



Swot Analysis Strategy for Improving the Quality of Education: a Case Study in SDN 008 Tembilihan Hulu, Indragiri Hilir District

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ABSTRACT

The phenomenon of unsatisfying education has caused pessimism within society, even some believe that education can no longer guarantee a better future for children so the education institutions must be aware of their strengths, weaknesses, opportunities and threats within the institutions which are expected to generate brilliant strategies for the development of the education quality. This research aims to analyze the strategies to improve the quality of education at SDN 008 Tembilihan Hulu, Indragiri Hilir Regency. This research is designed as a qualitative research using survey method in which the data collected are literature study, observation, documents, and interview. The population of this research are the entire school community members, but because of the research limitation, purposive sampling is chosen so the subject of the research are the principal, teachers and staffs, as well as the students' parents education. The research findings are strategies to improve the quality of education as follows: 1) Empowering teachers to use information technology in the teaching and learning process. 2) Enhancing collaboration with external instructors or trainers to support extracurricular activities. 3) Intensifying supervision and monitoring activities by the school principal. 4) Making the Teacher Working Group (KKG) more effective in solving problems encountered by teachers in the teaching and learning process. 5) Developing educational facilities and infrastructure. 6) Transforming the school environment into a learning community through the 7K program (Cleanliness, Orderliness, Beauty, Comfort, Safety, Security, and a Sense of Belonging). 7) Empowering teachers through training programs to improve their performance. 8) Developing ICT-based school facilities for learning. 9) Establishing achievement clubs to develop students' potential. 10) Forming a School Program Evaluation Team. These strategies are expected to maintain, even to improve the educational quality and services at SDN 008 Tembilihan Hulu, Kabupaten Indragiri Hilir.

Keywords: quality education, SWOT

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INTRODUCTION

The world of education in Indonesia, especially at the primary and secondary levels, is confronted with one of the most fundamental educational problems, which is the low quality of education. Various efforts have been made to improve the quality of national education, including improvements, procurement, and the enhancement of infrastructure, increasing teacher competence, and more. Furthermore, the implementation of National Education Standardization, which sets minimal criteria for the education system throughout the territory of the Unitary State of the Republic of Indonesia, in accordance with Government Regulation No. 19 of 2005. These standards encompass content, graduate competencies, process management, personnel, facilities and infrastructure, assessment, and funding standards (Supadi, 2021).

There are three factors that have hindered a significant improvement in the quality of our education. Firstly, our educational system is based on an 'Educational Function' or 'Input-Output Analysis' approach, but it is not consistently implemented. Secondly, education is organized in a 'Bureaucratic Centralized' manner, making schools highly dependent on bureaucratic decisions. Thirdly, there is a lack of involvement and participation from the community (Qomariyah et al., 2021).

The state of education in Indonesia currently, in general, has not been able to fully meet the expectations of society. This is evident in the low quality of graduates, unresolved educational issues, or makeshift solutions, and a stronger focus on projects. The quality of educational graduates often does not align with the needs of the labor market and development, including in industries, banking,

telecommunications, and other sectors that question the existence of schools. Even the Human Resources (HR) prepared through education as the next generation falls short in terms of ethics, morals, and the nation's identity within the rich tapestry of our culture (Arbangi et al., 2016).

The perceived shortcomings in education that have yet to meet expectations have led some members of the community to become pessimistic about schools. There is even a belief that education is no longer capable of providing vertical social mobility because schools do not guarantee decent employment. Schools often fall short in ensuring a better future for children. Shifting to a new educational paradigm focused on quality is one of the strategies aimed at nurturing a child's excellence (Ramadhani et al., 2021).

A significant transformation in the educational development sector in Indonesia has occurred after the demands for reform in the late 20th century. The Law No. 22 of 1999 on regional autonomy placed the education sector as one of the sectors to be decentralized alongside other sectors with different bases like forestry, agriculture, cooperatives, and tourism. Decentralization in the education sector was subsequently pushed down to the school level, empowering school principals and teachers with greater responsibility for enhancing the quality of the learning process to improve the quality of learning outcomes. The quality of student outcomes, both good and bad, became the responsibility of teachers and school principals, as the regional government mainly facilitated various educational activities, including infrastructure, personnel, and various school-planned learning programs (Panggabelan et al., 2022).

