

STRATEGIC MANAGEMENT OPTIMIZATION THROUGH IFE AND EFE SWOT ANALYSIS

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ABSTRACT

This study aims to optimize the implementation of strategic management at Madrasah Aliyah Negeri (MAN) 2 Pamekasan through SWOT analysis, enriched with the IFE (Internal Factors Evaluation) and EFE (External Factors Evaluation) frameworks. Adopting a sequential exploratory mixed-methods approach, qualitative and quantitative data were collected from various key stakeholders to comprehensively identify strategic factors. The results of the internal analysis (IFE) indicate that the madrasah's main strengths lie in its Adiwiyata predicate and unique skills programs, although it faces weaknesses in student and staff learning interest and discipline. From the external side (EFE), the biggest opportunity is the madrasah's position as an Islamic institution with added skills, amidst the threats of intense competition and shifting societal preferences. A synthesis of these findings yields four strategic assumptions: SO (leveraging strengths for opportunities), WO (addressing weaknesses with opportunities), ST (using strengths to face threats), and WT (minimizing weaknesses and avoiding threats). This research concludes that the optimization of strategic management at MAN 2 Pamekasan requires the implementation of concrete actions that are synergistic between internal and external factors, which in turn will enhance the madrasah's competitive advantage and sustainability.

Kata Kunci: Strategic Management, SWOT Analysis, IFE, EFE

ABSTRAK

Penelitian ini bertujuan mengoptimalkan implementasi manajemen strategis di Madrasah Aliyah Negeri (MAN) 2 Pamekasan melalui analisis SWOT, yang diperkaya dengan kerangka Internal Factors Evaluation (IFE) dan External Factors Evaluation (EFE). Mengadopsi pendekatan mixed-methods eksploratori sekuensial, data kualitatif dan kuantitatif dikumpulkan dari berbagai pemangku kepentingan utama untuk mengidentifikasi faktor-faktor strategis secara komprehensif. Hasil analisis internal (IFE) menunjukkan bahwa kekuatan utama madrasah terletak pada predikat Adiwiyata dan program keterampilan uniknya,

meskipun menghadapi kelemahan dalam minat belajar dan disiplin siswa serta staf. Dari sisi eksternal (EFE), peluang terbesar adalah posisi madrasah sebagai lembaga Islam dengan keunggulan keterampilan tambahan, di tengah ancaman persaingan yang ketat dan pergeseran preferensi masyarakat. Sintesis temuan ini menghasilkan empat asumsi strategis: SO (memanfaatkan kekuatan untuk peluang), WO (mengatasi kelemahan dengan peluang), ST (menggunakan kekuatan untuk menghadapi ancaman), dan WT (meminimalkan kelemahan dan menghindari ancaman). Penelitian ini menyimpulkan bahwa optimisasi manajemen strategis di MAN 2 Pamekasan memerlukan implementasi tindakan konkret yang sinergis antara faktor internal dan eksternal, yang pada gilirannya akan meningkatkan keunggulan kompetitif dan keberlanjutan madrasah.

Key Words: *Manajemen Strategis, Analisis SWOT, IFE, EFE*

INTRODUCTION

In the rapidly evolving global education landscape, marked by technological disruption and fierce competition, educational institutions are now challenged to not only function as conveyors of knowledge but also to adapt and innovate. This era demands that every organization, including madrasahs, possess strong competitive advantages and sustainability to remain relevant and attractive to society. (Febriansyah et al., 2016). Globalization brings unprecedented challenges and opportunities, compelling madrasahs to re-evaluate their operational models, curriculum, and management approaches to produce competitive graduates. To achieve these goals, the implementation of strategic management becomes crucial for every madrasah to achieve long-term objectives amidst a constantly changing environment. (Sudianti, 2022).

For madrasahs, strategic management is not merely about operational efficiency but also about how Islamic values and local wisdom are integrated into every aspect of development to remain relevant to contemporary needs and maintain a strong spiritual identity. (Hutaheean, 2021; Rahmat & Karoman, 2019). This process includes a series of activities such as environmental analysis, strategy formulation, implementation, and evaluation, all supported by an adaptive and learning-oriented madrasah culture. Without a robust strategic framework, madrasahs risk stagnation, failing to fully utilize their potential, or even losing relevance in the eyes of stakeholders.

