



SWOT Based Principal Strategy (Strengths, Weaknesses, Opportunities, And Threats) in Improving the Quality of Muara Badak Integrated Islamic Elementary School

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Abstract

The use of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is a crucial tool in identifying and understanding the competitive position of a school. This research aims to describe the principal's strategy based on SWOT analysis in improving the quality of Muara Badak Integrated Islamic Elementary School. This research used a qualitative approach with a case study method conducted through interviews, observation, and documentation. The research results using SWOT analysis show that SDIT (Sekolah Dasar Islam Terpadu, Integrated Islamic Elementary School) Muara Badak improves the quality of education by 1) utilizing internal strengths systematically through the principal's leadership, which involves teachers, committees, and parents in policymaking; 2) the foundation provides financial support and resources without operational intervention, while the committee and parents actively contribute to school funding and activities; 3) the principal addresses administrative weaknesses by focusing on learning outcomes using clear guidance books and postponing the use of risky technology; 4) the school also leverages its position as the only integrated Islamic school in the region by strengthening branding through social media and teachers' role modeling of Islamic values. The threat of a less strategic location is overcome by providing school shuttle services, increasing parents' trust and the number of registrants; 5) routine evaluations and strengthening teachers' spirituality through reciting activities and close collaboration between the foundation, committees, and parents are key to the success of continuous quality improvement. Research recommendations include conducting comparative studies to identify best practices by comparing SDIT Muara Badak with other schools and developing an implementation model for a SWOT-based quality improvement strategy that can be widely applied by considering each school's context.

Kata kunci: SWOT, Based Principal Strategy, Improving the Quality, Elementary School

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1. Introduction

Quality education is the main foundation for individual and societal development, not only in academic aspects but also in the cultivation of life skills, ethical values, and social



competencies. Data indicate that in Indonesia, although basic education has achieved high participation rates, the quality of educational services still faces significant challenges, such as disparities in access and variations in teaching quality, which impact parental satisfaction with school facilities and learning processes. For example, a study at SDI Parangkantisang showed that only 16% of parents were satisfied with school facilities, while 67% of students expressed satisfaction with the learning process. This phenomenon highlights the need for effective educational management strategies to comprehensively improve school quality (Handayani et al., 2025).

Parental satisfaction is strongly influenced by the quality of education provided, as reflected in student engagement, learning outcomes, and trust in educational institutions, where parental involvement and teacher quality are key factors in building trust and satisfaction. The implication of this condition is that school principals need to adopt strategic approaches such as SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to identify internal strengths and weaknesses as well as external opportunities and threats (Afwatun Rohmah, 2022). This enables the formulation of appropriate strategic steps to optimize the school's potential and minimize risks, thereby supporting sustainable school improvement.

In the Muara Badak area, the recent establishment of a new Integrated Islamic Elementary School serves as a concrete example of the importance of leadership strategies based on SWOT analysis in enhancing educational quality. This school has successfully attracted community interest by integrating Islamic values with modern educational approaches, as well as through visionary and adaptive leadership from the principal—factors that have contributed to the school's increased competitiveness amid intense local competition (Satria & Shahbana, 2020). This phenomenon reflects a growing parental preference for educational models that emphasize not only academic achievement but also character development and religious values, which are seen as essential for holistic child development.

Comparatively, similar findings have been reported in studies of other integrated Islamic schools, such as SDIT Al-Falah, where strategic leadership combined with SWOT-based planning has led to improved school performance and community trust (Nugroho et al., 2023). These parallels strengthen the relevance of applying SWOT analysis and transformational leadership in the context of integrated Islamic education, highlighting their effectiveness in addressing unique challenges and leveraging opportunities in religious-based schooling environments. The implications of this success highlight that mastery and application of SWOT-based strategies are essential competencies for school principals in realizing high-quality education that meets the expectations of students, parents, and the broader community (Kusumawati, 2021). Furthermore, this case sets a model for other schools in similar regions, demonstrating how strategic leadership and the integration of religious and modern educational values can create a distinctive and competitive educational institution.



