



## SWOT-based teacher quality improvement strategy at MA Inovatif Daarul Ihsan Cimahi

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### ABSTRACT

Improving the quality of educators and education personnel is a crucial element in building a superior education system. MA Inovatif Daarul Ihsan Cimahi is committed to improving teaching standards for a better learning environment. This study aims to determine strategies to optimize the quality of educators and education personnel by combining quantitative and qualitative case study methodologies. Data was collected through a Google Forms-based questionnaire and a SWOT analysis was conducted to evaluate the institution's condition. The analysis results show that the strengths are competent teaching staff and innovative learning methods, while the weaknesses are inconsistencies in teacher certification and lack of administrative support. Opportunities for improvement lie in policy synchronization and supervision, while threats include limited parental support. Strategic recommendations include improving school management, developing teacher competencies, expanding collaboration networks and creating a more personalized curriculum. The main priority is to improve school management to make the next strategy more effective, which is expected to improve the quality of education personnel and produce quality and competitive graduates.

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### ABSTRAK

Peningkatan kualitas pendidik dan tenaga kependidikan merupakan unsur krusial dalam membangun sistem pendidikan yang unggul. MA Inovatif Daarul Ihsan Cimahi berkomitmen meningkatkan standar pengajaran untuk menciptakan lingkungan belajar yang lebih baik. Penelitian ini bertujuan untuk mengetahui strategi yang dapat mengoptimalkan kualitas pendidik dan tenaga kependidikan pada dengan menggunakan pendekatan yang memadukan metodologi kuantitatif dan kualitatif studi kasus. Pengumpulan data dilakukan melalui kuesioner berbasis Google Form dan dilakukan analisis SWOT untuk mengevaluasi kondisi institusi. Hasil analisis menunjukkan kelebihan berupa tenaga pengajar yang kompeten dan metode pembelajaran yang inovatif, sedangkan kelemahannya berupa inkonsistensi sertifikasi guru dan kurangnya dukungan administratif. Peluang perbaikan terletak pada sinkronisasi kebijakan dan pengawasan, sedangkan ancamannya berupa terbatasnya dukungan orang tua. Rekomendasi strategisnya antara lain perbaikan manajemen sekolah, pengembangan kompetensi guru, perluasan jaringan kolaborasi, dan pembuatan kurikulum yang lebih personal. Prioritas utamanya adalah perbaikan manajemen sekolah agar strategi selanjutnya lebih efektif sehingga diharapkan dapat meningkatkan kualitas pendidik tenaga kependidikan, dan menghasilkan lulusan yang berkualitas dan berdaya saing.

**Kata Kunci:** analisis SWOT; kualitas pendidik; kualitas pendidikan

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## INTRODUCTION

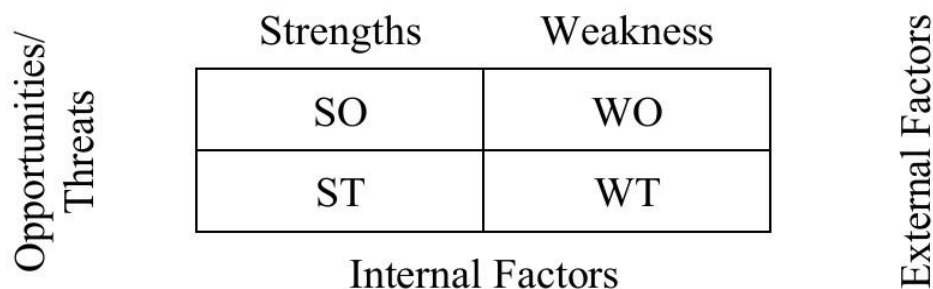
To achieve the vision and fulfill the mission of national education, each education provider and unit must establish a benchmark, including the minimum criteria and criteria for various aspects related to education providers. In this regard, it is imperative to establish a robust and effective education foundation (Ambarwati et al., 2021). That encompasses the ongoing enhancement of educational standards and the advancement of education management to facilitate the delivery of quality-focused education (Huang, 2024). To enhance the caliber of education, teachers must adopt a pivotal perspective. In Indonesia, enhancing teacher competencies is pivotal in elevating educational standards and child-centered outcomes (Kusnandi, 2024). A teacher competency model must be developed to accelerate education transformation in the school sector. Consequently, there is currently a need in Indonesia to improve the quality of students in education due to issues such as inconsistent curriculum, low teacher quality, inadequate facilitation, and unsatisfactory learning outcomes (Bilad et al., 2024).

As indicated by the Global Education Monitoring (GEM) report of 2016, the quality of education in Indonesia continues to encounter substantial challenges. The GEM report, a comprehensive international assessment, placed teacher quality in Indonesia at the 10th position among 14 developing countries (Anggraeni et al., 2024). Concurrently, the Program for International Student Assessment (PISA) survey results, a prominent global benchmark for evaluating educational quality, indicate that academic achievement in Indonesia remains comparatively low (Susiani & Abadiyah, 2021). This phenomenon is influenced by the variability in the quality of educators, which impacts the effectiveness of staff and teachers in applying higher-order thinking skills in the classroom (Ismawati et al., 2023). MA Inovatif Daarul Ihsan Cimahi, the subject of this study, exemplifies this phenomenon. The school has not yet obtained accreditation, and as such, is required to adhere to the standards set forth by accreditation agencies to ensure the quality of education provided. Additionally, there is a paucity of training and professional development opportunities for educators, which results in some teachers lacking updates on the latest curriculum and teaching methods. The dearth of resources and the unvaried nature of the assessment system further hinder educational efficacy.

