SWOT Analysis of Bunga Tutoring Course Institutions in Banjar Baru City: Exploring Potential and Challenges

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Abstract:

In an increasingly connected era of globalization, expertise in foreign languages, especially Arabic, is becoming an important asset for individuals across different backgrounds. This article analyzes the course institution Bimbel Bunga in Banjar Baru City, which offers Arabic language learning programs. Using a SWOT analysis approach, this research explores the strengths, weaknesses, opportunities, and threats facing the institution. The strengths of Tutoring Bunga lie in the flexibility of learning time and the number of competent tutors. However, weaknesses in the provision of teaching materials and less focus on language fluency are challenges that need to be overcome. Opportunities to become a leading course institution are increasingly open with the increasing public interest in learning Arabic, while threats from fierce competition and dwindling teaching tutors require proactive strategies to ensure program sustainability. This research method uses a descriptive qualitative approach, with data collection through interviews and observations. The results showed that Bimbel Bunga has great potential to grow by implementing innovations in teaching, improving teaching materials, and using technology. With the right strategy, this institution can improve the quality of Arabic language education and meet the growing needs of the community.

Keywords: *SWOT analysis, language course, non-formal education*

Abstrak:

Dalam era globalisasi yang semakin terhubung, keahlian dalam bahasa asing, terutama bahasa Arab, menjadi aset penting bagi individu di berbagai latar belakang. Artikel ini menganalisis lembaga kursus Bimbel Bunga di Kota Banjar Baru, yang menawarkan program pembelajaran bahasa Arab. Dengan menggunakan pendekatan analisis SWOT, penelitian ini mengeksplorasi kekuatan, kelemahan, peluang, dan ancaman yang dihadapi lembaga tersebut. Kekuatan Bimbel Bunga terletak pada fleksibilitas waktu pembelajaran dan jumlah tutor yang kompeten. Namun, kelemahan dalam penyediaan materi ajar dan fokus yang kurang pada kelancaran berbahasa menjadi tantangan yang perlu diatasi. Peluang untuk menjadi lembaga kursus terkemuka semakin terbuka dengan meningkatnya minat masyarakat belajar bahasa Arab, sementara ancaman dari persaingan ketat dan berkurangnya tutor pengajar memerlukan strategi proaktif untuk memastikan keberlanjutan program. Metode penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan pengumpulan data melalui wawancara dan observasi. Hasil penelitian menunjukkan bahwa Bimbel Bunga memiliki potensi besar untuk berkembang dengan menerapkan inovasi dalam pengajaran, memperbaiki materi ajar, dan memanfaatkan teknologi. Dengan strategi yang tepat, lembaga ini dapat meningkatkan kualitas pendidikan bahasa Arab dan memenuhi kebutuhan masyarakat yang terus berkembang.

Kata Kunci: *analisis SWOT, kursus bahasa, pendidikan non-formal*

INTRODUCTION / المقدمة

In an increasingly diverse and interdependent world, mastering a foreign language is a very valuable asset. One of them is Arabic, since 1973 Arabic has been designated as an international language and officially an official language of the United Nations. Although Arabic is closely related to the Muslim community because the holy book (Al-Quran) is in Arabic, it does not rule out the possibility for people who are not Muslim, even many non-Muslims who also learn Arabic for certain purposes (Hidayah & Muyassaroh, 2023; Ritonga et al., 2023). That way, Arabic has wide opportunities for its learners. Honing Arabic language skills can be done in various ways, one of which is by attending a course institution. A course is a structured program that is designed for the community to provide certain knowledge, skills, or training. Courses are included in non-formal education, useful for adding, replacing, or complementing formal learning or education (Amaliah et al., 2023; Denkowska et al., 2020). Therefore, courses are often the choice of people to obtain learning, because the time is more flexible.