The Law No. 20 of 2003 regarding the National Education System, as a replacement for the Law No. 2 of 1989, introduced significant changes, with one of the key provisions being the involvement of the community in the development of the education sector. As stated in Article 9, the community has the right to participate in the planning, implementation, monitoring, and evaluation of educational programs. This article is an extension of the statement in Article 4, paragraph 1, which emphasizes that education in Indonesia is organized democratically and justly. The democratization of education is a consequence of policies that promote the decentralization of education management at the regional level, where it is implemented at the school level, including the planning of infrastructure development, human resources, curriculum, and various student development programs, which are discussed with horizontal partners within the school committee (Sulhelman, 2021).

School autonomy is a government response to the prevailing phenomena in society and an effort to improve the quality of education in general. The improvement of this autonomy results in a more conducive management approach in schools to accommodate the diverse needs of the local community effectively, aiming to empower various components of society for the advancement and enhancement of the existing systems within schools (Elfelndi et al., 2022).

The National Education Standards (SNP) in Indonesia were established through the Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, as later amended by Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to the Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards. These standards play a crucial role in shaping the multifaceted education system. The National Education Standards represent the minimum criteria for the education system in all regions of the Unitary State of the Republic of Indonesia. The components of the SNP consist of eight standards, which are: (i) graduate competency standards; (ii) content standards; (iii) process standards; (iv) educational assessment standards; (v) educational personnel standards; (vi) facilities and infrastructure standards; (vii) management standards; and (viii) financing standards.

One of the defining characteristics of a successful school is its ability to respond to community trust, meaning that the school should be capable of providing the best educational services for its students, thus producing well-rounded individuals. Considering the rapid advancements in technology (IPTEK) and the effects of globalization on the horizon, schools must focus on developing professionalism, efficient management, high-quality teaching and learning activities, and other aspects to ensure that their graduates meet the expectations of society (Qulrtulbi, 2019).

To achieve this, it is essential to adopt strategies or approaches to enhance the quality of education, enabling students to become active contributors to the development. In the realm of management, strategic management is a critical tool that educational institutions can use to chart and plan strategies for their sustainability and future improvement. The foundation of strategic management lies in the analysis of various factors, both internal and external, commonly known as SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Through SWOT analysis, strengths and weaknesses within the school's internal environment are assessed, followed by identifying opportunities and threats in the external environment surrounding the school (Astulti et al., 2022).

The relationship between SWOT analysis and educational quality is significant. With SWOT analysis, schools can leverage their strengths to address weaknesses and capitalize on opportunities while mitigating threats. This allows them to plan appropriate strategies to enhance educational quality. The results of SWOT analysis can also help identify areas for improvement within educational institutions (Fatimah, 2016).

SWOT analysis also helps us understand that in the planning and formulation of programs and policies, decision-makers should conduct a SWOT analysis to comprehensively assess the strengths, weaknesses, opportunities, and threats. This analysis is crucial in devising effective strategies to enhance strengths and mitigate weaknesses, thus improving the overall quality of education. SWOT analysis provides decision-makers with valuable information to make informed decisions, ensuring effective implementation and enabling schools to achieve their goals. Furthermore, SWOT analysis assists schools in identifying and understanding their existing issues, facilitating the development of appropriate strategies and policies for improvement or enhancement. It also aids in setting priorities for various programs and optimally allocating resources, including human resources, budget, infrastructure, and more, to ensure more efficient outcomes.

SDN 008 Tembilahan Hulu, located in the Indragiri Hilir Regency, is one of the elementary schools in the country. As a primary education institution, SDN 008 Tembilahan Hulu faces various challenges and opportunities to create solutions that can guide elementary education towards greater national progress and development. The authorities in the school system need to understand their roles, and the school principal should understand their responsibilities and roles in the education landscape. To date, SWOT analysis for improving the quality of education at SDN 008 Tembilahan Hulu has not been conducted.