Strategic management encourages informed decision-making, allowing madrasahs to react to external pressures and also shape a planned future. Therefore, the application of strategic management is vital for directing institutional growth in a structured and contextual manner. (Vitri et al., 2023). One of the fundamental tools in strategic management is SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). (Sutriyono, 2021; Sodikin & Gumindari, 2022). SWOT analysis provides a systematic framework for evaluating an organization's strategic position by identifying internal strengths (e.g., quality of teaching staff, innovative curriculum, or superior facilities) and existing weaknesses (e.g., inadequate infrastructure, discipline issues, or resource limitations), as well as external opportunities that can be leveraged from the external environment (e.g., demographic changes, government policies, or

technological developments) and potential threats (such as intense competition, changing societal preferences, or new regulations) (David, 2009; Prasetaningrum & Marmoah, 2022). Through a comprehensive understanding of these factors, organizations can formulate adaptive and proactive strategies.

However, observations indicate that the application of SWOT analysis in madrasahs is often not deeply explored. Studies frequently remain at a descriptive level, without touching upon the in-depth, measurable application required for effective strategic decision-making. Many studies present SWOT findings without concrete steps to quantify or prioritize these factors, resulting in recommendations that lack strong implementation drive and are difficult to evaluate objectively. This situation creates a significant gap between theoretical analysis and practical application, potentially hindering the optimization of institutional performance in achieving its strategic goals

SWOT analysis in madrasahs requires a more nuanced approach. In addition to general operational factors, madrasahs have unique dimensions related to Islamic values, character building, and interaction with religious-based communities. Strategic management in madrasahs must be able to reflect how Islamic values are internalized in the curriculum, learning process, and overall organizational culture. (Hafidloh et al., 2023).

Internal strengths of madrasahs can include a strong tradition of Islamic scholarship, the dedication of educators with a motivation for worship, or support from networks of scholars and pesantren. Weaknesses might lie in the lack of facility modernization, challenges in attracting top talent, or limitations in technology adaptation. On the other hand, external opportunities can arise from increased public awareness of religious-based education or government support for madrasah programs. However, threats can also stem from perceptions of Islamic education, competition with general schools offering more modern facilities, or shifting parental preferences that prioritize pure science-based education. Therefore, SWOT analysis in madrasahs must be able to capture the complex interaction between spiritual, social, and academic dimensions to formulate truly holistic and sustainable strategies. Given the need for more precise and measurable SWOT analysis, this research develops a SWOT analysis framework using the IFE Internal Factor Evaluation and EFE (External Factor Evaluation) methods. This method, an elaboration of the Internal Factor Evaluation (IFE) Matrix and External Factor Evaluation (EFE) Matrix in strategic management, allows for a more detailed identification and evaluation of strategic factors, including the assignment of weights and numerical ratings to each factor (David, 2009).

This hybrid approach integrates qualitative aspects (factor identification) and quantitative aspects (factor prioritization), overcoming the limitations of traditional descriptive SWOT. With IFE and EFE, each SWOT factor is not only identified but also assessed for its level of importance (weight) and the organization's effectiveness in responding to that factor (rating), which then generates a weighted score. This score provides a quantitative basis for comparing and prioritizing factors, making strategy formulation more focused, data-driven, and measurable in its effectiveness.

This approach enables MAN 2 Pamekasan to not only understand its strengths and weaknesses but also their magnitude of influence, and how they

can synergistically interact with external opportunities and threats to form the most optimal and realistic strategy.

Madrasah Aliyah Negeri (MAN) 2 Pamekasan, as one of the promising Islamic educational institutions in its region, faces dynamics and challenges in this competitive educational era. Despite having various excellent programs and a well-known reputation—such as the *Adiwiyata* predicate (Minsih et al., 2019)—fundamental questions remain a concern for its managers and stakeholders: how can MAN 2 Pamekasan optimally leverage its internal strengths, embrace emerging opportunities from the external environment (e.g., increased public awareness of religious education or regional policy support), while effectively addressing internal weaknesses (such as student motivation crises, suboptimal laboratory facilities, or limited book collections) and facing persistent threats (e.g., intense competition from other institutions or changing societal preferences).

The absence of systematic, structured, and integrated strategic analysis, capable of combining qualitative and quantitative aspects of the internal and external environment, can be a significant obstacle to the madrasah's growth and competitiveness amidst rapid changes. Relying solely on intuition or reactive strategies is no longer sufficient; a more scientific and measurable approach is needed to ensure that every strategic step provides maximum and sustainable impact on the quality of education at MAN 2 Pamekasan.

To address these challenges, this study focuses on optimizing the implementation of strategic management at MAN 2 Pamekasan through SWOT analysis strengthened by the IFE and EFE methods. Optimal implementation of strategic management enables educational institutions to identify opportunities, overcome challenges, and allocate resources efficiently. (Wardini & Daroini, n.d.)

