

SWOT Analysis as a Strategy for Madrasah Principals in Realizing Academic Madrasah

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Abstract:

This study aims to understand the strategy of madrasah principals in realizing academic *madrasah* through SWOT analysis at Madrasah Aliyah Negeri 2 Bogor City. This study uses a qualitative case study approach, where the researcher uses interviews, observations, and documentation to collect data. The data analysis referred to the Miles and Huberman concept, namely data collection, data reduction, data presentation, and concluding. The results showed that the head of MAN 2 Bogor City had implemented his strategic management very well in realizing Academic Madrasahs. This is indicated by the success of the madrasah target achievement programs made by the madrasah principal. In addition, it can also be seen from the SWOT analysis diagram through internal and external factors described in the IFE and EFE matrices. Through this matrix, it was found that MAN 2 Bogor City is in quadrant I, meaning that the head of MAN 2 Bogor City are advised to use a progressive strategy by utilizing the internal strengths of the madrasa to take advantage of the external opportunities of the madrasa to achieve the goal of becoming an Academic Madrasah.

Keywords: *Principal, SWOT, IFE, EFE, Madrasah Akademik*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang strategi kepala madrasah dalam mewujudkan madrasah akademik melalui analisis SWOT di Madrasah Aliyah Negeri 2 Kota Bogor. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti menggunakan interview, observasi dan dokumentasi dalam pengumpulan datanya. Analisis datanya dilakukan dengan mengacu pada konsep Miles and Huberman, yaitu pengumpulan data, reduksi data, penyajian data dan diakhiri dengan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepala MAN 2 Kota Bogor telah melaksanakan manajemen strateginya dengan sangat baik dalam mewujudkan Madrasah Akademik. Hal ini ditunjukkan dengan berhasilnya program-program pencapaian target madrasah yang dibuat oleh kepala madrasah. Selain itu juga dapat dilihat dari diagram analisis SWOT melalui faktor internal dan eksternal yang digambarkan pada matriks IFE dan EFE. Melalui matriks tersebut, didapatkan bahwa MAN 2 Kota Bogor berada pada kuadran I, artinya kepala MAN 2 Kota Bogor disarankan untuk menggunakan strategi progresif dengan memanfaatkan kekuatan internal madrasah untuk mendapatkan keuntungan dari peluang eksternal madrasah untuk mencapai tujuan menjadi Madrasah Akademik.

Kata Kunci: *Kepala Madrasah, SWOT, IFE, EFE, Madrasah Akademik*

INTRODUCTION

Madrasah is an educational institution based on Islam (Badrudin et al., 2021). The advantages of *madrasah* are the combination of general knowledge and religion. *Madrasah* is educational institutions that produce generations who have broad insights about Islam and have a high nationalistic spirit (Aminah & Widodo, 2019). However, there is still an impression in the public that this *madrasah* educational institution is still not as advanced or developed as other well-known schools or public education institutions, even because its graduates can enter favorite and prestigious schools because of their achievements.

Along with this negative image, *madrasah* began to clean up and reorganize the education system in it, especially in its management and leadership system (Sumarto, 2019), to realize public expectations of *madrasah* and improve the quality of *madrasah* education in line with school educational institutions that has advanced and developed and earned public trust (Amir, 2019). Nowadays, the existence of *madrasah* is no longer considered one eye and cannot be seconded because *madrasah* can answer what people have doubted all this time. Many *madrasah* graduates are accepted at famous state universities, have extraordinary skills, excel at national and international levels, and so on (Zamroni, 2017; Zuhriatin, 2018; Shobirin & Hilmi, 2021).

