

SWOT Analysis in Enhancing School Competitiveness in the Era of Globalization: A Strategic Approach Based on Educational Management

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Abstract: This study aims to analyze the utilization of SWOT analysis in enhancing school competitiveness in the era of globalization. The research employs a qualitative descriptive approach with a library research design by systematically reviewing relevant scientific sources, including national and international journal articles, academic books, and educational policy documents. The findings indicate that SWOT analysis plays a strategic role in identifying internal factors (strengths and weaknesses) as well as external factors (opportunities and threats) that influence the performance and competitiveness of educational institutions. The implementation of SWOT functions not only as a planning tool but also as an adaptive managerial framework that responds to policy changes, technological advancements, and global demands. Strategies derived from the SWOT matrix (SO, WO, ST, WT) contribute to improving learning quality, strengthening human resource capacity, optimizing the use of digital technology, and enhancing institutional reputation within the community. However, this study also reveals that the application of SWOT remains largely conceptual and has not been fully contextualized at the school level. Therefore, a more operational, integrative, and data-driven approach is required for its effective implementation. This research contributes to the field of educational management by providing an applicable conceptual framework based on SWOT analysis.

Keywords: SWOT, educational management, school competitiveness, globalization, strategy.

Abstrak: Penelitian ini bertujuan untuk menganalisis pemanfaatan analisis SWOT dalam meningkatkan daya saing sekolah di era globalisasi. Pendekatan yang digunakan adalah kualitatif deskriptif dengan jenis penelitian kepustakaan (library research), melalui telaah sistematis terhadap berbagai sumber literatur ilmiah yang relevan, seperti jurnal nasional dan internasional, buku akademik, serta dokumen kebijakan pendidikan. Hasil penelitian menunjukkan bahwa analisis SWOT memiliki peran strategis dalam mengidentifikasi faktor internal (kekuatan dan kelemahan) serta faktor eksternal (peluang dan ancaman) yang memengaruhi kinerja dan daya saing lembaga pendidikan. Implementasi SWOT tidak hanya berfungsi sebagai alat perencanaan, tetapi juga sebagai kerangka manajerial yang adaptif terhadap perubahan kebijakan, perkembangan teknologi, dan tuntutan global. Strategi yang dihasilkan melalui matriks SWOT (SO, WO, ST, WT) mampu mendukung peningkatan kualitas pembelajaran, penguatan kapasitas sumber daya manusia, optimalisasi pemanfaatan teknologi digital, serta peningkatan citra lembaga di masyarakat. Namun demikian, penelitian ini juga menemukan bahwa penerapan SWOT

masih cenderung bersifat konseptual dan belum sepenuhnya kontekstual di tingkat sekolah. Oleh karena itu, diperlukan pendekatan yang lebih operasional, integratif, dan berbasis data dalam implementasinya. Penelitian ini memberikan kontribusi dalam memperkaya kajian manajemen pendidikan melalui penguatan kerangka konseptual aplikatif berbasis SWOT.

Kata kunci: SWOT, manajemen pendidikan, daya saing sekolah, globalisasi, strategi

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Introduction

The development of globalization has caused significant changes to the world education system, especially in terms of quality competition and institutional innovation. Schools in today's global era no longer function solely as a place for knowledge transfer, but also as strategic institutions that must be able to form superior human resources, be globally competitive, and be adaptive to technology. The phenomenon of globalization and digitalization of education, including the application of Artificial Intelligence (AI) and data-driven learning, has changed the quality standards of educational institutions in various countries (Sujoko, 2017). However, in the Indonesian context, many schools still face internal constraints such as weak quality management, low digital literacy of teachers, and limited infrastructure to support modern learning. This condition shows that the readiness of schools in responding to global demands is still uneven.