It is hoped that the findings of this study will not only provide concrete and measurable practical guidance for MAN 2 Pamekasan in formulating and implementing its managerial strategies. Furthermore, this study is also expected to enrich the scientific literature in the field of educational strategic management, particularly in the context of Islamic educational institutions, by offering a more precise and applicable analytical model. Its theoretical contribution lies in demonstrating how the IFE and EFE methods can be vital complements to traditional SWOT analysis, transforming it from a mere diagnostic tool into a more powerful strategic guide for data-driven decision-making. Thus, this research can serve as a model or reference for other Islamic educational institutions striving to optimize their strategic management to achieve sustained excellence in this challenging era.

METHOD

This study employs a mixed-methods approach, combining qualitative and quantitative methods sequentially to obtain a more complete strategic overview of the institution's condition. This approach was chosen as it is considered most relevant to achieve the research objectives: analyzing strategic factors in depth (through the qualitative phase) while simultaneously measuring and prioritizing these factors quantitatively (through the quantitative phase) to formulate optimal strategies at MAN 2 Pamekasan.

The research design begins with a qualitative exploratory phase aimed at deeply identifying internal factors (strengths and weaknesses) and external

factors (opportunities and threats) relevant to the madrasah. The qualitative data obtained from this phase serves as the basis for developing quantitative data collection instruments. Subsequently, the second phase involves quantitative data collection to weight and rate the identified factors, enabling SWOT analysis using the IFE and EFE frameworks in a measurable and systematic manner. This design allows researchers to gain a rich and contextual understanding from qualitative data, which is then validated and expanded through qualitative analysis, leading to comprehensive conclusions.

The subjects of this study are internal parties of MAN 2 Pamekasan who possess in-depth knowledge of the madrasah's condition and operations. The research focuses on the implementation of strategic management and the analysis of SWOT factors through the IFE and EFE methods at MAN 2 Pamekasan.

Data collection was carried out in two continuous phases. In the qualitative phase, researchers used participatory observation to understand the organizational culture, interactions among members, and daily operations ; in-depth interviews with research subjects to explore detailed information regarding strengths, weaknesses, opportunities, and threats from an internal perspective ; and analysis of internal madrasah documents such as annual reports, strategic plans, teacher and student data, organizational structure, and internal regulations. Subsequently, in the quantitative phase, based on the identified and validated SWOT factors, questionnaires were developed and distributed to the same research subjects to obtain ratings and weights for each SWOT factor. Numerical scales were used to measure ratings and weights, ensuring quantifiable data.

Qualitative data analysis utilized thematic or narrative analysis methods to identify patterns, categories, and key themes related to MAN 2 Pamekasan factors, including data reduction, presentation, and conclusion drawing (Miles & Huberman, 1994). Quantitative data analysis was performed on the numerical data from the questionnaires to construct the SWOT matrices, namely Internal Factor Evaluation (IFE) as a representation of IFE and External Factor Evaluation (EFE) as a representation of EFE. Thus, the methods applied in this research are designed to achieve the objective of optimizing the implementation of strategic management at MAN 2 Pamekasan.

RESULTS AND DISCUSSION

Concept of Strategic Management and SWOT Analysis in the Educational Context

Strategic management is an essential discipline in efforts to improve the quality of educational institutions. It is defined as a series of fundamental decisions and actions by top management, aimed at ensuring the organization adapts and interacts effectively to achieve its long-term vision and mission. In the context of educational institutions, this strategic planning is crucial for producing quality graduates, optimizing operational processes, and achieving goals and objectives efficiently. This planning aims to produce products, services, or goods of good quality through operational planning and directs the organization or educational institution to achieve its strategic goals and operational objectives optimally. (Sutriyono, 2021, p. 96)

SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a fundamental analytical instrument widely applied as an initial step in strategy formulation. The basic premise of this analysis is that internal strengths and external opportunities must be maximally utilized, while internal weaknesses and external threats need to be systematically mitigated or minimized. In the education sector, the formulation of institutional policies, missions, objectives, and strategies is always based on the identification and evaluation of relevant internal and external factors. In this study, internal analysis is formulated using the IFE (Internal Strengths and Weaknesses) framework, while external analysis is described through the EFE (External Opportunities and Threats) framework. The development of policies, missions, objectives, and strategies for educational institutions is always related to the strategic decision-making process. (Wardini & Daroini, 2023).