Problems that often occur in Islamic educational institutions are related to their management. This affects Indonesia's low quality of Islamic educational institutions (Trivinasari, 2020; Mundi & Jannah, 2021). To realize a superior *madrasah*, it must to have an innovative *madrasah* head, competent and professional teaching staff, adequate funds, and infrastructure to support learning activities, and not all schools or *madrasah* can fulfill this. Therefore, in realizing a superior *madrasah*, especially at Madrasah Aliyah Negeri (MAN) 2 Bogor City, a manager, and leader, in this case, is the principal. The principal plays a critical role in increasing educational quality, implementing numerous educational innovations, and promoting a positive image through strategic management of a *madrasah* (Munir & Iqbal, 2018; Fathurrochman et al., 2021).

The head of MAN 2 Bogor City has a significant role and contribution in guiding *madrasah* to achieve the desired goals, specifically in creating academic *madrasah* as part of the target for achieving the *madrasah* strategic plan. This is because this *madrasah* is in great demand by students at the MTs/SMP level and their guardians. In building this positive image, there is a role for the *madrasah* head and his management strategy in improving the quality of education at MAN 2 Bogor City. In addition, the development of academic *madrasah* at MAN 2 Bogor City is based on the mandate of the Ministry of Religion of the Republic of Indonesia, which has issued a particular superior program for *madrasah*. This can be seen in KMA Number 60 of 2015 Articles 1-3, which reads: "The Ministry organizes at least 1 State Superior Madrasah Aliyah in each province. The community can organize Superior Madrasah Aliyah in Academic Madrasah, Skills Madrasah, and Religious Madrasah.

The Ministry of Religion develops *madrasah* types to attract public interest in choosing schools as well as improving the quality of *madrasah*, one of which is the academic type *madrasah* which is a *madrasah* whose activities are in the form of academic and scientific strengthening, where students, whose students are directed to take part in various science olympiad activities, research, and technology as a means of developing academic abilities.

The principal who plays his role as a leader must have managerial competence (Kholid, 2022). The managerial competence of *madrasah* principals has vast and many work areas, especially in the realm of management in *madrasah* (Umar et al., 2021). The management principles implemented include planning, organizing, implementing, and evaluating (evaluation) (Hanafie & Halik, 2021). If this principle is carried out professionally by the head of the *madrasah*, then educational activities can run effectively and efficiently in achieving goals. However, *madrasah* principals must have ideal leadership qualities to properly carry out their duties and responsibilities.

One of the tasks of MAN 2 Bogor City as a manager is to control and supervise teachers as the leading supporter in the implementation of educational programs. Control and supervision as part of the supervisory area of the *madrasah* principal, of course, always provide direction, guidance, and even training so that teachers can work professionally (Thoyibi et al., 2021; Miroj et al., 2020). If the principal has managerial competence in managing *madrasah* educational institutions, he will always foster and develop teacher competence as a supporting resource (Abowitz & Kathleen, 2019). *Madrasah* principals will not be able to complete optimal performance targets if teacher resources cannot work professionally (Suskawationo et al., 2021). This is where the "meeting point," or the relationship between the *madrasah* principal's managerial competency and teacher professionalism, may be located.

This research is based on the results of research by Japaruddin et al., (2020) say that to make improvements and develop *madrasah*, Principals must correctly and flawlessly implement *madrasah* management by involving all *madrasah* components to achieve the intended goals. Furthermore, Iskandar & Putri (2020) added that as an essential component in *madrasah* administration, school principals are expected to always be alert and responsive in seeing certain situations and *madrasah* conditions and build synergy with supervisors so that the role of supervisors and *madrasah* heads is not only limited to the obligation to run the bureaucracy but become a complete educational family to work together in improving quality.

In their research, Sari et al., (2020) also state that the managerial role of school principals in improving teacher professionalism is vital to increasing their expertise in achieving the school's vision and mission. Therefore, according to Purwanto et al., (2020) and Husnidar et al., (2020) the leadership style of the *madrasah* principal is very decisive in the journey of the organization's wheels and the performance of the people they lead. According to Ats-Tsauri & Munastiwi (2020) and Alfiansyah et al., (2020), the head of the *madrasah* must be sage in making his decisions through the strategic policies he takes so it is necessary to involve many elements in making these policies. In

addition, according to Djihadah (2020) and Tajudin & Aprilianto (2020) the head of the *madrasah* must have extraordinary intelligence so that his leadership becomes effective and has character.

