. Proficient in technology, both teachers and staff can support classroom instruction and managerial activities, contributing to the madrasa's reputation as a digitally-driven educational institution. 4. With complete infrastructure and skilled human resources, Madrasah Aliyah Negeri 2 Ponorogo plans to expand by introducing an international class program, paving the way for enhanced public recognition and the internationalization of the madrasa. 					
Gaining trust from the community can be seen from the number of students which increases every year						
Having professional human resources who have bachelor's, master's degree qualifications and are able to adapt to IT developments						
Complete infrastructure including sports hall, library and independent mahad						
Has many academic and non-academic achievements for students and teachers						
Gain trust from the community						
Has a variety of excellent madrasa programs that improve student achievement both academic and non-academic, such as adiwiyata, achievement development program, semester credit system, vocational madrasahs, research madrasahs and tahfidz programs						
Has alumni who were accepted by national and international universities.						

Based on the table above, can concluded that Madrasah Aliyah Negeri 2

Ponorogo possess the potential that can be utilized as opportunity and leverage the madrasa power. Based on results IFAS and EFAS matrices as well as strategies implemented by Madrasah Aliyah Negeri 2 Ponorogo, the predominant strategy employed by the madrasa is an intensive strategy. An intensive strategy involves concerted efforts to enhance the madrasa's position through its existing products. (Yaakob et al., 2019a) . The conclusion drawn from the data above shows that Madrasah Aliyah Negeri 2 Ponorogo is utilizing intensive strategies to enhance its competitive power as an institution. Through SWOT analysis, the madrasa can identify its strengths, weaknesses, opportunities, and challenges. SWOT serves as an effective analytical tool for assessing internal and external factors to address weaknesses and challenges. (Can et al., 2015). This can be done through the results of the SWOT analysis which can be used as a basis for preparing strategic plans, RKJM, and RKTm/RKAM to achieve madrasa competitiveness.

The head of the madrasa can strategically determine the direction of the madrasa's development based on the results of the IFAS and EFAS matrices. Strategic management is a systematic approach, comprising various interconnected components that influence each other and move simultaneously towards the same direction and goal (Sakarina et al., 2022). Through good strategic management, organizations can establish long-term direction and purpose, enabling managers to implement changes and strategies to enhance the organization's capabilities, thus preventing potential future problems and ensuring the effectiveness of organizational activities. (Norman et al., 2022). Additionally, through the implementation of appropriate strategic management and strong collaboration between the school administration and the academic community of Madrasah Aliyah Negeri 2 Ponorogo, various student achievements, teachers' performance, and overall madrasah accomplishments can be enhanced, thus strengthening the institution's competitiveness

D. CONCLUSION

Based on the findings of the research, it can be concluded that strategic management plays a crucial role in driving institutions towards achieving future-oriented goals and adapting to various existing conditions and changes. The evaluation results of internal and external factors (IFAS and EFAS) indicate that Madrasah Aliyah Negeri 2 Ponorogo has a score of 3.58 for strengths, indicating its capability to build competitive power among madrasahs. However, weaknesses score 2.61, suggesting the need to leverage existing strengths to address weaknesses and enhance competitive power.

In terms of opportunities, the total score is 4.02, indicating Madrasah Aliyah Negeri 2 Ponorogo to excel in competitive power. On the other hand, challenges score 2.19 in EFAS, indicating a relatively high chance for the madrasa to overcome threats and achieve empowered competitive status. The recapitulation of IFAS and EFAS calculations positions Madrasah Aliyah Negeri 2 Ponorogo in quadrant 1, signifying development and growth.

In this quadrant, the strengths and opportunities of the madrasa outweigh its weaknesses and threats, indicating significant potential for positive changes. Furthermore, minimal weaknesses and threats suggest fewer adverse implications for

the madrasa. Madrasah Aliyah Negeri 2 Ponorogo possesses significant power that can be harnessed as an opportunity to enhance its competitive standing.

Based on the results of the IFAS and EFAS matrices and the strategies implemented by Madrasah Aliyah Negeri 2 Ponorogo, it is evident that the predominant strategy employed by the madrasa is an intensive strategy. This indicates the importance of utilizing SWOT analysis to gain a clear understanding of the madrasa's position and contribute to understanding its internal strengths and weaknesses, as well as its ability to anticipate external changes. The school's principal must identify weaknesses while also recognizing existing opportunities.

Therefore, the madrasah should regularly identify its strengths and opportunities quantitatively to support its strategy of realizing its potential and enhancing competitiveness. However, it's crucial to acknowledge the limitations of SWOT analysis, such as its depth of analysis and the risk of overlooking essential considerations. Hence, the use of SWOT analysis should be flexible and creative, considering the rapidly changing conditions, to establish a robust foundation for the madrasah's future strategic plans.

Future research should consider expanding the scope of respondents, both internally and externally, to include a broader range of stakeholders' interests, making the study more comprehensive. Additionally, researchers may explore combining SWOT analysis with other strategic tools or methodologies to generate more profound findings and theories

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