The definitions of each SWOT component forming the basis of this analysis are as follows:

- **Strengths:** Refers to internal capabilities and resources that constitute a comparative advantage for the educational institution, such as the quality of human resources (HR), curriculum innovation, or modern infrastructure, which can strengthen its competitive position.
- **Weaknesses:** Represents internal limitations or shortcomings that require improvement. The identification of these weaknesses is often obtained through internal evaluation or objective input from various stakeholders (students, parents, educators) to identify areas for development.
- **Opportunities:** Encompasses favorable external factors that can be leveraged to support the growth and sustainability of the institution. These can include positive demographic changes, government policy support, educational innovation trends, or potential strategic partnerships.
- **Threats:** Describes external factors that could potentially hinder or pose risks to the institution's continuity and achievement of objectives. Examples include intense competition, regulatory changes, or shifting societal preferences. Threat identification needs to be updated periodically for adaptive responses. This list of threats should be regularly updated to anticipate situational developments.

Table 1. SWOT Analysis (Strength) IFE Format

No	Strategic Internal Factors (Strength)	Weight	Rating	Score 3x4	Conclusion (Priority)
1	D1 Computer Program from ITS	11	3	33	3
2	Active and Quality Extracurricular Activities	9,5	3	28,5	4
3	Adiwiyata Madrasah	12	4	48	1
4	Academic and Non-Academic Achievements	9	3	27	5
5	Skills Programs: Tahfidz, Arts, Multimedia	10,5	4	42	2

Man 2 Pamekasan

Note:

Score is obtained by multiplying Weight and Rating, using the formula:
Score = Weight x Rating

IFE Format SWOT Analysis (Strengths) of MAN 2 Pamekasan

The internal factor analysis of MAN 2 Pamekasan was conducted using the IFE framework, which quantitatively evaluates the madrasah's internal strengths and weaknesses. The determination of weights, ratings, and scores for each factor is based on quantitative assessments by key stakeholders, as described in the Methods section. Weight reflects the relative importance of a factor to the organization's success, while rating assesses the actual performance or effectiveness of managing that factor by the institution (on a scale of 1-4).

The strength analysis indicates that MAN 2 Pamekasan's highest priority is the Adiwiyata Madrasah predicate, with a score of 48. While this reflects a positive image for the institution, the findings also indicate that the madrasah's primary strengths are still more attributive than functional advantages that directly improve graduate quality. On the other hand, skills programs (tahfidz, arts, multimedia) with a score of 42 and the D1 Computer program from ITS with a score of 33, which are oriented towards job readiness and technology mastery, show potential that has not been fully maximized as core strategic advantages. Lower academic achievement (score 27) and extracurricular activities (score 28.5) indicate room for improvement in integrating learning quality and student character development. Therefore, the strategic focus needs to shift from mere image building towards strengthening core graduate quality through optimizing skills programs and improving academic achievements, as emphasized in strategic education management literature (David, 2009; Sudiantini, 2022).

IFE Format SWOT Analysis (Weakness)

Table 2. SWOT Analysis (Weakness) IFE Format

No	Strategic Internal Factors (Weakness)	Weight	Rating	Score 3x4	Conclusion (Priority)
1	Lack of principal's guidance/attention to extracurriculars	9	3	27	4
2	Suboptimal laboratory usage	10	3	30	2
3	Lack of teacher and staff discipline	9,5	3	28,5	3
4	Low student learning interest and discipline	11,5	3	34,5	1
5	Inadequate book facilities in the library	8	3	24	5
Total		100			

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Note:

Score is obtained by multiplying Weight and Rating, using the formula:

$$\text{Score} = \text{Weight} \times \text{Rating}$$

The internal weakness analysis of MAN 2 Pamekasan highlights low student learning interest and discipline (score 34.5) as the primary challenge. This issue is exacerbated by the lack of teacher and staff discipline (score 28.5), which collectively signifies an urgent need for work culture reform and the enforcement of professional role models within the madrasah

environment. The suboptimal use of laboratories (score 30) indicates that this problem is not only related to facility availability but also the minimal integration of practice-based learning into the curriculum. Furthermore, the lack of principal's guidance for extracurricular activities (score 27) indicates that leadership has not fully encouraged student character development through non-academic channels. Lastly, the limited book collection in the library (score 24) suggests that a literacy culture has not become a strategic priority. Critically, these weaknesses reflect the need for learning culture reform, improved work ethic, and more visionary leadership to holistically enhance educational quality. (Sodikin & Gumiandari, 2022).