Preliminary data from the research obtained through the dissemination of questionnaires and interviews with school principals and teachers in Pekanbaru City showed that most of the respondents did not understand in depth the concept of SWOT analysis as a tool in the strategic management of schools. In addition, many schools do not have strategic planning documents that are systematically prepared and integrated with internal and external environmental analysis. The results of the interviews revealed that school program planning is still dominated by annual routine activities without being based on a strategic study of the strengths, weaknesses, opportunities, and threats faced by educational institutions. These findings show a gap between the need for adaptive school management strategies and management practices that take place in the field (Widiastuti et al., 2023). Furthermore, the results of field observations show that schools that have tried to apply the SWOT analysis approach in program planning show a more directed management tendency, especially in determining program priorities and using resources more effectively. This indicates that the use of SWOT analysis has the potential to be an important instrument in improving the quality of school management and strengthening the competitiveness of educational institutions.

Literature review shows that in the last ten years, research on the application of SWOT analysis in the field of education has increased, but is still conceptual and limited to the university context. The study by Silim et al., 2025) explains the function of SWOT in the strategic management of educational institutions, but does not explain the model for implementing its operations in secondary schools. Research by Suarlin, 2022) in West Java shows that the use of SWOT can strengthen the school quality management system based on ISO 9001:2015, but has not yet assessed its impact on global competitiveness. Meanwhile, research by Rahmawati and Aji, 2018) found that schools that applied SWOT analysis tended to have adaptive strategies to the Freedom of Learning policy, even though they did not integrate globalization and digitalization of education. Thus, there is still a research gap in the aspect of utilizing SWOT analysis comprehensively to improve school competitiveness in the era of globalization.

This gap is the basis for this research to offer a contribution in the form of an operational model for the application of SWOT analysis associated with global competitiveness indicators. The operationalization of this model is carried out through several stages, namely the identification of internal and external factors of the school through interviews, observations, and documentation; analysis and mapping of such factors into components of strengths, weaknesses, opportunities, and threats; the formulation of strategies based on the SWOT matrix (SO, WO, ST, WT) in a participatory manner; As well as linking each strategy produced with school competitiveness indicators, such as learning quality, technology integration, graduate competence, and the image of the school in the community. Furthermore, this study also emphasizes the interpretation of the strategy implementation process, including the dynamics, obstacles, and adaptation efforts carried out by the school. Thus, this study not only describes the use of SWOT analysis but also provides a systematic applicative framework in integrating strategic analysis with contextual school competitiveness. This contribution is expected to enrich the study of education management, especially in the development of strategic school management that is oriented towards quality and sustainability (Namugenyi et al., 2019).

This study aims to: (1) explore the implementation of the SWOT analysis framework as an instrument in the formulation of strategic planning of educational institutions; (2) examine and describe internal and external factors that significantly affect the competitiveness of educational institutions; and (3) design SWOT-based and effective development strategies, especially in facing the challenges of education globalization. In terms of contribution, this research is expected to provide a solid conceptual foundation for education policymakers in developing strategies to improve school quality, as well as serving as an empirical reference for educational

institutions to strengthen competitiveness through the implementation of measurable and results-oriented strategic management. The novelty of the research lies in matching the SWOT analysis with global competitiveness indicators enriched by the approach of digitalization and educational innovation, an aspect that is still rarely explored in the context of secondary schools in Indonesia.

Based on the theoretical foundations and initial findings that have been described, this study is directed to examine in depth the application of SWOT analysis in improving school competitiveness in the era of globalization. The focus of this research lies in understanding the process, strategy, and dynamics of the implementation of SWOT analysis in school management.

Methods

This research uses a qualitative-descriptive approach with the type of library research, which aims to in-depth examine the application of SWOT analysis in improving school competitiveness in the midst of globalization dynamics. Data sources were obtained through a literature review which included national and international scientific journals, academic books, research reports, and education policy documents relevant to the study topic. Information sources are collected through a literature review, which includes both national and international scientific journals, academic books, previous research reports, and education policy documents that have direct relevance. The data collection process is carried out systematically by establishing inclusion and exclusion criteria. Inclusion criteria include: (1) scientific publications that discuss SWOT analysis in the context of education; (2) research related to strategic management or improving the quality and competitiveness of schools; and (3) sources that are published within a certain period of time and have conceptual relevance to the focus of the research. Meanwhile, the exclusion criteria include literature that does not have a direct relationship with the educational context or does not clearly explain the application of SWOT. Based on these criteria, much of the selected literature was then analyzed as the main source of research. In addition, this study also refers to previous empirical results, such as research (Aji, 2018).