Enhancing the quality of education can be accomplished by implementing structured and targeted strategies to surmount the aforementioned challenges. The SWOT approach, a methodological framework utilized to assess internal and external factors, such as strengths, weaknesses, opportunities, and threats within a particular context, can be employed to analyze and evaluate this strategy. The SWOT analysis, a strategic planning tool derived from the research discussed in The Origin of SWOT Analysis, focuses on assessing internal factors (strengths and weaknesses) and external factors (opportunities and threats) (Puyt et al., 2023). SWOT refers to Strengths, Weaknesses, Opportunities, and Threats (Rony et al., 2024). In this analysis, "strengths" refer to factors the organization can control (Ivanenko et al., 2024). In contrast, "weaknesses" are less favorable to overall success (Benzaghta et al., 2021). Meanwhile, "opportunities" arise when potential can be optimally developed (Bratko et al., 2021). Conversely, "threats" are risks or negative impacts that impede the realization of objectives and lead to failure (Sari, 2024). The following is the SWOT analysis matrix. Shown in Figure 1.

The SWOT matrix can be summarised as follows:

1. SO strategy: capitalize on opportunities.
2. ST strategy: avoidance of threats.
3. WO strategy: introduce new opportunities by reducing weaknesses.
4. WT strategy: avoidance of threats by minimization of weaknesses.



**Figure 1.** The SWOT Analysis Matrix  
*Source: Adapted from research by Benzaghta et al. (2021)*

In light of the aforementioned background, the problem formulation in this study encompasses two principal aspects. Firstly, the aim is to identify the factors contributing to the strengths, weaknesses, opportunities, and threats of educators and education personnel at the MA Inovatif Daarul Ihsan Cimahi, to improve the quality of education. Secondly, the SWOT analysis is based on the identification of strategies required to enhance the quality of educators and education personnel at MA Inovatif Daarul Ihsan Cimahi. Regarding the formulation of the problem, the objective of this study is to delineate the factors encompassed within the categories of strengths, weaknesses, opportunities, and threats, and to develop strategies that must be implemented to improve the quality of educators and education personnel at MA Inovatif Daarul Ihsan Cimahi.

This research has scientific novelty compared to previous research. Previous studies that focused on strategies for increasing the competency and professionalism of vocational teachers showed that systematic planning was a key factor in identifying needs and formulating solutions to various challenges educators face (Bantilan et al., 2023). This research reveals that teacher professionalism can be increased through planning, implementation, and continuous evaluation. This strategy has proven effective in increasing the capacity of educators in vocational school environments. Furthermore, research underscored the pivotal role of the principal as an educator. This role encompasses the empowerment of all school members and the exemplification of leadership through actions. Principals are responsible for serving as mediators, decision-makers, and problem-solvers. Moreover, they are expected to be the primary source of information for the school community (Dikdik et al., 2024). The strategies implemented by school principals include understanding the importance of tasks, building awareness of professionalism among teachers, and creating partnership relationships that encourage discussion and collaboration to find the best solutions to improve mutual learning (Atstsaury et al., 2024).

Factors that influence the effectiveness of the principal's role in improving teacher competency include the commitment of the teaching staff, discipline, and the principal's example. However, the challenges faced include a lack of responsibility for some teachers and a suboptimal distribution of tasks within the school organization (Ariarta & Choirunnisa, 2024). Although previous studies have provided valuable insight into strategies for increasing educator competency, they have not comprehensively linked internal and external school factors in a holistic analytical approach. This research attempts to fill the gap in the literature by integrating SWOT analysis as a tool for evaluating strengths, weaknesses, opportunities, and threats in the education workforce system. With this approach, this research not only provides a systematic mapping of the conditions of teaching staff but also formulates implementation strategies that can be implemented directly by MA Inovatif Daarul Ihsan Cimahi to improve the quality of educators and education staff sustainably.

## **LITERATURE REVIEW**

### **Continuous Professional Development**

The significance of continuous and pertinent professional development for educators' enhancement of their skills and competencies has been the subject of extensive research. Studies have identified the implementation of workshops and web-based training programs as components of continuous professional development (CPD) as a crucial factor in fostering a communication culture among teaching professionals (Sadiq et al., 2024). The integration of internal coaching methodologies within educational institutions has been demonstrated to foster heightened confidence in pedagogical practices and the execution of classroom management techniques. This, in turn, has been shown to influence the overall quality of education within academic settings positively.

Consequently, educators who partake in these professional development opportunities tend to exhibit a greater propensity towards reflection, participation, innovation, and collaboration in their pedagogical approaches. Three emerging themes under the success stories of junior high school master teachers towards professional development: harmonious group dynamics, supportive team players, and coordinated collaboration. Teachers can actively expand their knowledge by seeking and acting on professional development. Fortunately, there are many training and learning options. Professional development is important for every educator's career. It facilitates the acquisition of new skills, generating novel classroom ideas, introspection regarding teaching methods, and maintaining a high level of professional performance (Rayendra, 2020).

### **Increasing Teacher Well-being and Motivation**

Research highlights the importance of teacher well-being in influencing their performance. Apart from a decent salary, factors such as recognition, appreciation, and a positive work environment also play an important role (Nwoko et al., 2024). In academic institutions, elevated well-being among teaching staff members has been demonstrated to foster effective communication and cultivate harmonious professional relationships. This phenomenon engenders a sense of job satisfaction, thereby enhancing cooperation and fortifying collaboration through establishing trust and mutual respect. Moreover, the maintenance of teacher well-being has been shown to promote the optimization of personal resources and psychological well-being. Consequently, this enhances communication, professional relationships, and cooperation within the academic environment. Collectively, these factors contribute to the development of reflective practice and effective leadership, which can serve as catalysts for sustainable institutional change and transformation (Mat et al., 2024).

### **Effective Leadership**

Effective leadership is also important in influencing the quality of education and teacher performance. Education leadership is one of the factors that determines the success of school institutions in achieving educational goals (Vega et al., 2024). An effective educational leader can direct schools toward improving performance and achieving optimal results for students, teachers, and the entire school community. School performance is often measured by academic achievement, but behind it are various interrelated elements, one of which is the role of the principal's leadership (Pedraza-Montaña et al., 2024). Research found that Effective leadership strategies, such as open communication and professional development opportunities, significantly improved teacher performance. They also found that leadership fosters a professional learning culture, encourages teacher collaboration, and creates a work environment conducive to growth

(Tambingon et al., 2024). A principal with visionary and transformational leadership can influence the organizational culture of the school (Fadhilah et al., 2024).