Previous studies on SWOT analysis in the education sector have shown that mapping strengths, weaknesses, opportunities, and threats can help tutoring institutions formulate effective development strategies. Studies conducted by Hartati & Hasan (2023), Herlina (2023), and Arif (2022) highlight the importance of SWOT analysis in enhancing the competitiveness of non-formal educational institutions by aligning their services with market needs. Meanwhile, research reveals that the success of tutoring institutions depends on optimizing internal strengths and mitigating external threats, such as regulatory changes and industry competition. In the local context, studies by Farhand (2020) and Meliani, Alawi, Yamin, Syah, & Erihadiana (2021) highlight the challenges faced by tutoring institutions in Indonesia in adapting to the digitalization of education. Based on these studies, this research will conduct an in-depth analysis of the potential and challenges faced by Bunga Tutoring Course in Banjar Baru City using the SWOT approach to provide strategic insights for the development of this tutoring institution.

The purpose of this research is to see the development of the Bunga tutoring, which is realized by analyzing the Strengths, Weaknesses, Opportunities, and Threats (SWOT). SWOT is a framework to help assess and understand internal and external forces that can create opportunities or risks for an organization (Benzaghta et al., 2021). Strength is a positive internal factor that can make an institution superior. Weakness is also an internal factor, but it is negative and must be fixed to increase competitiveness. Opportunities are positive external factors that can increase the development of an institution. Threats are negative external factors that must be watched out for (Kibria et al., 2023). This SWOT analysis is reviewed based on logic that can expand strengths, opportunities, but can minimize weaknesses and threats (Namugenyi et al., 2019; Wang & Wang, 2020). Therefore, to carry out this SWOT analysis approach method requires careful thinking, namely what are the strengths, what are the weaknesses that are visible from the company or an institution, then we must also pay attention to the opportunities that are open to us and also pay attention to all threats, disturbances, obstacles and challenges that will or are happening (Buheji & Ahmed, 2020).

Bimbel Bunga is one of the leading course institutions in South Kalimantan that provides guidance programs. Starting from tutoring for reading, writing, and arithmetic (reading, writing, and arithmetic) for preschool level, tutoring for subjects for elementary

to high school level, as well as language tutoring courses. Bimbel Bunga provides English, Arabic, and Mandarin courses. What makes this Bimbel Bunga course institution interesting is the program they offer, there are two learning programs provided by the institution, namely the first regular program, namely the learners come to the tutoring place as usual, and the second home visit program, namely the tutor who will visit the learner, like private learning. It is recorded that until today, Bimbel Bunga has 110 tutors or teachers and 340 students. The number of people interested in the flower tutoring course is increasing from year to year, as has been proven by the graduates of the flower tutoring course who are successful in their education.

RESEARCH METHOD / المنهجية

This research method uses a descriptive qualitative approach, which aims to provide an in-depth understanding of the phenomenon being studied through observation and natural data collection. This qualitative research prioritizes the context and meaning behind the data obtained, so that the results can be presented in a comprehensive descriptive form. According to Mazhar et al. (Mazhar et al., 2021), descriptive data can be obtained from various sources, including written observations, oral interviews, and the behavior of research subjects. This approach allows researchers to get a comprehensive picture of the conditions and dynamics that occur in the course institutions studied.

Bunga Tutoring Course Institution (Bimbel Bunga) is an educational institution located in Banjar Baru City, South Kalimantan, precisely at Jalan Perjuangan, Gang Setia Damai No. 6, RT 13, RW 005, Sungai Sipai, Martapura. This tutoring institution was founded by Finda Vericha Ngenda, S.Pd, M.Pd, a graduate of Universitas Lambung Mangkurat, South Kalimantan. Initially, this institution emerged from the founder's voluntary efforts to help neighboring children who faced difficulties in learning. Over time, her dedication and teaching quality gained recognition, leading to an increase in students through word-of-mouth referrals. Consequently, Bimbel Bunga was officially established on September 1, 2022, and has been operating for two years. The name *Bimbel Bunga* (Bunga Tutoring) holds a philosophical meaning. The term "bunga" (flower) symbolizes growth, beauty, and success. Just as a flower requires care, patience, and nourishment to bloom, the institution believes that students also need consistent guidance, dedication, and perseverance in learning to achieve academic excellence and personal success.