EFE Format SWOT Analysis (Opportunity)

Tabel 3. Analisis SWOT (*Opportunity*) Format EFE

No	Strategic External Factors (Opportunity)	Weight	Rating	Score 3x4	Conclusion (Priority)
1	Strategic location in the city and amidst the community	11,5	3	34,5	2
2	One of the Islamic-based schools with added skills in Pamekasan city	10,5	4	42	1
3	The surrounding environment of Madrasah Aliyah Negeri 2 Pamekasan is predominantly Islamic	8,5	3	25,5	4
4	Parental participation plays an important role in supporting institutional welfare and smooth educational processes	9,5	3	28,5	3
5	Full support from Kemendikbud and Kemenag regarding madrasah development processes	8	3	24	5

Man 2 Pamekasan

Note:

Score is obtained by multiplying Weight and Rating, using the formula:

$$\text{Score} = \text{Weight} \times \text{Rating}$$

The weights, ratings, and scores in the external SWOT analysis are determined through an assessment process involving stakeholder participation. Weights are obtained from questionnaire results that assess the level of importance of each opportunity to the institution's success, then normalized into proportional figures. Ratings are given based on the extent to which these opportunities have been utilized, assessed through observation or stakeholder perception on a scale of 1 to 4. The score is then calculated by multiplying the weight and rating (Score = Weight × Rating), thus producing a measure of the actual contribution of each factor. A higher score indicates an opportunity that is not only important but also optimally utilized, and therefore becomes a strategic priority in institutional development.

The external opportunity analysis of MAN 2 Pamekasan shows that the institution's main competitive advantage lies in its integrated education model combining Islamic values and practical skills (score 42). This is a significant

differentiation amidst the scarcity of similar institutions offering a comprehensive curriculum combination in the Pamekasan region. This potential, if managed strategically, can be a major attraction for prospective students and enhance the madrasah's position in the education market. However, optimal utilization of this advantage demands adaptive promotion strategies and program development responsive to labor market and vocational education needs, to prevent it from remaining a passive potential.

Furthermore, the madrasah's strategic location in the city center (score 34.5) offers high accessibility and various partnership opportunities with government agencies, private sectors, and local communities. Nevertheless, this potential needs to be supported by strengthening external connections and proactive collaborative initiatives to maximize its impact on the madrasah's development and sustainability. Active parental involvement (score 28.5) is a valuable social asset and can form a strong foundation for financial and non-financial support for madrasah programs. However, this potential risks weakening without effective, transparent, and continuous two-way communication between the madrasah and parents. Lastly, the predominantly Islamic environment around the madrasah (score 25.5) provides a supportive social ecosystem for the development of religious-based education, facilitating the integration of Islamic values into the daily lives of students. Meanwhile, government support from Kemendikbud and Kemenag (score 24), though fundamental, is ranked lowest in priority. This indicates that the potential for bureaucratic and policy support has not been fully optimized to accelerate the institution's growth and modernization. These opportunities collectively demand concrete, collaborative, and action-oriented strategies to foster the institution's competitive excellence sustainably, focusing on leveraging the madrasah's unique advantages, strengthening community support, and optimizing government collaboration. Thus, the institution can strengthen its competitiveness and continue to contribute to quality education in Pamekasan City and its surroundings (Garnika et al., 2021, p. 166).

EFE Format SWOT Analysis (Threats)

Table 4. SWOT Analysis (Threats) EFE Format

No	Strategic External Factors (Threats)	Weight	Rating	Score 3x4	Conclusion (Priority)
1	Tight competition among similar Islamic educational institutions	9	3	27	5
2	Many madrasahs also receiving Adiwiyata predicate	10	4	40	1
3	Presence of similar state madrasahs in the madrasah's vicinity	9,5	3	28,5	4
4	Most of society tends to choose general schools.	11,5	3	34,5	3
5	Many educational institutions have advantages in both academic and non-academic fields	12	3	36	2
Total		100			

Man 2 Pamekasan

Note:

Score is obtained by multiplying Weight and Rating, using the formula: Score = Weight x Rating

The external threats analysis indicates that the primary priority for MAN 2 Pamekasan to be vigilant about is the increase in the number of other madrasahs also receiving the Adiwiyata predicate (score 40). This phenomenon indicates that the predicate is no longer a significant strategic differentiator, thus demanding MAN 2 Pamekasan to innovate in environmental programs or seek other competitive advantages to remain relevant and attractive.

The next serious threat comes from the many educational institutions that have advantages in both academic and non-academic fields (score 36). This underscores the urgency of improving service quality, learning outcomes, and supporting facilities as a form of quality repositioning to be able to compete with these superior institutions. Furthermore, the changing societal preference tending towards general schools (score 34.5) reflects a perceptual shift that could potentially erode the madrasah's student base. This situation demands that the madrasah develop effective branding and promotional strategies, highlighting the integration of religious values and skills as a primary selling point not offered by general schools.