Given the importance of *madrasah* principals in managing their educational institutions to achieve the targets they set, optimization of *madrasah* management is essential to realize academic *madrasah* as their goals (Miroj et al., 2020; Kalangi et al., 2021). This is because the concept of Academic *Madrasah* is still new, and not many *madrasah* have implemented it, so an effective and accurate strategy is needed to realize the direction of *madrasah* development with the concept of academic *madrasah*. To achieve this, it is necessary to have the ability of the head of the *madrasah* to conduct internal and external evaluations through a SWOT analysis so that the position and existence of the *madrasah* can be determined in order to determine the strategy that will be carried out in the future. Based on this phenomenon, the researcher is interested in studying the strategy of the head of the *madrasah* in realizing academic *madrasah* through a SWOT analysis at MAN 2 Bogor City.

RESEARCH METHODS

This study takes a qualitative case study approach, in which the researcher employs a SWOT analysis at MAN 2 Bogor City to try to comprehend the challenges systematically researched on the principal's strategy in establishing an academic *madrasah*. This qualitative study aims to understand what is happening to the research subject through the description in the form of words and language in a unique natural setting and the application of numerous scientific procedures.

The data collection technique used was in-depth interviews with six informants using a purposive sampling technique, consisting of madrasa leaders, teachers, and employees. Furthermore, the researchers conducted observations and documentation and used the SWOT matrix instrument through the internal and external factors and evaluations (IFE and EFE Matrix). Milles & Huberman (2014) carried out the data analysis, namely data collection from the field, data reduction, data presentation, and research conclusions.

RESULTS AND DISCUSSION

Based on the accreditation in 2015, which received an A predicate with a score of 99, as well as previous accreditations which always received an A predicate, also with the increasing number of graduates of MAN 2 Bogor City being accepted into PTN every year, and also MAN 2 Bogor City which has consistently been ranked first. First, the highest UNBK results in MA in West Java Province, both MAN and Private MA; this is an interesting concern for the Ministry of Religion of the Republic of Indonesia, especially the Head of the Curriculum and Evaluation Section of the Directorate of Curriculum, Facilities, Institutions, and Madrasah Students, Directorate General of Education, Ministry of Religion RI, Dr. H. Suwardi, M.Pd.

In addition to this, MAN 2 Bogor City has also won many competitions in both academic and non-academic fields. H. Suwardi, M. Pd directly visited

MAN 2 Bogor City. He held a direct discussion with MAN 2 Bogor City's entire community and offered that if next year MAN 2 Bogor City could further improve its performance, then MAN 2 Bogor City would be proposed as an excellent madrasa in the academic field (Academic Madrasa).

Through this direct information from the Ministry of Religion, the entire academic community of MAN 2 Bogor City became more enthusiastic about carrying out their duties and advancing MAN 2 Bogor City. Especially, in this case, the head of MAN 2 Bogor City has begun to organize and make better strategic management so that MAN 2 can progress further into an Academic Madrasah, as has been informed. Therefore, before making a strategic policy, the head of MAN 2 Bogor City conducted an internal and external analysis using SWOT analysis.

SWOT analysis of MAN 2 Bogor City based on internal and external factors as follows:

Table 1: SWOT Analysis

STRENGTH	WEAKNESS
<ol style="list-style-type: none"> 1. Strategic location of the madrasa and has excellent accreditation 2. Competent, qualified principals and educators 3. Proportion of graduates accepted at PTN is at least 80% 4. Have complete facilities/facilities and infrastructure 5. Students who are tahfidz at most minuscule 3 juz 6. Has a variety of extracurricular programs, thereby increasing the skills of students 	<ol style="list-style-type: none"> 1. Lack of administrative staff 2. Active participation of parents is still lacking
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Availability of assistance from the Ministry of Religion 2. Become a superior <i>madrasah</i> (academic and non-academic) 3. Graduates have the opportunity to be accepted for work with the skills possessed by graduates. 4. Cooperating with the Ministry of Religion of the Republic of Indonesia for tahfidz graduates to have official certificates and can be used to continue studying at Favorite Overseas Universities 5. Scholarship opportunities for outstanding teachers to continue to the master's level 6. Cooperation with universities and industry 	<ol style="list-style-type: none"> 1. There are still many people who assume that public schools such as public high schools are still better than State Madrasah Aliyah 2. Teaching and learning activities are still carried out from Monday to Saturday, while in other schools, especially public schools, teaching and learning activities are carried out from Monday-Friday

Table 2: Internal Factor Evaluation (IFE)

No	Internal factors	Weight	Rating	Score
Strength				
1	Strategic location and has excellent accreditation	0,182	4	0,727
2	Competent and qualified headmasters and educators	0,182	3	0,545
3	Proportion of graduates accepted at State Universities at least 80%	0,182	4	0,727
4	Have complete facilities / facilities and infrastructure	0,136	3	0,409
5	Students who have tahfidz at least 3 juz	0,136	3	0,409
6	Has a variety of extracurricular programs, thereby increasing the skills of students	0,182	4	0,727
TOTAL		1		3,545

Based on Internal Factor Table 2, it can be seen that the main strength of MAN 2 Bogor City in realizing academic *madrasah* is the strategic location of the madrasa and has superior accreditation, the proportion of graduates accepted in public universities is at least 80%, and has various extracurricular programs, thereby increasing the skills of students by weight 0.182 with a rating of 4 and a score of 0.727. Overall, the strength of MAN 2 Bogor City in building academic *madrasah* has a score of 3,545.

Table 3: Internal Factor Evaluation (IFE)

No	Internal factors	Weight	Rating	Score
Weakness				
1	Lack of administrative skills	0,428	2,5	1,071
2	Active participation of parents is still lacking	0,571	2,9	1,657
TOTAL		1		2,729

While the weakness can be seen in the active participation of parents is still lacking. This is evidenced by the weight value of 0.428 with a rating of 2.9 and a score of 1.657. While the overall aspect of this weakness has a score of 2,729. This shows that MAN 2 Bogor City, in building an Academic Madrasah can overcome its weaknesses through its strengths.

Table 4: Internal Factor Evaluation (EFE)

No	External factors	Weight	Rating	Score
Opportunities				
		0,174	4,5	0,818
1	Availability of assistance from the Ministry of Religion	0,174	4,1	0,745
2	Become a superior <i>madrasah</i> (academic and non-academic)	0,174	4	0,727
3	Graduates have the opportunity to be accepted for work with the skills possessed by graduates.	0,130	3	0,409
4	Cooperating with the Ministry of Religion of the Republic of Indonesia for tahfidz graduates to have official certificates and can be used to continue studying at Favorite Overseas Universities	0,174	3,7	0,673
5	Scholarship opportunities for outstanding teachers to continue to the master's level	0,174	4,5	0,818
6	Cooperation with universities and industry	0,174	4,5	0,818
TOTAL		1		4,009

Based on the results of the External Factor Evaluation (EFE), as shown in Table 4, the main opportunities for MAN 2 Bogor City in creating academic *madrasah* are the availability of assistance from the Ministry of Religion, scholarship opportunities for outstanding teachers to continue to Masters level and collaboration with universities and industry, which both weigh 0.174, a rating of 4.5 and a score of 0.818. The total score is 4,009. This shows a very high opportunity to achieve success in becoming an academic *madrasah*.