## METHODS

### Research Design

This research uses mixed methods with an explanatory sequential design, which begins with collecting quantitative data through a Google Forms-based questionnaire and then continues with collecting qualitative data through observations and interviews to deepen the results obtained (Chali et al., 2022). This approach is combined with case studies to explore strategies that can be used to improve the quality of educators and education staff (Ratnasari & Sudradjat, 2023). The strategy will be based on a SWOT analysis that evaluates internal factors such as strengths and weaknesses and external factors such as opportunities and threats that can influence educational effectiveness.

### Fase 1: Qualitative Approach

Qualitative data was collected through observations and interviews to determine the quality of school educators and education staff. Observations were carried out in two ways: directly by observing the learning process in class and indirectly through reviewing the school's website and social media. Direct observation aims to understand the interactions between teachers and students, while online observation is carried out to obtain additional information regarding school activities, policies, and achievements published online. Apart from observations, in-depth interviews were conducted online via Zoom with three primary sources: the principal, the deputy principal for curriculum, and an education staff. This interview is focused on exploring internal factors that influence the quality of educators and education personnel, including strengths and weaknesses. Interview data are analyzed narratively by considering character, time, place, action, conflict, and resolution (Bingham, 2023).

The narrative analysis technique was chosen because of its ability to reveal in-depth context and dynamics related to the issue being studied, so that it can examine the SWOT aspects, especially internal factors in detail. The choice of interviews as the primary technique for identifying weaknesses is based on the consideration that this aspect often requires in-depth and contextual explanations that are difficult to reveal only through questionnaires. Interviews allow resource persons to convey their views openly and in detail so that researchers can understand the roots of their problems and challenges. Meanwhile, questionnaires are used to collect more structured quantitative data, especially to identify external factors such as opportunities and threats. This combination of observations, interviews, and questionnaires ensures that the research produces data that is comprehensive and relevant to actual conditions at MA Inovative Daarul Ihsan Cimahi.

### Fase 2: Quantitative Approach

The data collection process is made easier by using the Google Forms application, which is distributed via the WhatsApp platform (Zayed, 2021), enabling efficient distribution of questionnaires. Qualitative data obtained through interviews was used to explain and deepen the quantitative results, resulting in a more comprehensive analysis. The research participants comprised one school principal, one deputy principal, and eight teachers, selected through purposive sampling techniques (Andrade, 2021). Participants were selected based on their relevance to the research context, involvement in strategic decision-making processes in educational institutions, and insight into implemented educational policies and practices. Thus, this mixed method not only identifies trends through quantitative data but also explores the reasons

behind these findings through interviews, resulting in more accurate and applicable strategies in improving the quality of education.

The collection technique was carried out by distributing questionnaires to the entire population of teachers at MA Inovatif Daarul Ihsan Cimahi, totaling 10 people. Considering the relatively small population, this research applies a total sampling method, where all population members are used as samples. The questionnaire was distributed digitally via the Google Forms and WhatsApp platforms to facilitate respondent access and participation. The quantitative data collected was then analyzed using the SWOT approach, focusing on identifying external factors such as opportunities and threats faced by the school. Analysis was carried out by grouping and interpreting questionnaire responses so that the results could strengthen and complement the findings from qualitative data obtained through interviews. Combining these two types of data ensures a more comprehensive and in-depth analysis.

**Table 1.** Data of Research Respondents

No	Name	Department
1	DA	Head of Madrasah
2	IIF	Deputy Head of Madrasah Curriculum
3	FNY	Teacher
4	NINA	Teacher
5	IK	Teacher
6	EK	Teacher
7	DR	Teacher
8	RF	Teacher
9	AP	Teacher
10	SDH	Teacher

*Source: Secondary Data of MA Inovatif Daarul Ihsan Cimahi*

In addition, questionnaires were distributed to teachers via Google Forms and WhatsApp to collect quantitative data that strengthened the findings from the interviews, thereby enabling the exploration of various perspectives in the case study (Knott et al., 2022). The collected data is then analyzed using the SWOT approach to identify strengths, weaknesses, opportunities, and threats in the school environment. Qualitative data from interviews was used to identify internal factors (strengths and weaknesses). In contrast, quantitative data from questionnaires confirmed these findings and identified external factors (opportunities and threats). Teacher involvement in this process ensures that the strategies developed are more relevant and appropriate to the actual conditions at MA Inovatif Daarul Ihsan Cimahi.

## RESULTS AND DISCUSSION

### Fase 1: Qualitative Approach

School conditions are proven to play an important role in supporting the effectiveness of teacher performance. In the context of MA Inovatif Daarul Ihsan, various deficiencies and strengths in the school environment are theorized to influence the quality of teaching. The results of interviews with three sources—the Madrasah Principal, deputy principal for curriculum, and education staff—regarding the weaknesses and strengths of school conditions are as follows.

### **Strengths Aspects:**

*"In my opinion, the role of the principal in supervising and developing teacher performance is quite good." The principal is always active in providing direction and support to improve the teachers' teaching quality here." (DA, 15 October 2024).*

*"I see that the teachers at this school have good communication skills, are effective, and are polite. They can work together well, both with fellow teachers, education staff, and parents." (IIF, 15 October 2024).*

*"The majority of teachers here have met S1 or D-IV academic qualifications. This is a strong basis for implementing quality learning." (AP, 15 October 2024).*

*"The teachers here really uphold the professional code of ethics. They also present themselves as honest individuals with noble character and are role models for students." (FNY, 15 October 2024)*

*"Teachers here use many innovative and interesting learning methods. This makes students more enthusiastic and interested in learning." (NIKNA, 15 October 2024).*

*"Even though the infrastructure is still limited, teachers here have started to use information and communication technology to communicate and develop themselves." (IK, 15 October 2024).*

Based on the results of interviews with resource persons, it can be concluded that MA Inovatif Daarul Ihsan has several significant advantages in supporting the quality of education. The leadership of the madrasa head, who is active in providing direction and support, has practical and polite teacher communication skills, and has adequate teacher academic qualifications, is a strong foundation for implementing quality learning. Apart from that, the teachers at this school have shown a high commitment to upholding the professional code of ethics, using innovative learning methods, and utilizing information technology despite limited infrastructure. These advantages are valuable assets that can be maximized to improve the effectiveness of learning and the quality of education in schools. However, several challenges, such as limited facilities and infrastructure and the need for teacher professional development, still need to be considered to create a more optimal learning environment.