In the context of this study, data were collected through interviews with various relevant subjects, including teachers, students, and management of Bimbel Bunga in Banjar Baru City. The interviews were conducted in a semi-structured manner, allowing researchers to explore various aspects related to the subjects' experiences and views on the Arabic language learning program offered. In this way, researchers can dig deeper into information and gain diverse perspectives on the strengths, weaknesses, opportunities, and threats faced by the course institution (Longhurst et al., 2020).

After the data is collected, the next step is to analyze the data using the SWOT (Strengths, Weaknesses, Opportunities, Threats) technique. This SWOT technique is an effective analysis tool to evaluate internal and external factors that affect the development of the institution (Shvardak, 2021). In this analysis, the strengths of the course institution will be identified, such as the flexibility of the learning program and the competence of the tutor, which can support the learning process. On the other hand, existing weaknesses, such as a lack of teaching materials and less focus on language fluency, will also be analyzed to find areas that need to be improved.

Next, the analysis will continue by identifying opportunities that can be utilized by Bimbel Bunga to increase its competitiveness, such as the increasing public interest in learning Arabic and the potential use of technology in the learning process. Finally, the threats faced, including tight competition with other course institutions and the challenge of retaining quality tutors, will be discussed to provide a clear picture of the challenges that need to be overcome by the institution. Using descriptive qualitative research methods and SWOT analysis, this study aims to provide strategic recommendations for the Bimbel Bunga course institution to improve the quality of its Arabic language learning program. These recommendations will include concrete steps that can be taken to strengthen the institution's position in the market, such as the development of more comprehensive teaching materials, improving the quality of teaching through tutor training, and innovation in teaching methods that utilize modern technology.

Through this approach, it is expected that this study will not only provide a clear picture of the current state of Bimbel Bunga but also help institutions in formulating appropriate strategies to face future challenges, as well as improve the learning experience for students. Thus, this study is expected to provide a positive contribution to the world of education, especially in the development of Arabic language course programs in Indonesia.

FINDINGS AND DISCUSSION / نتائج البحث و المناقشة
Findings
The Strategic Advantage of Home Visit Learning and Tutor Competency

The findings from in-depth interviews with the founder, senior tutors, and administrative staff at Bunga Tutoring Course Institution highlight the effective integration of flexible learning models and high tutor competency as key strategic strengths in the institution's Arabic language program. The most distinctive innovation identified is the home visit learning model, which enables tutors to conduct private or small-group lessons directly at the students' residences. This model, according to the founder, was initially implemented to bridge the accessibility gap for students with limited mobility or learning confidence. "We realized that some students thrive better in familiar environments, and by teaching them at home, we can personalize the method and pace," she explained. This individualized approach contributes significantly to character formation, learner confidence, and deeper mastery of Arabic content.

Data from tutor interviews further revealed that the home visit model allows for adaptive instruction, where tutors can tailor lesson plans based on direct observations of student behavior and comprehension in a relaxed setting. One tutor noted, "I can immediately adjust my teaching if I see a student struggling. There's no pressure like in a classroom, so students open up more." This method proves particularly effective in Arabic language learning, where consistent repetition, confidence-building, and one-on-one oral practice are crucial. Moreover, group home visits—where learning is conducted at one student's house but attended by peers—promote social interaction and peer support, complementing the private learning structure.

Another key finding relates to tutor competency and enthusiasm. With over 100 young and qualified tutors, most of whom are fresh graduates from reputable universities, Bimbel Bunga possesses a dynamic teaching force capable of bringing creativity and energy into Arabic instruction. The founder emphasized that tutors are selected not only based on academic qualifications but also on their willingness to innovate and

communicate effectively with diverse learners. One tutor remarked, "We're encouraged to experiment with teaching tools—like short videos or games—and to always adapt to our students' personalities." This institutional culture fosters an environment where professional development is embedded in daily practice and instructional creativity is celebrated.