Table 5: Internal Factor Evaluation (EFE)

No	External factors	Weight	Rating	Score
Threats				
1	There are still many people who assume that public schools such as public high schools are still better than State Madrasah Aliyah	0,500	2	1
2	Teaching and learning activities are still carried out from Monday to Saturday, while in other schools, especially public schools, teaching and learning activities are carried out from Monday-Friday	0,500	2,1	1,050
TOTAL		1		2,050

Meanwhile, threats based on External Factor Evaluation (EFE) can be seen in Table 5, which shows that the challenge in building Academic Madrasahs is the existence of teaching and learning activities that are still carried out from Monday-Saturday. In contrast, in other schools, especially public schools, teaching and learning activities are carried out from Monday to Saturday. Friday, which weighs 0.500, a rating of 2.1, and a score of 1.050. At the same time, the total score is 2,050. This shows that MAN 2 Bogor City has a relatively high chance of realizing an Academic Madrasah and will be able to overcome the existing threats.

Based on the results of the analysis of the internal and external factors and evaluations (IFE and EFE Matrix) as mentioned above, it is carried out by giving weights and ratings to each factor (internal and external) to obtain a weighted average score. The analysis results in Table 6, concerning the Rangkuti (2015) concept of Nine Cells in the IFE and EFE Matrix, places the position of MAN 2 Bogor City in quadrant 1.

		Total Weighted IFE Score		
		Quadrant 3.0 - 4.0	Average 2.0 - 2.99	Weak 1.0 - 1.99
Total Weighted EFE Value	High 3.0- 4.0	I	II	III
	Medium 2.0 - 2.99	IV	V	VI
	Low 1.0 - 1.99	VII	VIII	IX

Figure 1: The Results of The IFE and EFE Analysis
(Source: Research Documentation)

In Figure 1, it can be seen that MAN 2 Bogor City is in a position between the Strength and Opportunities axes, namely quadrant I, meaning that the Head of MAN 2 Bogor City should carry out a progressive strategy by utilizing the internal strengths of the madrasah to take advantage of opportunities. External *madrasah* to achieve *madrasah* targets, improve the quality of education, and realize MAN 2 Bogor City into an Academic Madrasah.

The head of the madrasah took strategic steps to define the course of madrasah development toward academic madrasah based on the *madrasah*'s internal and external analyses. The management of the creation, implementation and assessment of policies connected to strategies that drive the organization to achieve its goals is known as strategic management. (Hefniy, 2019; Tardian, 2019). The benefits of implementing strategic management in the development of Academic Madrasahs are providing direction and long-term organizational goals, assisting managers in making changes and strategies to improve organizational capabilities to prevent problems from appearing in the future, and making organizational activities more effective (Afandi, 2019), identify various comparative advantages in the organizational environment, involve members in making strategies, and reduce overlapping activities or activities (Fauzi, 2020).

Through the implementation of appropriate strategic management and supported by solid collaboration between the madrasah principal and the entire academic community of MAN 2 Bogor City, in 2020, this madrasah will be increasingly successful in; a) increasing the number of graduates accepted into PTN by 297 people, namely 290 at PTN in Indonesia and seven at PTN abroad; b) achieved the first rank of achievement at the MA Level in West Java; c) getting first place in madrasah competitions in several subjects at the provincial and national levels, and so on. From some of these successes, MAN 2 Bogor City was designated as an Academic Madrasah by the Decree of the Director-General of Education No. 1834 of 2021 concerning Determination of Excellent Madrasah in the Academic Field. MAN 2 Bogor City is the first State Aliyah Madrasah in West Java designated as an Academic Madrasah.

CONCLUSION

From the explanation above, it can be concluded that SWOT analysis plays a vital role in formulating strategies for achieving madrasah goals. Through internal and external factors and evaluations (IFE and EFE Matrix), it provides a prominent picture of the current position of MAN 2 Bogor City, both in terms of strengths, weaknesses, opportunities, and threats, so that *madrasah* can take strategic policies to achieve the desired goals. , namely, to become an Academic Madrasah. Through the strategic policies made, the Head of MAN 2 Bogor City succeeded in realizing its only program to become an Academic Madrasah, so the Ministry approved the Madrasah of Religion as the only Academic Madrasah in the West Java province.

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