This study aims to describe the principal's strategies for improving the quality of Muara Badak Integrated Islamic Elementary School through SWOT analysis, focusing on the utilization of internal strengths, mitigation of weaknesses, exploitation of external opportunities, management of threats, as well as the evaluation and selection of the most effective strategies. The findings are expected to provide both theoretical and practical contributions to educational management and serve as a guideline for policymakers and education practitioners in enhancing educational quality.

The research specifically examines how the principal implements SWOT analysis to improve school quality, covering the utilization of internal strengths such as human resources, facilities, curriculum, and school culture; the identification and mitigation of internal weaknesses in management, infrastructure, and resources; the exploitation of external opportunities including educational policies, technological advancements, and community support; and the management of external threats such as competition, policy changes, and socio-economic conditions (Muhith et al., 2023). Additionally, the study assesses the effectiveness of the strategies adopted and develops strategic recommendations to support sustainable quality improvement at the school. The primary objective is to describe how the principal designs, implements, and evaluates SWOT-based strategies within the context of integrated Islamic elementary education, thereby providing a comprehensive overview of efforts to enhance school quality.

The benefits of this research are divided into two aspects: theoretical and practical. Theoretically, this study enriches the literature on educational management by deepening the understanding of SWOT analysis implementation in integrated Islamic elementary schools and contributes to the development of relevant models for educational quality improvement strategies (Damayanti Lovita et al., 2022). Practically, the findings are expected to serve as a guide for principals and education managers in formulating and implementing quality improvement strategies, providing actionable recommendations, and serving as a valuable resource for policymakers. Additionally, this research can serve as a foundation for developing training programs for principals to effectively apply SWOT analysis in order to enhance the quality of education at their schools (Komariyah et al., 2024). The intended outcome is to produce a clear and in-depth overview of the principal's strategies in leveraging internal strengths, minimizing weaknesses, capitalizing on external opportunities, and addressing threats, while also evaluating the effectiveness of these strategies. The study aims to generate strategic recommendations that can be used as guidelines in designing adaptive and sustainable policies and programs.



2. Method

2.1. Research Approach

This study employs a case study approach to explore the principal's strategic management in the context of the Integrated Islamic Elementary School (SDIT) in Muara Badak. The primary objective is to examine in depth how the principal applies SWOT analysis to improve school quality. By utilizing a case study design, the research enables a comprehensive understanding of the principal's managerial strategies in addressing the specific strengths, weaknesses, opportunities, and threats present within the Islamic elementary school environment. This approach is highly relevant for gaining deep insights into the implementation of SWOT-based strategies in a unique and specific context, ultimately aiming to achieve significant improvements in educational quality.

2.2. Research Methods

This study employs a qualitative approach to explore the principal's strategic management based on SWOT analysis in improving the quality of Muara Badak Integrated Islamic Elementary School. This method was chosen because it enables the researcher to gain an in-depth understanding of managerial processes and practices within a specific context. The research design used is a case study focusing on Muara Badak Integrated Islamic Elementary School. This design facilitates a thorough exploration of the principal's implementation of SWOT-based management strategies and their impact on school quality.

Data collection techniques include in-depth interviews with the principal, teachers, and administrative staff to obtain detailed information about managerial strategies, the implementation of SWOT analysis, as well as the challenges and successes in quality improvement. In addition, direct observation at the school was conducted to observe managerial practices, interactions between the principal and staff, and the application of SWOT strategies. The researcher also conducted document analysis by reviewing relevant documents such as strategic plans, evaluation reports, and meeting minutes to understand how strategies are implemented and evaluated.

To enhance transparency and rigor, qualitative data were analyzed using thematic coding, allowing the identification of key themes related to strategic management practices. The study involved a total of 25 informants, including 1 principal, 1 vice principal, 5 teachers, 10 parents, and 8 students, who were purposively selected to provide diverse perspectives. The validity and reliability of the data were ensured through triangulation by cross-verifying information from interviews, observations, and document analysis.