From a strengths perspective, SDN 008 Tembilahan Hulu has received numerous awards at both the school and provincial levels. Despite minimal infrastructure, the school was designated as an 'Adiwiyata School' in Riau Province, a recognition for its commitment to environmental sustainability. Additionally, the school has won first place in the 'School Cleanliness and Health Program' (PHBS) competition at the district level in Indragiri Hilir. The school has become a role model for other schools in the district.

On the weaknesses side, the school is difficult to access, and there is a lack of discipline and commitment among the existing workforce. In terms of opportunities, there is high community interest in SDN 008 Tembilahan Hulu, and there is active parent-school partnership. In contrast, competition with other schools poses a threat, and maintaining the current level of educational quality is a challenge. To address these issues comprehensively, it is necessary to conduct a SWOT analysis to assess the strengths, weaknesses, opportunities, and threats faced by SDN 008 Tembilahan Hulu. This will provide decision-makers with valuable information to formulate effective strategies and prioritize programs, as well as allocate resources efficiently.

This research aims to explore the SWOT analysis as a tool for improving educational quality in line with the study titled 'SWOT Analysis Strategy for Improving the Quality of Education: A Case Study at SDN 008 Tembilahan Hulu, Indragiri Hilir Regency'.

LITERATURE REVIEW

Previous research has also demonstrated the significant role of SWOT analysis in program and policy planning to enhance the quality of education. In a study by Garnika (2021) titled 'Implementation of SWOT Analysis in Planning the Improvement of Education Quality in Elementary Schools,' strategies to improve

education quality at SDN 7 Mataram included enhancing Quranic studies programs, strengthening character education, introducing additional extracurricular activities, creating distinctive school-specific flagship activities, and strengthening student counseling (Garnika et al., 2021). Additionally, a study by (Muzakkir, 2022) titled 'SWOT Analysis in Planning Quality Improvement in Elementary Schools' concluded that quality improvement planning at SDIT Ad-Durrah Medan was well-implemented, involving Quran memorization programs, character education reinforcement, additional extracurricular activities, and a strengthened program for Islamic personal development.

METHOD

This research was conducted at SDN 008 Tembilahan Hulu, Indragiri Hilir Regency, from January to July 2023. It is a qualitative study that employs field surveys to collect primary and secondary data on the research site and gather information for the SWOT analysis strategy for enhancing the quality of education. The study population comprises all members of the school community. However, due to time, resource, and research objectives constraints, purposive sampling was utilized, considering inclusion and exclusion criteria among the school community members. As a result, the sample subjects in this study included the school principal, teachers, staff, and parents of students at SDN 008 Tembilahan Hulu. Data collection in this research involved multiple instruments, including a review of literature related to education and SWOT analysis, observations for data collection and information gathering, document analysis related to educational regulations, and interviews with competent individuals in relevant agencies to gather reliable information. Data analysis in this study followed three stages: data reduction, data presentation, and drawing conclusions

RESULTS AND DISCUSSION

In this study, there are several subjects of discussion, including:

1. Process Standards

The standard process at SDN 008 Tembilahan Hulu is related to the teaching process, which includes lesson planning, lesson implementation, assessment of results and the learning process, as well as monitoring the teaching process. These process standards at SDN 008 Tembilahan Hulu are in accordance with Government Regulation No. 19 of 2005, Article 19, paragraph 3, which outlines the teaching process, including lesson planning, lesson implementation, assessment of learning outcomes, and monitoring of the teaching process. SDN 008 Tembilahan Hulu follows the recommended teaching process as advised by the Supervisor from the Indragiri Hilir Education Office, which includes the opening/warm-up activity, content delivery, and conclusion. The opening/warm-up activity is conducted to engage and prepare students, followed by the delivery of lesson content, and finally, students are assigned tasks at the end of the lesson. The teaching process is based on the curriculum and lesson plans (RPP) that have been established. Activities carried out by the school to improve the teaching process and enhance students' competencies include serving as role models, providing student appreciation, instilling moral values in each lesson, promoting good behavior, teaching etiquette, fostering leadership qualities in students, sharing inspirational experiences, and promoting literacy activities. This aligns with what the informant mentioned during the interview.