### **Aspects of weaknesses:**

*"In my opinion, sustainable teacher professional development programs are still minimal. We are trying, but opportunities for teachers to improve their competency are still lacking. This is very important to improve the quality of teaching." (DA, 15 October 2024).*

*"This is often a problem. Teachers' access to learning resources, such as reference books, teaching aids, and other teaching materials, is still limited." Sometimes teachers have to be creative themselves to prepare learning materials." (IIF, 15 October 2024).*

*"In my opinion, the proportions are still not balanced. Classroom teachers sometimes have to teach more hours, and the workload becomes heavier." This needs attention so it does not burden teachers." (AP, 15 October 2024).*

*"Educational personnel such as laboratory assistants and librarians are still very lacking. For example, the service is not optimal in a lab or library due to a lack of staff. This is important to support the student learning process." (FNY, 15 October 2024).*

*"The workload of teachers here is quite heavy. Apart from the many hours of teaching, there are also administrative tasks that pile up. Sometimes it is hard to manage everything well." (NIKNA, 15 October 2024).*

*"There are still several teachers who do not have teaching certificates. This is important because their pedagogical competence needs to be improved. If you are certified, I am sure the quality of teaching will be better." (IK, 15 October 2024).*

Based on the results of direct interviews with resource persons, it can be concluded that MA Inovatif Daarul Ihsan still faces several significant challenges in supporting the quality of education. Limited teacher

professional development programs, poor access to learning resources, an imbalance in the number of teachers, and minimal availability of educational staff are the main obstacles. Apart from that, the disproportionate workload of teachers and the existence of teachers who are not yet certified also affect the effectiveness of learning. These challenges need to be addressed immediately through appropriate policies and programs so that the quality of education in schools can continue to be improved.

## Fase 2: Quantitative Approach

The results of the questionnaires distributed to teachers at MA Inovatif Daarul Ihsan demonstrate significant patterns and trends related to SWOT analysis, reflecting the diverse perspectives of respondents. This process categorizes information into four categories: strengths, weaknesses, opportunities, and threats. This allows researchers to develop more effective strategies and provide recommendations for enhancing the quality of educators and education personnel.

**S** represents strength, which is defined as any advantage or positive characteristic inherent to the object under analysis.

**W** represents weakness, which is defined as any fragility, obstacle, or defect inherent to the object under analysis.

**O** represents opportunities, which are defined as any potential for beneficial change about the object under analysis.

**T** represents threats, which are defined as any potential for detrimental change about the object under analysis.

To understand school policies, it is essential to undertake a comprehensive analysis of the strategic environment. This should entail a detailed assessment of internal and external factors that can potentially affect school operations. The objective is to identify the school's strengths, weaknesses, opportunities, and threats. Internal factors include the curriculum, teaching staff, students, and school management (Chusniah & Akhmad, 2023). External factors, on the other hand, originate from external sources outside the school (Lovita et al., 2022). Each factor's importance is assessed using the expert method with a value scale, where 1 represents the lowest value and the highest value indicates the most important factor. **Table 2** shows a table of SWOT analysis results.

**Table 2.** The following is an Internal Environment Analysis Matrix (ALI) of MA Inovatif Daarul Ihsan Cimahi

Component	Instrument	Score	value weight	standard value weight	Total (Score x standard value weight)
<b>Strength</b>	The role of the madrasah head in the supervision and development of teacher performance is regarded as effective	3,70	3,90	0,114	0,422
	Teachers communicate in a practical, empathetic, and polite manner with fellow educators, education personnel, parents, and the community	3,70	3,80	0,111	0,411



<b>Component</b>	<b>Instrument</b>	<b>Score</b>	<b>value weight</b>	<b>standard value weight</b>	<b>Total (Score x standard value weight)</b>
	The teacher employs a range of innovative and engaging learning techniques	3,60	3,70	0,108	0,389
	Teachers are expected to present themselves in an honest, noble manner, serving as role models for their students and the wider community	3,70	3,90	0,114	0,422
	Teachers uphold the code of ethics of the teaching profession	3,70	3,80	0,111	0,411
	The majority of teachers in the school have fulfilled the S1/D-IV academic qualifications	3,90	3,80	0,114	0,433
	Teachers organize assessments and evaluations of learning processes and outcomes	3,80	3,80	0,111	0,422
	Teacher Utilises information and communication technology to communicate and develop themselves	3,60	3,70	0,108	0,389
	Teachers teach subjects according to their educational backgrounds	3,60	3,70	0,108	0,389
	The school has a sustainable teacher professional development program	2,10	3,30	0,079	0,165
	Teachers have easy access to learning resources	2,10	3,10	0,074	0,155
	Teachers master the characteristics of learners from physical, moral, social, cultural, emotional, and intellectual aspects	3,00	3,00	0,071	0,214
<b>Weakness</b>	Teachers facilitate the development of learners' potential to actualize their various potential	3,40	3,40	0,081	0,275
	Proportion of class and subject teachers to serve students in learning activities	2,40	3,10	0,074	0,177
	The proportion of education personnel available to provide specialized services (such as laboratory, library, and UKS personnel)	1,80	3,20	0,076	0,137