2.3. Place and Time of Research

This study was conducted at Sekolah Dasar Islam Terpadu Insan Mandiri Muara Badak, located on Jalan Poros Samarinda - Muara Badak, Batu Batu Village, Muara Badak District, Kutai Kartanegara Regency, East Kalimantan. The research took place over a period of five months, beginning in November 2024.



2.4. Data and Data Sources

The data used in this study consist of primary and secondary data. Primary data were obtained directly from key informants, including the principal, vice principal, teachers, parents, and students through interviews and observations. Secondary data were collected through document studies of school records such as the vision and mission statements, teaching activity reports, monthly reports, school handbooks, as well as meeting minutes and activity evaluation documents.

The selection of data sources was based on the aim of gaining an in-depth understanding of the principal's strategic management based on SWOT analysis in improving the quality of Sekolah Dasar Islam Terpadu Muara Badak. The principal was chosen as the key informant due to their central role in the implementation and evaluation of managerial strategies. In addition to the principal, other informants included the vice principal, teachers, parents, and students. Each informant provided different perspectives regarding the strategies applied and their impact on the school's quality. By involving various data sources, this study aims to obtain a comprehensive understanding of the effectiveness and challenges of strategic management at the school.

2.5. Research Instruments

The research instruments consist of the researcher as the primary instrument, interview guides, observation guides, as well as recording and documentation tools. The interview guides were developed based on a framework covering aspects such as leveraging the school's strengths, minimizing weaknesses, utilizing external opportunities, addressing external threats, and evaluating and selecting strategies. The observation guides were used to describe the results of observations related to the implementation of SWOT-based management strategies by the principal. Additionally, photography equipment or devices were used to document activities related to the application of SWOT-based management strategies at the school.

2.6. Data Collection Techniques

Observation was conducted in two stages: initial observation and observation during the research process. The initial observation aimed to gain a general understanding of the conditions and situation at Sekolah Dasar Islam Terpadu Muara Badak, as well as to strengthen the research background. Observation during the research was carried out to collect detailed data regarding the implementation of SWOT-based strategic management, including monitoring the interactions between the principal, teachers, and students, as well as the utilization of school facilities and resources.

In-depth, semi-structured interviews were conducted to explore information about the principal's SWOT-based strategic management and its impact on the school's quality (Rasidi, 2022). Interviews were held with predetermined key informants, and interview guides were prepared to ensure that all important aspects were systematically covered. Data obtained from



the interviews served as primary data, which was crucial for maintaining the validity and reliability of the research findings.

3. Findings and Discussion

3.1. School Profile

This school is established on a 5,200 m² plot of land with a two-story building comprising six permanent classrooms. Most of the school's equipment has been donated by the local community and nearby companies. Within a radius of 500 meters to 2 kilometers around the school, there are several other elementary schools, such as SDN 012, SDN 015, SDN 017, and SD Syarif Hidayatullah.

An in-depth analysis of external threats reveals significant challenges affecting the school's operations and competitiveness. One major external threat is intense competition from nearby elementary schools, which may impact student enrollment and community support. Additionally, although the school's location is accessible, the reliance on shuttle services increases operational costs and may affect parental satisfaction due to transportation reliability and convenience. These financial and logistical burdens require strategic mitigation efforts by the school management.

To address these external threats, the principal and management have implemented several strategies. For instance, optimizing shuttle service schedules and collaborating with local transport providers aim to reduce costs and improve service quality. Furthermore, the school enhances its unique value proposition by emphasizing its integrated Islamic curriculum and distinctive programs, such as tahfiz and character building, to differentiate itself from competitors. Continuous community engagement and transparent communication also serve to strengthen parental trust and loyalty, mitigating the risk of student attrition.