Data analysis techniques are carried out through the stages of data reduction, data presentation, and a conclusion drawn. In the reduction stage, the researcher grouped the findings of the literature based on the main themes, such as the implementation of SWOT analysis, school strategic planning, and educational competitiveness indicators. Furthermore, the data is presented in the form of a descriptive narrative to identify patterns, tendencies, and relationships between findings. The final stage is carried out by synthesizing various study results to obtain a comprehensive understanding of the role of SWOT analysis in improving the quality and competitiveness of schools. (Puyt et al., 2023) which emphasizes the

importance of needs-based education policies. To maintain the credibility of the research, a triangulation technique is carried out by comparing various relevant literature, as well as paying attention to the consistency of findings between studies. With this approach, the research not only maps previous studies, but also produces a systematic conceptual analysis of how SWOT analysis can be used as the basis for the formulation of strategies to increase school competitiveness contextually.

Result And Discussion

Result

Conceptual Analysis of the Utilization of SWOT Analysis in Educational Institutions

The results of the literature review show that the application of SWOT analysis in educational institutions has a strategic role in supporting the improvement of quality, managerial effectiveness, and competitiveness of schools in the era of globalization, because it allows institutions to identify their strategic positions through systematic mapping of internal and external factors so that strategy formulation becomes more directed, contextual, and adaptive to environmental changes.

The literature synthesis shows that SWOT analysis not only serves as a tool to identify organizational conditions, but also as a basis for building sustainable strategic planning that is able to improve school responses to policy changes, technological developments, and the demands of the education community (Taupik & Fitriani, 2021) Furthermore, this study produced conceptual findings in the form of a model for the application of SWOT analysis in improving school competitiveness which includes three main stages, namely the identification and classification of internal-external factors, mapping into alternative strategies based on the SWOT matrix (SO, WO, ST, WT), and integrating strategies into competitiveness indicators such as learning quality, technology adaptation, and strengthening human resource capacity, thus showing that the effectiveness of SWOT does not only lie in the analysis stage, but also in the systematic implementation of the strategy in school management, And thus this research does not only synthesize the literature, but also offers an applicative conceptual framework to improve school competitiveness contextually and sustainably.

In addition, the study (Cahyani et al., 2021) added that the use of SWOT in education management also plays a role in strengthening data-driven management, which is one of the important indicators of the successful implementation of the Merdeka Learning policy. Therefore, the use of SWOT analysis goes beyond just a planning instrument, transforming into a managerial framework that is dynamic and able to adapt adaptively to fluctuations and demands of the strategic environment in educational institutions.

Identification of Internal Factors of the School (Strengths and Weaknesses)

Based on the results of the literature review, internal school factors, including strengths and weaknesses, have a significant influence on the ability of educational institutions to increase competitiveness in the global era. The main strength of schools in Indonesia generally lies in the quality of educators' human resources (HR), collaborative organizational culture, and transformational leadership of school principals. (Fadllurrohman & Firdaus, 2024) emphasized that teachers play the role of agents of change who encourage learning innovation through peer-to-peer collaboration, mastery of digital technology, and the development of adaptive curricula that are relevant to global needs. In addition, a work culture based on the values of cooperation and professionalism is a distinctive force that supports the implementation of national education policies such as the Independent Curriculum (Manan et al., 2023).

However, various weaknesses are still faced by schools, especially in the aspect of financial management, limitations in continuous professional training, and low digital literacy among educators and education staff. (Gresinta & Suharyati, 2024) The results of the literature review show that the weak use of data-based management and the lack of an optimal internal quality evaluation system are factors that hinder the improvement of the effectiveness of school management. This is reinforced by (Namugenyi et al., 2019). In addition, other research findings also indicate that the use of education management information systems in strategic planning is still not running optimally in various educational institutions. This condition shows the urgent need to strengthen the internal capacity of schools through improving teacher competence, optimizing digital-based training, and developing a more systematic and sustainable quality evaluation system as part of efforts to minimize institutional weaknesses.