To optimize this dual advantage—home visit flexibility and tutor competency—the institution has initiated efforts such as peer-coaching sessions, regular performance evaluations, and informal feedback loops. However, interview data suggest that structured pedagogical training and standardized resource development are still needed. Many tutors expressed interest in more formal workshops on teaching strategies, assessment design, and technology integration. Additionally, plans are underway to develop digital materials, including Arabic video tutorials and interactive grammar quizzes, which will complement home-based instruction and enhance learner engagement. The administrative team is also considering implementing a systematic lesson documentation process to monitor learning progress across different households and maintain teaching consistency.

In conclusion, the combination of home-based instruction and the professional commitment of young, energetic tutors has emerged as a core institutional asset of Bimbel Bunga. This approach not only differentiates it from competitors but also aligns with learner-centered pedagogy in foreign language education. As such, it offers a replicable model for non-formal education institutions seeking to personalize language learning while fostering innovation among their teaching staff. These findings reinforce the strategic potential of flexible delivery and human resource development in expanding the quality and accessibility of Arabic language instruction in urban tutoring settings.

Internal Weaknesses in Teaching Resources and Language Fluency Emphasis

The examination of internal instructional documents—comprising tutor activity logs, curriculum blueprints, teaching material inventories, and mid-semester review summaries—reveals persistent structural weaknesses in the Arabic language program at Bunga Tutoring Course Institution. Chief among these are the insufficient development of engaging and level-specific teaching resources, as well as the curriculum's disproportionate focus on grammar instruction over communicative fluency. These two issues are documented as key impediments to student-centered and outcome-based Arabic learning.

Curriculum records from the 2023–2024 academic cycle highlight that Arabic lesson content is heavily centered on morphological patterns, sentence parsing (i'rab), and memorization of classical rules. While these components are linguistically important, their dominance across modules has led to a narrow instructional approach. According to instructional flowcharts included in tutor manuals, speaking and listening skills are addressed only briefly, usually at the end of a lesson or during informal review sessions. This grammatical orientation, although structurally sound, limits students' opportunities to practice spontaneous language use, simulate real-life conversations, or internalize vocabulary through interaction.

In addition, inventory logs and monthly tutor feedback forms reveal a scarcity of printed and digital learning aids. Most materials currently in use are monotextual, lacking visual or auditory enhancement. Internal evaluations note that student worksheets rarely feature culturally contextual elements such as authentic dialogues, songs, or multimedia exercises. The lack of diverse input formats hinders learner motivation and restricts

instructional adaptability to different learning styles. One document, an internal pedagogical review dated March 2024, specifically flagged the "urgent need for multimedia-based Arabic modules" as a recurring recommendation in tutor debriefings.

Moreover, quality assurance reports from the institution's academic board underscore the absence of structured communicative language teaching (CLT) strategies. Classroom observations recorded in February and April 2024 indicate that tutor-led sessions typically follow a deductive model: rule explanation, followed by drills, and then worksheet practice. This structure fails to activate student language output in meaningful contexts. Although the institution encourages creativity in lesson delivery, the absence of a centralized model or framework for fluency-focused instruction leaves tutors under-equipped to promote oral proficiency.

Bunga Tutoring Course SWOT Analysis

Personalized Learning Experience
Home visits build comfort

Monotonous Learning Process
Limited teaching modules available

Improve Language Interactions
Integrate digital media and CLT

Competition From Digital Natives
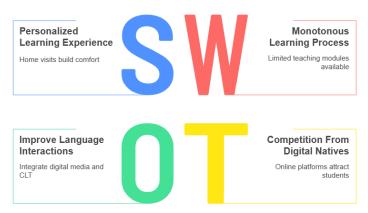Online platforms attract students

Figure 1. Structural Imbalance between Grammar Instruction and Communicative Skill Development

Figure 1 illustrates the misalignment between input-heavy (grammar-based) instruction and the limited development of language output skills among students. The overdependence on structural accuracy, without sufficient scaffolding for speaking, listening, and interactional language skills, compromises both learner engagement and communicative competence. In response to these identified limitations, internal curriculum revision memos propose the integration of immersive materials, such as Arabic-language short films, thematic podcasts, and task-based roleplay activities tailored to local contexts. The same memos also recommend the creation of differentiated modules according to student proficiency levels (beginner, intermediate, advanced), accompanied by audio-visual components and performance-based assessment tools. A trial implementation plan, proposed in April 2024, includes the development of a digital content bank with access to interactive vocabulary sets, pronunciation guides, and simulated conversations.