Component	Instrument	Score	value weight	standard value weight	Total (Score x standard value weight)
	Your workload as a teacher (number of teaching hours, administrative duties, etc.) is proportional and manageable	2,70	3,10	0,074	0,199
	Teachers have an educator certificate	2,40	3,10	0,074	0,177
	Teachers engage in communication with their professional community, as well as with other professions, in both oral and written formats	3,40	3,40	0,081	0,275
	Participate in seminars, workshops, or training related to improving professional competence	3,40	3,40	0,081	0,275
	Proportion of education personnel in managing the school	2,40	3,20	0,076	0,183
	The working environment in your school is supportive of effective teaching and learning activities	3,00	3,30	0,079	0,236
	Facilities and welfare benefits provided by the school (e.g. comfortable teacher rooms, health benefits, etc.)	2,10	3,40	0,081	0,170
<b>Axis x (Total Strengths - Total Weaknesses)</b>					<b>1,051</b>

Source: Research Document 2024

**Table 2** presents the results of the Internal Environmental Analysis (ALI) illustrating that the main strength of MA Inovatif Daarul Ihsan Cimahi lies in the academic qualifications of the majority of its teaching staff, who have met the minimum requirements of S1/D-IV, with the highest total score of 3.90. Apart from that, another aspect that makes this school superior is the role of the madrasa head in supervising and developing teacher performance, as well as the high integrity and ethics of teachers in carrying out their profession, each with a total score of 3.90. This advantage shows that the school has competent and professional teaching staff who carry out their duties. However, MA Inovatif Daarul Ihsan Cimahi also faces several weaknesses that need attention. The main obstacle identified was the proportion of available educational staff who could provide exceptional services, such as laboratory, library, and UKS staff, which had a total score of 1.80, indicating that there were still limitations in the learning support aspect. Additionally, continuous teacher professional development programs and easier access to learning resources also need improvement, with a score of 2.10 respectively. Based on the results of the analysis, the difference between total strengths and total weaknesses produces an X-axis value of 1.051, which shows that the school's internal strengths are still more dominant than its weaknesses. The results of this analysis are the basis for developing a more effective strategy to improve the quality of education at MA Inovatif Daarul Ihsan Cimahi.

## Analysis of the External Environment (ALE)

The external environment (ALE) analysis is the process of identifying factors originating from outside the school environment. These factors may include parents of learners, the wider community, the school committee, stakeholders, and the education government (Bakhtiar, 2022). This process aims to identify factors that may be considered opportunities or threats.

**Table 3.** Analysis of External Environment (ALE) Matrix of MA Inovatif Daarul Ihsan Cimahi

Component	Instrument	Score	value weight	standard value weight	Total (Scor x standard value weight)
Opportunity	The curriculum can be adapted to the needs of students and the times	3,60	3,80	0,255	0,918
	Cooperative relationship between supervisors and teachers in improving teaching performance	3,60	3,70	0,248	0,894
	Co-operation of HR in the school to attract parents to send their children to your school	3,70	3,60	0,242	0,894
	The condition of the school's relationship with the Education Office/Ministry of Religious Affairs, especially in efforts to improve the quality of education human resources	3,60	3,80	0,255	0,918
	Local government is demonstrating support for initiatives designed to enhance the quality of teaching personnel	2,90	3,30	0,170	0,493
Threats	Teachers' achievements in various fields, participating in competitions in the region	2,40	3,10	0,160	0,384
	Efforts to build relationships with school committees, especially for the improvement of learning services	3,00	3,30	0,170	0,510
	Various scholarship programs are available for teachers to continue their studies	1,40	3,20	0,165	0,231
	The curriculum supports the development of teacher competencies	2,60	3,40	0,175	0,456
	Government support for quality curriculum development	2,30	3,10	0,160	0,368
<b>y-axis (Total Opportunities - Total Threats)</b>					<b>1,183</b>

Source: Research Document 2024

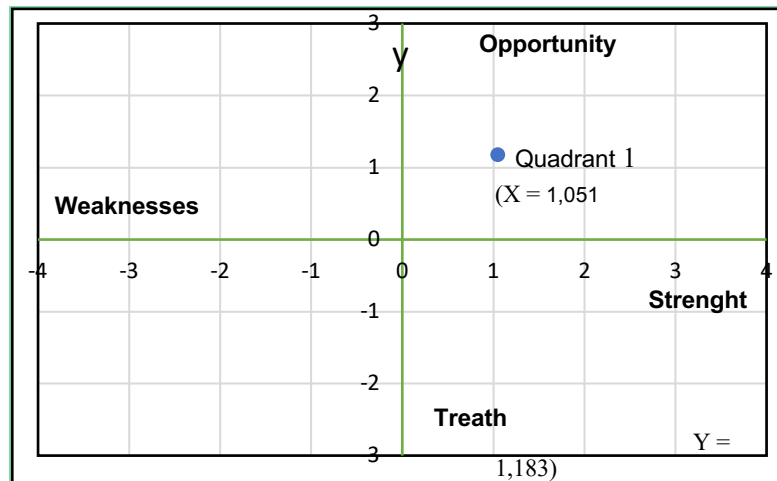
**Table 3** presents the external environment analysis (ALE) results, which identifies various opportunities and obstacles that influence MA Inovatif Daarul Ihsan Cimahi. From this table, it is found that the main opportunities that schools can utilize are curricula that can be adapted to student needs and current developments, as well as collaborative relationships between schools and the Education Service/Ministry of Religion in improving the quality of educational human resources. These two factors have the highest total score, namely 0.918, so they can support institutional development through more effective alignment of academic and administrative policies. Apart from that, HR cooperation in schools to attract parents to send their children to the school is also one of the main opportunities, with a total score of 0.894. This shows the importance of collaboration between teaching staff and the community in increasing the attractiveness of schools.