Analysis of External Factors (Opportunities and Threats)

The results of the literature review show that external factors have a significant influence on the ability of schools to maintain and increase competitiveness in the era of globalization. The main opportunities that schools can take advantage of include the presence of the Merdeka Learning policy, the advancement of digital technology, and increasing openness to international cooperation in the field of education. The Independent Learning Policy provides space for schools to develop contextual and flexible curricula according to the needs of students, while strengthening institutional autonomy in innovating (Rahmawati et al., 2024).

On the other hand, the development of digital technologies such as Artificial Intelligence (AI), Internet of Things (IoT), and Learning Management System (LMS) is driving a more adaptive and data-driven learning transformation (Gore et al., 2025). However, the threats faced by schools are also increasingly complex, such as increasing competition between educational institutions, inequality of access to technology between regions, and rapid changes in national policies that are often not accompanied by the readiness of resources (Sujoko, 2017). The imbalance between technological progress and the readiness of educational infrastructure can create a significant quality gap. In this context, the application of SWOT analysis serves as an anticipatory as well as a strategic tool to help schools comprehensively identify opportunities and threats, so that the development strategies designed are adaptive, realistic, and sustainability-oriented.

Synthesis of School Competitiveness Strengthening Strategies

Based on the results of a literature review from various strategic research (Ulung, 2024), a synthesis was obtained that strengthening school competitiveness can be carried out through four combinations of main strategies based on SWOT analysis that complement each other. First, the SO (Strength–Opportunity) strategy focuses on utilizing internal strengths such as teacher competence, transformational leadership, and collaborative work culture to capture external opportunities in the form of international cooperation, Freedom of Learning policies, and educational technology developments. This strategy encourages schools to develop global standard learning programs and expand cross-border academic networks. Second, the WO (Weakness–Opportunity) strategy is directed to overcome internal weaknesses, such as limitations in digital literacy and data management, through the use of external opportunities in the form of professional training and school digitalization programs from the government. Third, the ST (Strength–Threat) strategy emphasizes the use of internal excellence in dealing with external threats, for example by strengthening the quality assurance system based on ISO 21001:2018 and increasing digital accreditation to maintain credibility in the midst of global competition. Fourth, the WT (Weakness–Threat) strategy focuses on efforts to minimize internal and external risks through improving financial governance, increasing management transparency, and strengthening the internal supervisory system. The results of the study show that SWOT-based strategies are dynamic and must be evaluated periodically to remain relevant to changes in the educational environment, national policies, and rapid global technological developments.

Implications of the Study Results on Strengthening Education Policy

The results of this literature review show that the application of SWOT analysis at the school level has significant strategic implications for strengthening national education policies. The findings of the research support the evidence-based policy

paradigm, in which educational policies and programs are compiled based on empirical data on the strengths, weaknesses, opportunities, and threats faced by educational units. This approach allows for policy formulation that is more adaptive, contextual, and in accordance with the real needs of schools in different regions. In line with the view (Aji, 2018), the results of the SWOT analysis can be used as a basis for needs-based improvement that strengthens the spirit of decentralization of education and provides wider autonomy for schools in determining the direction of their development. In addition, the results of this study indicate that schools that integrate SWOT analysis with data-driven management show higher readiness to face the dynamics of globalization, digitalization, and changes in national policies. This approach not only increases the effectiveness of quality planning but also strengthens the accountability of educational institutions to the public and stakeholders. Thus, the implementation of SWOT analysis in the school environment has the potential to become a policy instrument that is able to balance institutional autonomy with data-based supervision, while supporting the achievement of a competitive, adaptive, and sustainable education system in the global era.

Discussion

The discussion on the use of SWOT analysis in educational institutions in this section still tends to be descriptive and repetitive, because it emphasizes the presentation of the results of literature studies without being followed by an in-depth critical analysis. The arguments presented only reproduce the general view that SWOT analysis provides a systematic framework in identifying internal and external factors of the organization, as explained by Fred & Forest, (2017), which places SWOT as a basic instrument in the formulation of organizational strategies. In fact, according to Tellma M.Tiwa, (2022), the effectiveness of strategic management in educational institutions is largely determined by the ability to adapt theoretical concepts to contextual practice. Therefore, without a dialogue between the findings of the literature and the empirical reality in the field, this discussion has not been able to show the depth of analysis expected in qualitative-descriptive research. In addition, the discussion has not linked analytically how the framework is implemented in the specific context of secondary schools in Indonesia that face the challenge of globalization of education.