The presence of other equivalent state madrasahs in the madrasah's vicinity (score 28.5) also adds competitive pressure, especially in terms of cost and facilities that might be more attractive to some parents. Although tight competition among similar Islamic educational institutions (score 27) is at the lowest priority, it remains a factor requiring continuous monitoring to maintain its position in the niche market of Islamic education.

Collectively, these threats underscore the importance of strategic repositioning, program innovation, and collaborative approaches so that the institution not only survives but is also able to build sustainable competitiveness amidst challenging external dynamics.

Assumptions from SWOT Analysis Results with IFE and EFE as the Basis for Long-Term Planning at MAN 2 Pamekasan

In designing strategies, it is necessary to determine fundamental assumptions that will serve as the basis for the selection and implementation of those strategies. The number and types of assumptions made must be adapted to the needs and capacity of the educational institution. In formulating strategies using the SWOT matrix technique, the initial step is to clearly define the relevant strategic issues that will support the achievement of the educational institution's vision and mission. This is important so that the resulting strategies can effectively drive the progress and success of the institution in achieving its long-term goals (Yatminiwati, 2019, pp. 57-60).

SWOT analysis is used to analyze a situation as an initial step in the strategic decision-making process. In the context of educational institutions, this analysis helps leaders review and revise the institution's vision and objectives before designing relevant alternative strategies. Furthermore, this process includes the formulation, evaluation, and selection of the best strategies to support the institution's development (Sudiantini, 2022, p. 63). The resulting strategies not only help the institution decide which educational areas or flagship programs need to be developed but also determine the direction of long-term growth and development. After establishing the main focus, educational

institutions can formulate the best way to compete and excel in providing quality educational services amidst increasingly dynamic competition.

By understanding its strengths, the madrasah can maximize its potential; by recognizing its weaknesses, the madrasah can anticipate internal risks; by leveraging opportunities, the madrasah can expand its market share or innovate; and by being aware of threats, the madrasah can design appropriate mitigation strategies. Through this process, the madrasah has a solid foundation for formulating relevant and competitive strategies amidst a continuously changing environmental dynamic (Arifin et al., 2021, p. 97).

SO (Strengths vs. Opportunities) Strategy Assumptions at MAN 2 Pamekasan

The SO (Strength-Opportunity) strategy aims to leverage the madrasah's internal strengths to address challenges or transform them into opportunities. This approach allows the institution to continue to grow and adapt amidst competition (Sodikin & Gumindari, 2022, p. 62). The assumptions for this strategy include:

1. **Strengthening Adiwiyata Madrasah Identity:** With the Adiwiyata predicate, MAN 2 Pamekasan needs to enhance environmentally friendly facilities such as herbal gardens (toga), fish ponds, school forests, and greenhouses to support eco-friendly learning and create a beautiful atmosphere. This strengthens the madrasah's identity as an environmentally conscious institution and provides direct learning experiences for students. More complete facilities at MAN 2 Pamekasan become an added value to maintain reputation and attract public interest, with support from the government, parents, and the environmental community.
2. **Improving the Quality of Skills Programs:** Skills programs such as tahfidz (Quran memorization), culinary arts, fashion design, and multimedia need to be enhanced to improve students' academic and non-academic quality. By strengthening these programs, the institution can create a holistic learning environment where students excel academically and possess beneficial additional skills. Improvement efforts can be made through additional facilities, training for educators, collaboration with industries or practitioners, and the integration of skills into innovative and future-relevant curricula.
3. **Developing the D1 Program from ITS:** This program is crucial for enhancing the madrasah's competitiveness. It provides practical skills that can be directly applied in the professional world. Additionally, this program strengthens the madrasah's appeal as a modern educational institution. The madrasah can more easily attract prospective students and parents seeking a comparative advantage.
4. **Optimizing Quality Extracurricular Activities:** High-quality extracurricular activities, such as arts, sports, scouting, and Islamic activities, help develop students' interests and talents. Furthermore, extracurriculars enhance the madrasah's reputation through achievements. Improving the quality of extracurriculars requires support for facilities, trainers, and relevant programs. This becomes a major attraction for the community in choosing a madrasah that provides holistic education.

5. **Continuous Improvement of Academic and Non-Academic Achievements:** This needs to be continuously enhanced so that the madrasah possesses strong competitiveness. These achievements serve as indicators of educational quality and improve the madrasah's image in the eyes of the public. Efforts to improve include adequate facilities, training, and participation in competitions. Support from all elements of the madrasah is very important for the sustainability of achievements.