In conclusion, institutional documentation demonstrates that the current weaknesses in teaching materials and communicative methodology represent not merely technical oversights but deep-rooted structural issues. Addressing these requires not only curricular reorientation but also the development of comprehensive resource systems and tutor training modules that align with communicative learning goals. Unless these changes are implemented, the institution risks perpetuating an instructional model that is formally rigorous but functionally limited in preparing students for real-world Arabic usage.

Navigating Growth Opportunities and External Threats through Innovation and Strategic Partnerships

Based on the synthesis of enrollment trend data, digital engagement metrics, and institutional planning documents, it is evident that Bunga Tutoring Course Institution is positioned at a strategic crossroads where promising opportunities for expansion intersect with tangible external threats. Institutional records show a steady increase in student registration for Arabic courses over the past two academic years, indicating rising demand driven by heightened religious awareness, global Islamic studies interest, and the growing perception of Arabic as a gateway to cultural and professional capital. This favorable context constitutes a solid foundation for market growth and curricular diversification.

However, internal reports also highlight structural vulnerabilities linked to external competition and tutor scarcity. A review of regional education directories and online tutoring platforms indicates a proliferation of Arabic language providers offering modernized, tech-integrated programs. Compounding this is the declining availability of tutors with both linguistic proficiency and pedagogical skill—a trend noted in tutor recruitment logs and exit interview summaries. These twin threats—competitive saturation and human resource limitations—necessitate proactive strategic planning.

To respond, the institution has outlined a development roadmap emphasizing digital innovation and collaborative partnerships. Planning memos and internal proposals from late 2024 illustrate a multi-tiered strategy: first, expanding digital infrastructure to support hybrid and remote instruction, including the development of asynchronous learning modules, virtual speaking labs, and tutor-student communication platforms. Second, establishing formal partnerships with universities and alumni networks to ensure a pipeline of qualified Arabic tutors. These collaborations aim to introduce mentorship, internship, and certification pathways that will enhance both recruitment and tutor retention.

Additionally, internal marketing briefs propose a repositioning of Bimbel Bunga's brand identity through targeted outreach strategies. These include the introduction of niche Arabic courses tailored to domains such as business Arabic, Arabic for travel, and Qur'anic interpretation, as well as digital campaigns on platforms like TikTok and Instagram. These moves reflect an entrepreneurial response to shifting educational demands and youth digital behavior.

Table 1. Strategic Response to Opportunities and Threats in Arabic Language Education

Component	Strategy Implemented	Expected Impact
Digital Infrastructure	Development of hybrid platforms, online materials, and virtual tools	Expanded reach, flexible delivery, increased student engagement
Tutor Recruitment Partnership	Collaboration with universities and alumni networks	Sustained tutor quality and availability
Curriculum Diversification	Specialized courses in business, religion, and culture	Attraction of niche student segments; increased brand credibility
Digital Marketing Campaigns	Social media engagement and targeted content creation	Higher visibility among Gen Z audiences and digital-native users

Table 1 summarizes the institution's adaptive responses to the emerging landscape of Arabic education. By aligning internal capacity with external opportunity through innovation and partnership, Bimbel Bunga positions itself not merely as a language center but as a forward-looking educational provider. This approach demonstrates that

sustainable growth in the non-formal sector depends on the strategic integration of educational relevance, technological responsiveness, and institutional collaboration. The case of Bimbel Bunga illustrates how threat-aware yet opportunity-driven planning can chart a path for competitive resilience in the evolving field of Arabic language education.

Discussion

This study sheds light on three interconnected dimensions of institutional development within the Bunga Tutoring Course Institution's Arabic language program: strategic instructional innovation, internal pedagogical weaknesses, and adaptive responses to external dynamics. Together, these findings provide a holistic understanding of how a non-formal education provider navigates quality improvement and sustainability in the context of growing competition and evolving learner needs.