However, schools also face several obstacles that need to be anticipated. The biggest obstacle faced was limited access to various scholarship programs for teachers to continue their studies, with the lowest total score being 0.231. Another factor that has the potential to become an obstacle is the low performance of teachers in various areas of competition at the regional level, which has a total score of 0.384. Based on the analysis results, the difference between total opportunities and obstacles produces a Y-axis value of 1.183, which shows that external opportunities are still more dominant than obstacles. The results of this analysis are the basis for developing a more effective strategy for MA Inovatif Daarul Ihsan Cimahi to face external challenges and take advantage of existing opportunities to improve the quality of education.

### **Quadrant SWOT**

The QSPM model evaluates strategic alternatives based on the evaluation of Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE), identifying the most attractive options. The alternative with the highest total value is considered the best strategy (Elezaj & Kuqi, 2023). 6 steps need to be taken to create a QSPM matrix, namely:

1. A list of strengths, weaknesses, opportunities, and threats should be compiled, similar to the SWOT matrix.
2. Weights must be assigned to the strengths, weaknesses, opportunities, and threats. The assigned weight is identical to that applied to the IFE and EFE matrices.
3. The next step is to compile a list of alternative strategies for evaluation.
4. Attractiveness scores (alternativeness scores, AS) are to be assigned on a scale of 1 to 4. A value of 1 indicates a lack of attractiveness, 2 represents a somewhat attractive option, 3 signifies a moderately attractive alternative, and 4 denotes a very attractive choice. If an alternative strategy influences the outcome, it is not assigned a value (AS).
5. The total attractiveness scores (TAS) are then calculated, and the weights are transferred to the attractiveness scores (AS).
6. The total attractiveness value (STAS) is calculated. The alternative strategy that has the most significant total value is deemed to be the optimal strategy.



**Figure 2.** Quadrant of SWOT Analysis Results  
Source: Research Document 2024

**Figure 2** showed a quantitative SWOT analysis that maps MA Inovatif Daarul Ihsan Cimahi's strategic position based on calculating internal factors (strengths and weaknesses) and external factors (opportunities and threats). The X-axis represents internal strengths and weaknesses (Strengths—Weaknesses), while the Y-axis shows the difference between opportunities and external threats (Opportunities—Threats). In the graph above, the coordinate point (X = 1.051, Y = 1.183) is in Quadrant I, indicating a favorable situation for the school. This position means that MA Inovatif Daarul Ihsan Cimahi has more strengths than weaknesses and opportunities than threats. Therefore, the most appropriate strategy is the SO (Strengths-Opportunities) Strategy, which utilizes internal strengths to take advantage of external opportunities. So, the four main methods used in the QSPM analysis are structured as follows.

### 1.1 Strategi SO-1: Development of a More Personalised Curriculum

#### 1.1.1 Strengths utilized

- 1) Most teachers in the school have fulfilled the S1/D-IV academic qualifications.
- 2) Teachers employ a range of innovative and engaging learning methodologies.
- 3) Teachers use information and technology to facilitate communication and professional development.

#### 1.1.2 Opportunities utilized

- 1) The curriculum can be adapted to meet the needs of students and the times.
- 2) Cooperative relationships between supervisors and teachers in improving teaching performance.
- 3) The condition of the school's relationship with the Education Office/Ministry of Religious Affairs, especially in efforts to improve the quality of education human resources.

### 1.2 Strategi SO-2: The Professional Development Program's Objective is to Enhance Teachers' Competence

#### 1.2.1 Strengths utilized

- 1) Most teachers in the school have fulfilled the S1/D-IV academic qualifications.
- 2) Teachers use various innovative and engaging learning methods
- 3) Teachers utilize information and communication technology to communicate and develop themselves.
- 4) Teachers teach subjects by their educational background
- 5) Teachers uphold the code of ethics of the teaching profession.

### 1.2.2 Opportunities utilized

- 1) Cooperative relationship between supervisors and teachers improves teachers' teaching performance.
- 2) The condition of the school's relationship with the Education Office/Ministry of Religious Affairs, especially in efforts to improve the quality of education human resources.

## 1.3 Strategy SO-3: Networking and Collaboration Development

### 1.3.1 Strengths utilized

- 1) Teachers use information and technology to facilitate communication and professional development.
- 2) Teachers demonstrate effective, empathetic, and polite communication with fellow educators, education personnel, parents, and the community.

### 1.3.2 Potential for Utilisation

- 1) Establishing a collaborative relationship between supervisors and teachers to enhance the quality of teaching performance.
- 2) Fostering a constructive relationship between the school and the Education Office/Ministry of Religious Affairs, particularly in the context of efforts to improve the caliber of human resources in the field of education.

## 1.4 Strategy SO-3: Improve School Management

### 1.4.1 Strengths utilized

- 1) Most teachers in the school have fulfilled the S1/D-IV academic qualifications.
- 2) The role of the madrasah principal in supervising and developing teacher performance is compelling.
- 3) Teachers use information and technology to facilitate communication and professional development.
- 4) Teachers communicate effectively, empathetically, and politely with fellow educators, education personnel, parents, and the community.
- 5) Teachers adhere to the ethical standards set forth for the teaching profession.
- 6) Teachers are responsible for the organization of assessment and evaluation of learning processes and outcomes.

### 1.4.2 Potential Opportunities for Utilisation

- 1) HR cooperation in schools to attract parents to send their children to your school.
- 2) Adaptation of the curriculum to the needs of students and the times.
- 3) Cooperation between supervisors and teachers in improving teaching performance.

## Analysis QSPM (*Quantitative Strategic Planning Matriks*)

The final stage in the formulation of a strategy is the decision stage. The decision stage of this study employs the QSPM matrix as the analytical tool (Utari et al., 2024). The QSPM matrix will facilitate prioritizing strategies for recommendation to MA Inovatif Daarul Ihsan Cimahi. The TAS value is employed to ascertain which strategy will be accorded greater priority, namely the highest total attractiveness score. The TAS value is derived from multiplying the weight assigned to each internal and external factor with the attractiveness score (AS). The attractiveness score is obtained from the brainstorming results between researchers and owners, who are the decision-makers in the company. The QSPM matrix that the researchers have compiled can be seen in **Table 4** below.