WO (Weakness vs. Opportunity) Strategy Assumptions

The WO (Weakness-Opportunity) strategy focuses on efforts to minimize internal weaknesses while maintaining success and strengthening the madrasah's position amidst the dynamics of the educational environment (Sari, n.d., p. 102). The assumptions for this strategy include:

1. **Increasing Student Learning Interest and Discipline:** Increasing student learning interest and discipline is a crucial step to strengthen the quality of Islamic and skills-based madrasahs. With this quality, MAN 2 Pamekasan can produce graduates who are academically excellent and possess skills relevant to the professional world. Continuous support from parents and external parties, such as Kemendikbud and Kemenag, will facilitate holistic student development, in line with the vision of producing graduates with integrity and competence. Correcting what is problematic and lacking is very important to ensure the madrasah can continue to grow. These efforts include improving facilities, enhancing teaching quality, and strengthening extracurricular programs that align with student needs. With these steps, the madrasah can create a better and more competitive learning environment. Furthermore, strengthening aspects that are still lacking will help improve overall educational quality.
2. **Optimizing Resources and Teaching Quality:** Systematic efforts to rectify problematic and suboptimal aspects are essential for the madrasah's growth. This includes improving educational facilities, enhancing teaching quality through continuous training for teachers, and strengthening extracurricular programs relevant to students' needs and interests. These cumulative steps will create a more conducive and competitive learning environment, while also improving overall educational quality.
3. **Strengthening Teacher and Staff Discipline:** Improving the discipline of teachers and staff is a fundamental factor in ensuring the smooth and effective operation of the educational process. High discipline not only ensures excellent teaching quality but also builds a positive image of the madrasah in the eyes of the public. In addition, active parental participation plays a significant role in supporting welfare and creating a conducive learning environment. The synergy between internal discipline and external support will strengthen the foundation of education in the madrasah.
4. **Extracurricular Evaluation and Development:** In addition to improving the principal's guidance for extracurricular programs, routine evaluations of existing programs need to be conducted to ensure their relevance and quality. The surrounding predominantly Islamic environment can support the strengthening of religious values and student character, while the role of families and parents has a crucial contribution in guiding students to achieve

optimal performance. Support from the local community will also enrich students' learning experiences, allowing the madrasah to develop comprehensively.

5. **Improving Literacy and Availability of Learning Resources:** The addition of relevant book collections in the library is essential to maximize support from Kemendikbud and Kemenag in madrasah development. The availability of adequate books will directly increase student literacy and support a deeper learning process. With comprehensive learning resource facilities, the madrasah can provide a holistic learning experience and improve overall educational quality, while also strengthening its competitiveness.

ST (Strength-Threat) Strategy Assumptions

The ST (Strength-Threat) strategy focuses on utilizing internal strengths to confront and mitigate external threats. This approach allows the madrasah to create innovative solutions and enhance competitiveness amidst a dynamic and competitive environment (Alim, 2018b, p. 27). The assumptions for this strategy include:

1. **Adiwiyata Facility Innovation:** After achieving the Adiwiyata predicate, the madrasah needs to continuously improve and complete environmentally friendly facilities, such as herbal gardens, fish ponds, school forests, or greenhouses. With many other madrasahs also holding the Adiwiyata predicate, improving MAN 2 Pamekasan's Adiwiyata supporting facilities becomes crucial to maintain differentiation and competitive advantage.
2. **Improving Skills Program Quality for Global Competitiveness:** Skills programs such as tahfidz, culinary arts, fashion design, and multimedia must continue to be enhanced in quality through adequate facilities and intensive training. This improvement will not only strengthen the programs internally but also provide significant added value for students in facing global competition, positioning madrasah graduates more competitively in the professional world.
3. **Differentiation Through the D1 Computer Program:** The development of the D1 Computer program from ITS is a key element to strengthen the madrasah's appeal to the community. With this program, the madrasah can provide strong consideration to prospective students and parents for choosing MAN 2 Pamekasan, as students will be equipped with technical skills relevant to industry needs. This strategy directly increases the madrasah's competitiveness at both local and national levels.
4. **Competitive Advantage Through Quality Extracurriculars:** The existence of active and high-quality extracurriculars provides a significant competitive advantage for the madrasah in competing with similar institutions in the surrounding environment. It also encourages student involvement in various positive activities that support personal development as well as academic and non-academic achievements, thus becoming one of the determining factors for prospective students' choices.
5. **Achievement as Capital for Competitiveness:** The acquisition of both academic and non-academic achievements must be continuously pursued so that the madrasah always has strong capital to compete with other equivalent Islamic educational institutions. These achievements not only strengthen the

madrasah's image in the community but also provide substantial added value in attracting prospective students and parents to choose MAN 2 Pamekasan as an educational institution.