“Activities carried out by the school to improve the teaching process and enhance students' competencies include serving as role models, providing student appreciation, instilling moral values in each lesson, promoting good behavior, teaching etiquette, fostering leadership qualities in students, sharing inspirational experiences, and promoting literacy activities.” (Source: Interview on May 23, 2023)

The challenges faced by teachers in implementing active and relative student learning include a lack of teacher preparation, the diversity of student characteristics, the difficulty of fostering students' talents and learning interests, and teacher concentration issues.

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Meanwhile, students' difficulties in participating in active and relative learning in school include those who are less active and relative due to factors such as external factors, teacher interactions, and a lack of motivation from the students themselves. Some students may face obstacles in the form of insufficient encouragement from educators, or they may encounter problems at home or in their environment that diminish their enthusiasm for learning.

"Students being less active and relative is influenced by factors such as external factors, teacher interactions, and a lack of motivation from the students themselves. Some teachers may not provide adequate support to students, and occasionally, students may face obstacles or distractions that lead to a loss of motivation in learning." (Source: Interview on May 23, 2023)

During the observation at SDN 008 Tembilahan Hulu, the assessment of learning outcomes and the teaching process by the supervisors was ongoing. The assessment of learning outcomes and teaching processes at SDN 008 Tembilahan Hulu is carried out by supervisors from the Indragiri Hilir Education Office through direct observation during the teaching process. The assessment and monitoring of the teaching process are carried out by the school principal and supervisors, as explained by Mrs. SP.

"Usually, it's the supervisors, the fathers, and the mothers who do the evaluation. When they conduct direct monitoring during a teacher's class, there will be an evaluation afterward." (SP, Interview on May 23, 2023)

The monitoring of the teaching process at SDN 008 Tembilahan Hulu is also carried out by the school principals, teachers, including subject teachers, and it is supervised by the fathers and mothers who are supervisors from the Education Office of the Indragiri Hilir District. The process of monitoring the teaching process is also explained by Ms. AS.

"The supervision itself is carried out by the school principal, as well as the teachers, including subject teachers, and it is also overseen by the fathers and mothers who are supervisors from the Education Office to monitor the teaching and learning process." (AS, Interview on May 23, 2023)

Supervision at SDN 008 Tembilahan Hulu is not only for the teaching and learning process. During break time, supervision is also carried out by individuals, as expressed by Mrs. SU:

“Here, supervision takes place during class hours, overseen by the headmaster and sometimes by officials from the education department, like Mr. and Mrs. supervisors, who observe the teaching and learning process. During break time, it's also supervised. If students engage in activities that may pose risks, the school community takes steps to prevent accidents” (SU, Interview on May 23, 2023)

The assessment of teaching at SDN 008 Tembilahan Hulu is conducted by the Supervisors using direct observation or on-site monitoring during the teaching and learning process. The assessment is carried out by Supervisors from the Indragiri Hilir District Education Office to provide guidance and guidance to SDN 008 Tembilahan Hulu regarding their teaching activities. Assessment and supervision of the teaching process at SDN 008 Tembilahan Hulu are also conducted by the Headmaster and Information Teachers. Information collected regarding the Process Standards at SDN 008 Tembilahan Hulu includes compliance with

Competency Standards (SK) and Basic Competencies (KD), learning materials, lesson plans, syllabi, and RPP (Rencana Pelaksanaan Pembelajaran) which includes material, appropriate strategies, and the media to be used. The teaching at SDN 008 Tembilahan Hulu includes opening/closing activities, material delivery, and homework. The assessment of teaching at SDN 008 Tembilahan Hulu is conducted by the Supervisors from the Indragiri Hilir District Education Office through direct observation.