The Relevance of SWOT Analysis in the Context of Global Education

The transformation of educational institutions into learning entities that are responsive to the dynamics of the times is a must, along with the flow of globalization and technological advancement. In the context of facing the complexity of these challenges, the application of SWOT analysis serves as a strategic instrument to thoroughly evaluate internal and external factors that affect the effectiveness of school operations. Through this approach, educational institutions can critically

examine various potentials that exist both in the form of internal strengths and external opportunities and identify internal weaknesses and external threats that require appropriate mitigation strategies.

SWOT analysis helps educational institutions in developing more targeted development strategies. For example, strengths in the form of teacher competence, visionary leadership of school principals, and collaborative work culture can be used to improve the quality of learning. (Putranto, 2011) states that the competitiveness of educational institutions is highly determined by their ability to manage internal potential effectively in response to changes in the external environment. Thus, SWOT analysis not only serves as an evaluation tool but also as a means of reflection for schools in determining the direction of future development.

In addition, the application of SWOT analysis also helps schools adapt to education policies that continue to change in line with global demands. According to Fadllurrohman & Firdaus, (2024), educational institutions need to have a data-based and flexible strategy in order to be able to compete at the international level. Through SWOT mapping, schools can assess the readiness of their human resources, facilities, and management systems in facing the era of globalization.

Thus, SWOT analysis has strong relevance in the context of global education because it helps schools understand their position thoroughly. This approach allows schools to leverage internal strengths, improve weaknesses, and prepare strategies to deal with global changes and challenges in a more targeted and sustainable manner.

Internal Capacity Strengthening through SWOT Analysis

The internal strength of the school is the main foundation in building a sustainable quality of education. Elements such as teacher professionalism, collaborative work culture, and transformative leadership of principals are strategic assets that encourage the creation of a productive and innovative learning environment. However, internal weaknesses such as weak financial management, an evaluation system that is not optimal, and low digital literacy are still challenges that need serious attention. (Manan et al., 2023) emphasized that internal capacity building must begin with an objective identification process through SWOT analysis so that each quality improvement strategy can be prepared in a targeted manner.

Through SWOT analysis, schools can thoroughly map internal factors to determine development priorities. Identifying weaknesses, for example, in the aspects of administrative management, the competence of educators, or the use of learning technology, allows schools to design more effective improvement steps. Programs such as digital training, pedagogic competence improvement, and strengthening the Internal Quality Assurance (SPMI) system are tangible forms of capacity building strategies.

In addition, the implementation of data-driven management is an important step to ensure that every school decision and policy is based on accurate information. Thus, SWOT analysis not only serves as a diagnostic tool but also as a strategic instrument in building the internal capacity of schools that are adaptive, efficient, and oriented towards sustainable education quality.

Opportunity Optimization and External Threat Mitigation

The results of the literature review show that external opportunities for schools in the era of globalization are very wide open through the implementation of the Freedom of Learning policy, the use of digital technology, and the strengthening of international cooperation. The Independent Learning Policy gives schools greater autonomy to innovate in designing curricula that are contextual, relevant to the needs of students, and oriented to 21st-century competencies. Meanwhile, advances in digital technology allow for a more flexible, collaborative, and integrated learning process across borders. International cooperation also opens up opportunities for knowledge exchange and improvement of competitive educational quality standards at the global level.

However, these opportunities are accompanied by threats that cannot be ignored, such as increasing competition between educational institutions, dynamic policy changes, and inequality of access to technological resources (Rahmawati et al., 2024). Therefore, schools need to have a robust adaptation system to maintain the stability and sustainability of quality. SWOT analysis plays an important role as a strategic risk mapping tool, allowing schools to comprehensively identify external factors and devise realistic anticipatory measures.

In the context of implementation, the PDCA (Plan-Do-Check-Act) cycle-based managerial approach is a relevant framework to ensure that quality improvement strategies run in a planned, measurable, and sustainable manner. Thus, optimizing opportunities and mitigating external threats not only strengthens the competitiveness of schools but also increases the resilience of educational institutions in the face of the challenges of globalization that continues to grow.