WT (Weakness-Threat) Strategy Assumptions

The WT (Weakness-Threat) strategy is a crucial defensive approach to minimize internal weaknesses and avoid the negative impacts of external threats. Implementing this strategy is important for maintaining the madrasah's stability and success in achieving educational goals, as well as increasing competitiveness amidst increasingly fierce competition (Luthfiyah et al., 2021, p. 338). The assumptions for this strategy include:

1. **Strengthening Character and Learning Environment:** The low student learning interest and discipline must be addressed, not only to strengthen student character but also to maintain the Adiwiyata predicate. These efforts will create a healthy, sustainable, and highly competitive educational environment among other schools, while also building a solid foundation for academic and non-academic development.
2. **Optimizing Laboratories for 21st Century Skills:** Optimal utilization of laboratories is very important to create a more interactive and practical learning experience. This step will significantly help students develop relevant skills aligned with the development of science and technology, while also preparing them to face the challenges of the professional world in the digital era.
3. **Improving Teacher and Staff Discipline for Institutional Image:** The lack of discipline among teachers and staff needs to be substantially improved. High discipline will directly affect the quality of teaching and madrasah services, which in turn will attract public interest and prospective students to choose MAN 2 Pamekasan. Improving internal professionalism is key to building a strong reputation.
4. **Enhancing Extracurricular Guidance for Competitive Advantage:** The lack of guidance from the principal for extracurriculars needs to be reviewed and significantly improved. Better guidance will result in quality and high-achieving extracurricular programs, enabling them to compete effectively with similar madrasahs in the surrounding area. This will increase the madrasah's appeal and provide added value for student development.
5. **Strengthening Library Collection for Literacy and Competitiveness:** Inadequate book facilities in the library require a comprehensive review to ensure the completeness of the collection. The availability of relevant and adequate books will facilitate a better learning process and support the improvement of student literacy. This will ultimately strengthen students' ability to compete and achieve with other equivalent Islamic educational institutions.

Overall, the comprehensive analysis of internal factors through IFE and external factors through EFE has provided a clear picture of MAN 2 Pamekasan's strategic position. The identification of strengths, weaknesses, opportunities, and threats, followed by weighting and evaluation, forms a strong foundation for formulating diverse strategic assumptions (SO, WO, ST, WT). This discussion

demonstrates that by deeply understanding internal and external dynamics, MAN 2 Pamekasan can formulate strategies that are not only responsive to challenges and opportunities but also proactive in optimizing its potential and achieving its long-term vision.

CONCLUSION

Strategic analysis at MAN 2 Pamekasan confirms that the institution's sustainability and competitiveness heavily depend on optimizing functional strengths, not solely on symbolic attributes like the Adiwiyata predicate. Strengths such as Islamic-based skills programs and external stakeholder support must serve as strategic foundations for curriculum development, improvement of learning quality, and expansion of partnerships. On the other hand, internal weaknesses, including low learning interest, weak discipline, and suboptimal utilization of laboratory facilities, indicate the necessity of rectifying aspects of learning culture, governance, and strengthening teacher capacity. Opportunities such as government support and a strategic location offer significant potential to be developed into institutional added value, but these must be balanced with management strategies that are responsive to changes in the educational environment. External threats, such as the increasing number of competing institutions with similar profiles and shifting societal preferences towards general schools, indicate the need for a stronger and more contextual repositioning of the madrasah's identity. Strategies must focus on leveraging strengths to expand opportunities, improving service quality to cover weaknesses, and innovating to address competitive pressures. The practical implication of this comprehensive analysis demands that the madrasah not only undertake internal improvements but also build a measurable and adaptive narrative of excellence. By continuously integrating innovation, quality management, and public involvement, MAN 2 Pamekasan can strengthen its position as a superior and relevant Islamic educational institution in facing the dynamics of the times. The implication of this research is that optimizing strategic management at MAN 2 Pamekasan not only requires the identification of strategic factors but also the implementation of concrete actions that are synergistic among strengths, weaknesses, opportunities, and threats. This process enables more directed and efficient decision-making in educational program planning and resource management, to achieve competitive advantage and madrasah sustainability. Future research is expected to focus on developing models for implementing the recommended strategies, including evaluating the success of specific programs formulated from this SWOT analysis. Furthermore, expanding research to other Islamic educational institutions with different contexts can provide a more comprehensive understanding of the application of strategic management in the religious education sector.

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