**Table 4.** The QSPM Matrix of MA Inovatif Daarul Ihsan Cimahi

No	Key Factor	Score	Value weight	Strategy 1		Strategy 2		Strategy 3		Strategy 4	
				AS	TAS	AS	TAS	AS	TAS	AS	TAS
<b>STRENGTHS</b>											
1	The role of the madrasah head in the supervision and development of teacher performance is regarded as effective	3,70	3,90	3	11,70	4	15,60	3	11,70	4	15,60
2	Teachers communicate in a practical, empathetic, and polite manner with fellow educators, education personnel, parents, and the community	3,70	3,80	3	11,40	3	11,40	3	11,10	4	15,20
3	The teacher employs a range of innovative and engaging learning techniques	3,60	3,70	4	14,80	4	14,80	4	14,80	3	11,10
4	Teachers are expected to present themselves in an honest, noble manner, serving as role models for their students and the wider community	3,70	3,90	3	11,70	3	11,70	3	11,70	3	11,70
5	Teachers uphold the code of ethics of the teaching profession	3,70	3,80	4	15,20	4	15,20	4	15,20	4	15,20
6	The majority of teachers in the school have fulfilled the S1/D-IV academic qualifications	3,80	3,90	3	11,70	3	11,70	4	15,60	3	11,70
7	Teachers organize assessment and evaluation of learning processes and outcomes	3,80	3,80	3	11,40	3	11,40	3	11,40	4	15,20
8	Teacher Utilises information and communication technology to communicate and develop themselves	3,60	3,70	3	11,10	3	11,10	4	14,80	3	11,10
9	Teachers teach subjects according to their educational backgrounds	3,60	3,70	4	14,80	4	14,80	4	14,80	3	11,10

No	Key Factor	Score	Value weight	Strategy 1		Strategy 2		Strategy 3		Strategy 4	
				AS	TAS	AS	TAS	AS	TAS	AS	TAS
<b>WEAKNESSES</b>											
1	The school has a sustainable teacher professional development program	2,10	3,30	1	3,30	2	6,60	2	6,60	2	6,60
2	Teachers have easy access to learning resources	2,10	3,10	2	6,20	2	6,20	2	6,20	2	6,20
3	Teachers master the characteristics of learners from physical, moral, social, cultural, emotional, and intellectual aspects	3,00	3,00	2	6,00	2	6,00	2	6,00	2	6,00
4	Teachers facilitate the development of learners' potential to actualize their various potential	3,40	3,40	2	6,80	2	6,80	2	6,80	2	6,80
5	Proportion of class and subject teachers to serve students in learning activities	2,40	3,10	2	6,20	2	6,20	2	6,20	2	6,20
6	The proportion of education personnel available to provide specialized services (such as laboratory, library, and UKS personnel)	1,80	3,20	2	6,40	1	3,20	1	3,20	1	3,20
7	Your workload as a teacher (number of teaching hours, administrative duties, etc.) is proportional and manageable	2,70	3,10	2	6,20	1	3,10	1	3,10	2	6,20
8	Teachers have an educator certificate	2,40	3,10	2	6,20	1	3,10	1	3,10	2	6,20
9	Teachers engage in communication with their professional community, as well as with other professions, in both oral and written formats	3,40	3,40	2	6,80	2	6,80	2	6,80	2	6,80
10	Participate in seminars, workshops, or training related to improving professional competence	3,40	3,40	2	6,80	1	3,40	2	6,80	2	6,80



No	Key Factor	Score	Value weight	Strategy 1		Strategy 2		Strategy 3		Strategy 4	
				AS	TAS	AS	TAS	AS	TAS	AS	TAS
11	Proportion of education personnel in managing the school	2,40	3,20	2	6,40	2	6,40	2	6,40	1	3,20
12	The working environment in your school is supportive of effective teaching and learning activities	3,00	3,30	2	6,60	2	6,60	2	6,60	2	6,60
13	Facilities and welfare benefits provided by the school (e.g. comfortable teacher rooms, health benefits, etc.)	2,10	3,40	2	6,80	2	6,80	2	6,80	2	6,80
<b>OPPORTUNITIES</b>											
1	The curriculum can be adapted to the needs of students and the times	3,60	3,80	3	11,40	4	15,20	3	11,40	4	15,20
2	Cooperative relationship between supervisors and teachers in improving teaching performance	3,60	3,70	3	11,10	4	14,80	4	14,80	4	14,80
3	Co-operation of HR in the school to attract parents to send their children to your school	3,70	3,60	3	10,80	4	14,40	3	10,80	4	14,40
4	The condition of the school's relationship with the Education Office/Ministry of Religious Affairs, especially in efforts to improve the quality of education human resources	3,60	3,80	3	11,40	4	15,20	4	15,20	4	15,20
<b>THREATS</b>											
1	Local government is demonstrating support for initiatives designed to enhance the quality of teaching personnel	2,90	3,30	2	6,60	2	6,60	2	6,60	2	6,60
2	Teachers' achievements in various fields, participating in competitions in the region	2,40	3,10	2	6,20	2	6,20	2	6,20	2	6,20
3	Efforts to build relationships with school committees,	3,00	3,30	2	6,60	2	6,60	2	6,60	2	6,60

No	Key Factor	Score	Value weight	Strategy 1		Strategy 2		Strategy 3		Strategy 4	
				AS	TAS	AS	TAS	AS	TAS	AS	TAS
	especially for the improvement of learning services										
4	Various scholarship programs are available for teachers to continue their studies	1,40	3,20	1	3,20	1	3,20	1	3,20	1	3,20
5	The curriculum supports the development of teacher competencies	2,60	3,40	2	6,80	2	6,80	2	6,80	2	6,80
6	Government support for quality curriculum development	2,30	3,10	2	6,20	2	6,20	2	6,20	2	6,20
				<b>274,8</b>		<b>284,1</b>		<b>283,5</b>		<b>290,7</b>	

Source: Research Document 2024

A Quantitative Strategic Planning Matrix (QSPM) analysis revealed that the fourth strategy exhibited the highest Total Attractiveness Score (TAS) value. Accordingly, the fourth strategy is identified as the primary or initial objective. Moreover, the second strategy occupies the second position, having the second-highest TAS value. Subsequently, the third strategy is positioned in the third rank, while the first strategy is assigned the lowest rank. The strategies are ordered according to their TAS value, from the highest to the lowest. The complete order is as follows:

1. The first strategy improves school management;
2. The second strategy improves teacher competence through professional development programs;
3. The third strategy is developing networks and collaboration;
4. The fourth strategy is to develop a more personalized curriculum.