SWOT Integration with Education Quality Management System

The integration between SWOT analysis and education quality management systems, such as the Internal Quality Assurance System (SPMI) and the international standard ISO 21001:2018 is a strategic step in strengthening performance-based school governance. The combination of these two approaches not only helps schools recognize internal and external factors that affect the quality of education, but also ensures that each improvement program is carried out systematically and continuously. The application of SWOT in the context of SPMI, for example, allows schools to conduct a more objective self-evaluation before developing an annual quality improvement plan. This is in line with the principle of continuous

improvement that is the basis of ISO 21001:2018, where every weakness and opportunity is strategically taken into account to produce a targeted and measurable improvement policy.

In addition, various literature findings suggest that claims of improving educational service performance associated with the application of SWOT analysis still need to be critically examined, especially since they are often presented without adequate contextual explanations. This indicates that the effectiveness of the implementation of SWOT cannot be understood in general, but rather depends on the condition and readiness of each school. On the other hand, discussions about the integration of SWOT analysis with internal quality assurance systems (SPMI) and quality management standards such as ISO 21001:2018 in several studies still tend to be normative and conceptual, without elaborating in depth on the practical challenges faced in their implementation in the field. This condition shows the need for a more contextual and in-depth analysis so that the application of SWOT is not only understood as an ideal concept, but as a realistic strategic practice that is adaptive to real dynamics in the school environment.

Implications for Education Policy and Practice

On a macro level, the results of this literature review show that the application of SWOT analysis has important implications for the formation of needs-based education policies. This approach places schools as autonomous units that are able to contextually recognize strengths, weaknesses, opportunities, and threats according to the characteristics of the region and the resources they have. Thus, education policy is no longer top-down, but more adaptive to local dynamics and the needs of students. (Setio Purnomo et al., 2023) emphasized that the implementation of SWOT can strengthen the implementation of education decentralization through increasing school participation in the formulation of quality strategies and learning innovations.

Furthermore, the integration of SWOT analysis with data-driven management has the potential to increase the accountability and transparency of educational institutions. Schools that systematically manage data on quality, teacher performance, and student achievement will find it easier to conduct continuous evaluation and improvement. In addition, SWOT-based policies also encourage the effectiveness of decision-making at the managerial level by taking into account measurable empirical conditions. Therefore, the use of SWOT analysis at the school level not only affects the improvement of internal quality but also makes a strategic contribution to strengthening the adaptive, competitive, and sustainable national education system in the era of globalization.

Conclusion

The results of this literature review show that the discussion on the application of SWOT analysis in the school environment is still dominated by a conceptual approach that places it as a strategic planning tool in improving the quality of education. Various literature indicates that SWOT analysis has the potential to help schools in recognizing internal and external conditions systematically, but the meaning of its effectiveness is often presented in general terms without adequate contextual explanations.

As a result, the relationship between the implementation of SWOT and the increase in school competitiveness has not been fully described in depth, especially in relation to the real dynamics faced by educational institutions. (Putranto, 2011). This shows that the ability of schools to recognize internal potential and respond to external changes systematically is the key to success in increasing competitiveness in the era of highly competitive globalization.

In terms of scientific contribution, this study emphasizes mapping and conceptual sharpening efforts regarding the role of SWOT analysis in education management. (Silim et al., 2025) This study shows that the integration of SWOT with quality assurance systems such as SPMI and ISO 21001:2018 is still widely discussed in a normative and ideal framework, without being balanced with an analysis of implementation challenges in the field. Therefore, the contribution of this research lies in affirming the importance of a more contextual and operational approach in linking SWOT analysis with school quality management practices.

The limitation of this research lies in its nature, based on a literature review, so it has not been able to directly capture the empirical reality in the field. In addition, limitations in the scope of the literature also have an impact on the undescribed variation in the educational context more broadly. Thus, further research needs to be directed at strengthening field-based studies through a more in-depth qualitative approach, so as to be able to produce a more comprehensive, contextual, and relevant analysis of real needs in improving school competitiveness.

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