The school's vision is "To become an Integrated Islamic Educational Institution that produces a Qur'anic, intelligent, morally upright, and independent generation capable of facing the challenges of globalization." Its mission emphasizes the integration of Islamic values into the curriculum, the development of professional educators, enhancement of Arabic and English language skills, and the cultivation of high-achieving students and future leaders. The graduate competency standards at this school encompass religious, academic, and life skills aspects. These include having a sound faith (aqidah), performing worship correctly, demonstrating noble character, being able to read and memorize the Qur'an, and mastering basic conversational skills in Arabic and English.

Data from the 2023/2024 academic year recorded a total of 376 students, supported by 45 teachers, with the number of graduates steadily increasing each year. The principal holds a Bachelor's degree in Elementary School Teacher Education from Mulawarman University Samarinda, graduated in 2010. With a clear vision, mission, and quality standards, as well as



adequate human resource support, this school strives to become a leading integrated Islamic educational institution in the Muara Badak area.

SWOT ANALYSIS



Figure 1. SWOT ANALYSIS

3.2. The Principal's Strategy in Leveraging Strengths to Improve the Quality of the Integrated Islamic Elementary School in Muara Badak

Strategy is a fundamental concept in management that involves planning and executing steps to achieve organizational goals within a dynamic environment (Maulana ridwan & Febriani, 2024). Various experts have defined strategy as a series of deliberate decisions and actions aimed at attaining sustainable competitive advantage by offering unique value to customers or stakeholders (Qudsiyyah et al., 2024). In the context of education, strategy encompasses a clear planning process-starting from the identification of vision and mission, situation analysis, to setting objectives and implementation steps-as well as effective execution through coordination, resource management, and progress monitoring. The effectiveness of a strategy is greatly influenced by strong leadership, effective communication, and the commitment of all organizational members, along with the ability to continuously adapt and innovate (Nurulah & Zulfiqui, 2024).

Based on the research conducted at Sekolah Dasar Islam Terpadu (SDIT) Muara Badak, the internal strengths utilized by the principal to improve the quality of education are particularly evident in the aspects of collaboration and synergy. The main strength lies in the solid management of the foundation, which not only provides moral support but also tangible contributions in the form of funding, time, and effort (Suharman et al., 2024). The foundation acts as a strategic partner supporting the school's development without excessively interfering in daily operational matters, thereby granting the principal flexibility in making managerial



decisions (A. S. Muhammad et al., 2025). Furthermore, active involvement of parents through the school committee and class committees, which are systematically and professionally established, ensures the continuity of funding and support for various school programs. Effective and transparent communication among the school, foundation, and parents creates a strong foundation for the success of educational programs.

Strengthening the school's identity and branding is also a key strategy optimized by the principal. SDIT Muara Badak leverages its image as an integrated Islamic educational institution with the branding "Islam rahmatan lil alamin" to gain the trust of the community. Flagship programs such as the tahfiz extracurricular activities, daily worship routines, and the development of social and psychomotor skills serve as unique attractions for both parents and students (Far Amiruddin et al., 2024). This strategy not only builds the school's reputation as an institution excelling academically and spiritually but also instills character and moral values in every aspect of learning, enabling students to develop holistically (Khoiriah & Zulmuqim, 2022).

A conducive learning environment is another strength that the principal pays great attention to. A safe, comfortable, and supportive environment—both physically and psychosocially—has been proven to enhance students' motivation, well-being, and academic achievement (Sidik et al., 2024). The habituation of worship, discipline, and a culture of mutual respect and collaboration creates a positive school atmosphere that encourages students to develop optimally. Through these strategies, the principal has successfully leveraged internal strengths in a systematic and focused manner, enabling SDIT Muara Badak to continuously improve the quality of education and provide tangible benefits to the entire school community.

3.3. The Principal's Strategy in Overcoming Weaknesses to Improve the Quality of the Integrated Islamic Elementary School in Muara Badak

The results of this study indicate that the Integrated Islamic Elementary School (SDIT) in Muara Badak faces several internal weaknesses that affect the process of improving educational quality. Two main weaknesses identified are the absence of teacher lesson plans in the form of RPP (Lesson Plan) or similar documents, and limitations in the use of information technology (IT) in learning activities. The principal plays a crucial role in identifying these weaknesses and designing strategies to minimize their impact, ensuring that the quality of education can still be optimally improved.