2. Content Standards

The implementation of Content Standards at SDN 008 Tembilahan Hulu includes the application of the Kurikulum Tingkat Satuan Pendidikan (KTSP), the basic curriculum framework, curriculum structure, methods of teaching, and educational tools. SDN 008 Tembilahan Hulu follows the KTSP curriculum with yearly updated content, teaching materials, teaching strategies, and teaching media. Curriculum development, content and teaching materials, teaching strategies, and teaching media are reviewed annually, as mentioned by the interviewee:

“Content standards are usually reviewed at the beginning of the year, and other points such as teaching materials, teaching methods, curriculum structure, and education calendar are discussed. The teachers review the lesson plans and syllabus, and the school's administration continues its work throughout the academic year. The curriculum is a set of subjects and educational programs provided by educational institutions. It encompasses the curriculum design that will be delivered to the students. The school's curriculum is developed in accordance with the curriculum framework and includes content, teaching methods, strategies, learning materials, and curriculum evaluation.” (AS, interview, May 23, 2023)

The implementation of the curriculum, as described by Ms. AS, who serves as the Deputy Principal of SDN 008 Tembilahan Hulu, involves a detailed approach, addressing specific points in the curriculum:

“Socialization is carried out through the delivery of learning materials and incorporating the results of socialization into classroom activities. The curriculum is based on KTSP (School-Based Curriculum). The teaching strategies vary; we use methods like discussions, problem-solving, and sometimes humor, even though humor is not always allowed. However, in some cases, if students are not responsive to humor, it can be a bit challenging, so we use humor sparingly at the beginning.” (AS, interview, May 23, 2023)

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The standards of competence, basic competence, core learning materials, essential materials, learning activities, indicators, assessment, time allocation, and learning resources or materials are all considered in the curriculum.

“Standards of competence, basic competence, core learning materials, essential materials, learning activities, indicators, assessment, time allocation, and learning resources or materials are all considered in the curriculum.” (SU, interview, May 23, 2023)

National content in KTSP plays a significant role in educating students in subjects such as Indonesian, Mathematics, and Social Studies. Each subject should integrate national content into their teaching, as stated in the interview:

"National content in KTSP plays a significant role in educating students in subjects such as Indonesian, Mathematics, and Social Studies. Each subject should integrate national content into their teaching." (SUI, interview, May 23, 2023)

Local content is an essential component that cannot be excluded from the curriculum of the National Education Standards (KTSP) because it provides a solution to address the region's unique conditions and characteristics. This is in line with the interview findings: "

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3. SWOT Analysis

Analyses were conducted by the researcher in collaboration with the school principal, teachers, and committees at SDN 008 Tembilahan Hulu. The interviews lasted for approximately 30 minutes to 1 hour. The interviews were structured using questionnaires based on the findings of interviews, observations, and document studies. During the process, each interviewee provided varying opinions when identifying internal and external strategic factors. The data were divided into three matrices: IFAS (Internal Factors Analysis Summary), EFAS (External Factors Analysis Summary), and SWOT (Strengths, Weaknesses, Opportunities, and Threats). The SWOT analysis aimed to identify factors that could impact the school's quality improvement, focusing on educational content standards and process standards, as described in the findings.

a. Internal Factors Analysis Summary

The results of the analysis of strengths, weaknesses, and the scoring process in the IFAS (Internal Factors Analysis Summary) matrix can be seen in the following table:

Table 1. IFAS Matriks

| No | SWOT Elements | Weight | Score | Weight x Score |
|----------------------------|---|--------|-------|----------------|
| STRENGTHS | | | | |
| (Content Standards) | | | | |
| 1 | Having an innovative curriculum. | 0.1 | 4 | 0.4 |
| 2 | Many educators are proficient in Information and Communication Technology (ICT). | 0.08 | 4 | 0.32 |
| 3 | Possessing an educational counseling team with strong character and academic qualifications in line with the school's vision and mission. | 0.05 | 3 | 0.15 |
| 4 | Abundant teaching materials for teachers and students. | 0.1 | 4 | 0.4 |
| 5 | 89% of the teachers hold a Bachelor's degree. | 0.05 | 4 | 0.2 |
| 6 | The school offers several unique programs that distinguish it from other schools. | 0.1 | 3 | 0.3 |
| (Process Standards) | | | | |
| 7 | Implementing Active, Innovative, Relative, Effective, and Enjoyable Learning (PAIKEIM). | 0.11 | 4 | 0.44 |