The most prominent strength identified is the institution's strategic implementation of home visit learning, supported by the high competency of young, energetic tutors. This approach not only addresses accessibility challenges for students with limited mobility or low confidence but also allows for deeply personalized instruction, promoting learner autonomy and emotional comfort. Interviews confirm that such an environment enables real-time instructional adjustment, particularly beneficial for Arabic language acquisition, where oral practice and repetition are key (Tsybulsky & Muchnik-Rozanov, 2019). The method fosters authentic tutor-learner interaction, often lacking in traditional classroom settings, and represents a localized innovation aligned with learner-centered pedagogy. Complementing this, the institutional emphasis on tutor creativity and adaptability has cultivated a culture of professional experimentation and reflective teaching (Waite, 2020). While these practices enhance individual learning experiences, they also contribute to the institution's distinctiveness in a crowded educational landscape.

Despite these strengths, internal documentation reveals structural limitations in curriculum design and resource development. The current overemphasis on grammatical instruction, dominated by morphology and syntax drills, comes at the expense of communicative fluency. This imbalance is compounded by the scarcity of visually and auditorily rich learning materials, which are essential for engaging diverse learner profiles (Facchin, 2019; Glaesser, 2019; Islam, 2020). The lack of structured communicative strategies across tutor practices indicates a misalignment between instructional goals and actual student language use. These findings point to systemic issues, not isolated pedagogical choices, and highlight the urgent need for comprehensive curriculum reform (Morales-Rodríguez & Pérez-Mármol, 2019). Suggested responses include integrating multimedia content, designing differentiated modules based on learner proficiency, and introducing performance-based assessments that prioritize real-world language use.

In the face of intensifying competition and human resource constraints, the institution has initiated a forward-thinking roadmap focused on innovation and strategic partnerships. The surge in demand for Arabic education, driven by global Islamic identity resurgence and professional motivations, creates fertile ground for Bimbel Bunga's expansion (Hussein et al., 2020; Salikh Nadir, 2021; Yale, 2019). Yet, sustainability hinges on the institution's ability to scale effectively. Key responses include developing hybrid learning systems, partnering with academic institutions for tutor pipelines, and enhancing brand visibility through niche programs and digital marketing. These strategies signal an entrepreneurial shift, positioning the institution not merely as a service provider but as a dynamic actor in the urban Arabic education market (González-Valenzuela et al., 2023;

Hasanah, 2023; Sanjaya & Hidayat, 2022).

The findings across the institutions illustrate the institution's dual focus: leveraging its instructional strengths while addressing internal weaknesses and positioning for future growth. In practice, this means building internal capacity (through training and materials) and external connectivity (through partnerships and outreach). As such, Bunga Tutoring Course Institution serves as a compelling case of how non-formal educational entities can balance pedagogical integrity with market adaptability. The integration of personalized teaching models, youthful instructional energy, and digital responsiveness offers a replicable framework for other language institutions seeking sustainable impact.

In conclusion, the interplay between innovation (home visits and tutor creativity), structural refinement (curriculum reform and resource development), and market-oriented strategy (digital infrastructure and partnerships) illustrates a multilayered transformation within Bimbel Bunga. This transformation not only enhances the institution's relevance and competitiveness but also contributes to broader discourse on quality assurance in non-formal Islamic education settings.

CONCLUSION / الخلاصة

Based on the analysis of Bimbel Bunga in Banjarbaru City, it was found that this institution has great potential in developing Arabic language education. Flexible programs such as the home visit method and the presence of competent tutors have increased student interest from year to year. However, weaknesses in providing adequate teaching materials and excessive focus on grammar aspects need to be fixed immediately so that learning is more communicative. Growth opportunities are wide open, along with increasing public interest and technological developments that can support interactive learning. On the other hand, challenges such as tight competition and a limited number of tutors need to be overcome through incentive strategies and ongoing training. Partnerships with other institutions and the utilization of digital platforms are also important steps. By strengthening strengths, improving weaknesses, and managing challenges strategically, Bimbel Bunga has the opportunity to become the leading Arabic language course institution in Indonesia.

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