To address weaknesses in administrative aspects, the principal implemented an innovative strategy by developing a handbook or work manual as a substitute for formal administrative documents such as lesson plans (RPP) and teacher administrative books (Restiawati et al., 2025). This handbook contains minimum standards and technical guidelines for the implementation of learning, allowing teachers to focus more on the quality of the learning process and educational outcomes rather than merely fulfilling administrative requirements (Jimmi Morgan Sihombing, 2023). Although this strategy may pose challenges when dealing with education supervisors, the principal remains committed to prioritizing the



substance of learning over administrative formalities. Nonetheless, both aspects must go hand in hand to ensure that the learning process is effective and well-directed (Ismael et al., 2022)

Regarding the use of information technology, the principal adopts a very cautious approach. He does not immediately implement various technological devices whose effectiveness and benefits for student learning have not yet been proven. This strategy is based on the principles of efficiency and risk management to mitigate potential negative impacts of technology on students' behavior and social interactions. The principal places greater emphasis on traditional learning methods that prioritize social interaction and direct student engagement in learning activities. However, he remains open to gradually developing the use of IT in the future, provided it aligns with the school's needs and capacity (Azainil et al., 2021)

Effective strategies, such as those implemented at SDIT Muara Badak, provide significant benefits to organizations, including in the context of school management. Well-formulated strategies offer clear direction and focus, helping schools prioritize resource allocation, enhance operational efficiency, and minimize risks in decision-making. Moreover, effective strategies assist schools in identifying and leveraging opportunities, improving adaptability to environmental changes, and strengthening their position in facing the challenges of modern education. Thus, strategy is not merely a planning tool but serves as the fundamental foundation for effective and sustainable school management, as reflected in the efforts of the principal of SDIT Muara Badak to minimize internal weaknesses and optimize existing strengths.

3.4. The Principal's Strategy in Leveraging Opportunities to Improve the Quality of the Integrated Islamic Elementary School in Muara Badak

Table 1. Data of Opportunities to Improve the Quality of the Integrated Islamic Elementary School in Muara Badak

Aspect	Key Strengths	Explanation
Human Resources	A solid and well-organized foundation management as a strategic partner; the principal has flexibility in decision-making; active parental involvement through school and class committees.	The foundation provides funding, facilities, and teacher development programs without excessive intervention, allowing the principal to exercise managerial decisions with flexibility. Structured school and class committees ensure sustainable support and funding, as well as effective communication between the school and parents.
Facilities	Facility support backed by the foundation and parental contributions through a self-help system; a safe, comfortable, and conducive school environment.	Educational facilities are continuously developed through foundation support and parental participation, considering the school does not receive government operational funds (BOS). A conducive and comfortable learning environment supports student motivation and achievement.



Curriculum	Integration of Islamic values in learning; flagship programs such as tahfiz, daily worship routines, and development of social and psychomotor skills.	The curriculum thoroughly instills Islamic values, including memorization of surahs, prayers, congregational prayers, and daily worship habits that shape students' character and morals. Extracurricular programs and the development of social and psychomotor skills serve as major attractions for students and parents.
School Culture	Culture of discipline, collaboration, and mutual respect; daily worship routines; open communication between the foundation, school, and parents.	An Islamic and disciplined school culture creates a positive atmosphere that encourages holistic student development. Transparent and collaborative communication among the foundation, school, and parents strengthens synergy in implementing the school's vision and mission.
External Opportunities	Position as the only integrated Islamic elementary school in Muara Badak; enhanced branding and community trust; development of flagship programs and organic information dissemination.	The school leverages this unique position to strengthen its image and competitiveness through the branding strategy "Islam rahmatan lil alamin" and flagship programs. Parental trust is key to attracting students from outside the area, expanding the school's influence in the community, and increasing community participation in supporting the learning process.