It is anticipated that implementing these strategies will be more effective and by the priorities determined based on the QSPM analysis.

## Discussion

The results of this research indicate that improving the quality of educators and education personnel at MA Inovatif Daarul Ihsan Cimahi can be done through a strategy based on SWOT analysis. Internal and external factors play a significant role in determining the direction of school policy. The results of this research align with strategic environmental analysis, which confirms that internal and external factors greatly influence school policies and are important to identify in formulating effective strategies.

## Continuous Professional Development as an Effort to Utilize Strengths and Overcome Internal Weaknesses

The Internal Environment Analysis (IEA) found that one of the school's main strengths is the high academic, moral, and pedagogical quality of teachers and their commitment to the values of professionalism and learning innovation. Internal development based on a reflective and collaborative culture can be a solution to increase teacher professionalism. However, weaknesses in the IEA, such as the uneven distribution of teacher certification and differences in employment status, indicate that there

are still gaps in the professional development of educators. Continuous professional development ensures teachers acquire new skills and remain relevant to educational development. Therefore, strategies to strengthen school-based training and collaborate with various stakeholders are essential to overcome this gap.

### **Improving Teacher Welfare and Motivation as Part of Optimising School Management**

Teacher well-being and motivation are key elements in improving the quality of education, as emphasized in (Nwoko et al., 2024) research. This factor is also a concern in strategic environmental analysis, where it is found that there is an imbalance in teacher workload and limited facilities that support teaching. This research shows that teachers who have high well-being tend to be more productive and contribute to creating a conducive learning environment. Thus, in the context of the MA Inovatif Daarul Ihsan Cimahi, strategies to improve teacher welfare must include improving the incentive system, increasing access to professional training, and building a work environment that supports collaboration and professional reflection. Apart from that, there needs to be a policy to even out the teachers' workload to be more proportional to their respective competencies and responsibilities.

### **Effective Leadership in Improving School Management and Optimising External Factors**

The External Environmental Analysis (ALE) found that there are various opportunities that schools can take advantage of, such as curriculum flexibility, supervisor support in improving teacher performance, and collaboration with various stakeholders. However, challenges such as lack of support from parents and the community and limited professional development opportunities for teachers are still obstacles to improving the quality of education. Effective leadership strategies are the leading solution to facing this challenge. Research shows that leadership based on open communication and professional learning can significantly improve teacher performance (Tambingon, 2024; Vega, 2024). In the context of MA Inovatif Daarul Ihsan Cimahi, the visionary leadership of school principals can be used to build collaborative networks with various parties, both from the education sector and the wider community. In addition, the results of this study also support the findings that emphasize that leadership effectiveness affects teacher performance and the overall school organizational culture (Pedraza-Montaña et al., 2024). Therefore, the leadership strategy at MA Inovatif Daarul Ihsan Cimahi must be focused on strengthening school management, increasing collaboration with parents and the community, and using technology in learning to overcome existing infrastructure limitations.

## **CONCLUSION**

The Strategic Environment Analysis demonstrates that both internal and external factors exert a considerable influence on school policies. Consequently, the identification of these factors represents a crucial step in the formulation of effective strategies. The Internal Environment Analysis (IEA) revealed several strengths, including the high quality of teachers in terms of academic, moral, and pedagogic competence, commitment to national values and professional ethics, and teachers' ability to adapt to the times through learning innovations. However, the analysis also highlighted several weaknesses, including the fact that not all teachers have obtained certification, an uneven employment status among teachers, and a shortage of specialized personnel, including Laboratory, Librarian, and UKS personnel. The analysis of the external environment (ALE) indicates the potential for curriculum flexibility to meet student needs, supervisor support for improving teacher performance, and the possibility of collaboration with various stakeholders to enhance community engagement. Additionally, the school has positive relations with the education office and the religious ministry. However, challenges persist, including a lack of parental and

community support and limited opportunities for teacher professional development. The main problems faced include incomplete facilities, disproportionate workloads, and less than optimal use of information and communication technology in learning. Improving school management and increasing teacher professionalism are the main focus. Thus, it is recommended that MA Inovatif Daarul Ihsan Cimahi focus on developing strategies that utilize internal strengths, improve weaknesses, take advantage of external opportunities, and overcome existing obstacles. This can be done through curriculum development, improving teacher qualifications, utilizing technology in learning, and actively involving supervisors, parents, and communities in the education process. The selection of strategic alternatives favored for the MA Inovatif Daarul Ihsan Cimahi includes improving school management and teacher competence through professional development programs, networks and collaboration, and a more personalized curriculum. Action efforts that can be done first by the MA Inovatif Daarul Ihsan Cimahi in selecting alternative strategies that are more favored are improving school management. To further enhance the effectiveness of the proposed strategies, future research should explore the long-term impact of professional development programs on teacher performance and student outcomes. Additionally, studies on the role of digital transformation in improving teaching effectiveness and school management should be conducted. It is also essential to investigate the influence of parental and community involvement on student achievement and overall school improvement. Future studies could adopt a comparative approach by analyzing the effectiveness of different educational leadership models in similar institutions to determine best practices for sustainable school development.

### **AUTHOR'S NOTE**

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