This table summarizes the main strengths of SDIT Muara Badak, which serve as strategic assets in efforts to improve educational quality and the school's competitiveness amid the challenges of modern education. Optimally managed internal strengths and strategically leveraged external opportunities form the foundation of the school's success in achieving its vision and mission.

3.5. The Principal's Selected Strategies to Improve the Quality of the Integrated Islamic Elementary School in Muara Badak

The first strategy implemented is the execution of routine periodic evaluations. The principal, together with the management team and the foundation, consistently conducts weekly evaluations for each division, such as the Quran unit, facilities and infrastructure, student affairs, and homeroom teachers (Juma et al., 2023). Additionally, daily evaluations are specifically carried out for the Quran unit to monitor memorization progress and the quality of learning.

These evaluation meetings serve as crucial forums to identify issues, seek solutions, and ensure that every program runs according to its targets. However, teacher supervision in



classrooms is still in the planning stage and has not yet been optimally implemented, despite the existence of a designed supervision program (R. R. Muhammad et al., 2025).

The second strategy focuses on supervising and enhancing the quality of Al-Qur'an teachers through collaboration with external organizations. The principal collaborates with UMMI Bontang, an institution specializing in Al-Qur'an quality assurance, to conduct regular supervision and evaluations of the Al-Qur'an teaching staff. All teachers, including the principal, are required to submit weekly Qur'anic memorization as part of the competency standards and the permanent teacher selection process (Brunetti et al., 2020). This approach ensures that the quality of Al-Qur'an instruction is consistently maintained and that all educators possess the competencies aligned with the school's vision of nurturing a Qur'anic generation.

The third strategy is the reinforcement of spiritual and emotional wellness programs for teachers and staff. The principal firmly believes that spiritual health is the fundamental foundation for developing resilient and dedicated human resources (Ya'cub & Ga'a, 2021). Every year, the school organizes a *rihlah* (retreat) or family gathering involving all members of the foundation and school community, aiming to strengthen bonds and foster unity. In addition, weekly evaluations and regular Friday *syuro* (meetings) provide a platform for teachers to share experiences, discuss challenges, and collaboratively find solutions. These gatherings also serve to reinforce discipline in worship and nurture the spirit of *da'wah* within the school environment.

The strategies implemented by the principal at SDIT Muara Badak are integrated and involve all components of the school community, including the foundation, teachers, parents, and students. The approaches of regular evaluation, supervision of Al-Qur'an teachers, and strengthening of spirituality aim not only to improve academic quality but also to build the character and commitment of the entire school community (Widyastuti Herawati, 2022). With a supportive environment, a culture of collaboration, and a focus on positive habits, this school is expected to continuously enhance the quality of education and produce graduates who excel both academically and morally.

4. Conclusion

The main strengths of Sekolah Dasar Islam Terpadu Muara Badak lie in its solid foundation management, strong relationships with parents through the school committee, regular worship habits, and a conducive learning environment. The foundation actively supports the school's development by providing financial resources, manpower, and time without interfering in daily operations, allowing the school to run its educational programs independently and effectively. These internal strengths form a solid base for the school's continuous improvement and competitiveness in facing modern educational challenges.

The principal leverages these strengths through collaborative programs that emphasize participation and activate the school committee as a strategic partner. By involving the foundation and parents in developing facilities and infrastructure, and promoting transparency



and accountability, the principal fosters an Islamic and disciplined school culture. Daily worship routines, extracurricular activities, and a reward system help build a culture of positive competition and discipline among students. These targeted strategies optimize the school's assets, enhancing both educational quality and community trust.

To help other schools replicate this success, it is recommended to develop a step-by-step guide for implementing SWOT-based strategic management. This guide should include conducting a thorough SWOT analysis, engaging key stakeholders early, designing programs that leverage strengths and address weaknesses, and establishing transparent monitoring systems. At the policy level, educational authorities should support training for principals on strategic planning and encourage flexible collaboration with community stakeholders. Integrating cultural and religious values into school improvement plans can further strengthen school identity and sustainability, benefiting the broader educational ecosystem.

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