| | | | | |
|----------------------------|---|----------|---|-------------|
| 8 | Teachers set and follow Minimum Competency Standards (KKM) for each subject and carry out improvement and enhancement programs. | 0.11 | 4 | 0.44 |
| 9 | Additional class hours (extracurricular lessons) are provided for students in grades IV, V, and VI. | 0.06 | 3 | 0.18 |
| 10 | Kepemimpinan kepala sekolah sudah relevan | 0.06 | 4 | 0.24 |
| 11 | School leadership is relevant and effective. | 0.09 | 4 | 0.36 |
| 12 | Efficient utilization of funds for school operations. Teachers have started differentiating instruction. | 0.09 | 3 | 0.27 |
| TOTAL SCORE | | 1 | | 3.7 |
| WEAKNESS | | | | |
| (Content Standards) | | | | |
| 1 | Learning starts at the beginning of the school year following the curriculum. | 0.13 | 2 | 0.26 |
| 2 | There is no computer lab to support the teaching-learning process (KBM). | 0.1 | 2 | 0.2 |
| 3 | Extracurricular activities for students are not maximized. | 0.07 | 3 | 0.21 |
| 4 | Sports and arts facilities at the school are insufficient. | 0.08 | 2 | 0.16 |
| 5 | Audio-visual teaching materials are lacking. | 0.07 | 2 | 0.14 |
| 6 | The Physical Education teacher originally served as a substitute and is definitive in other schools. | 0.04 | 3 | 0.12 |
| (Process Standards) | | | | |
| 8 | Curriculum planning is not structured. | 0.13 | 2 | 0.26 |
| 9 | Some teachers still employ conventional teaching methods. | 0.13 | 2 | 0.26 |
| 10 | Supervision and guidance from the school principal are not maximized. | 0.07 | 2 | 0.14 |
| 11 | There is no school program evaluation team. | 0.05 | 2 | 0.1 |
| 12 | Cooperation with external teachers or trainers for extracurricular activities is lacking. | 0.06 | 3 | 0.18 |
| 13 | Due to a large number of students, teachers face difficulties in class management. | 0.07 | 2 | 0.14 |
| TOTAL SCORE | | 1 | | 2.17 |

The total weight is multiplied by the score for difficulty, which is 3.7, and the score for weakness, which is 2.17. Meanwhile, the final total score for difficulty minus the weakness is 1.53. From this analysis, it's evident that the difficulty factor is more dominant than the weakness factor. The weaknesses can be addressed by optimizing the dominant difficulty factor.

b. Eksternal Factors Analysis Summary

The opportunities and threats, along with their respective scores, as obtained in the External Factors Analysis Summary (EFAS) matrix, are presented in the following table:

Table 2. EFAS Matriks

| No | Elemen SWOT | Weight | Score | Weight x Score |
|----------------------------|---|----------|-------|----------------|
| OPPORTUNITIES | | | | |
| (Content Standards) | | | | |
| 1 | Increasing Availability of Various Learning Media | 0.12 | 3 | 0.36 |
| 2 | Enhanced Training Opportunities for Teachers and Staff | 0.1 | 3 | 0.3 |
| 3 | Access to Curriculum and Lesson Plan Training Programs | 0.12 | 4 | 0.48 |
| 4 | Advancements in Communication and Information Technology | 0.11 | 3 | 0.33 |
| 5 | Growing Parental Engagement in Education | 0.1 | 4 | 0.4 |
| 6 | Close Collaboration with the District Education Office | 0.06 | 4 | 0.24 |
| (Process Standards) | | | | |
| 7 | Increased availability of online learning (e-learning) platforms. | 0.1 | 4 | 0.4 |
| 8 | Availability of applications and websites providing online training and educational resources. | 0.05 | 4 | 0.2 |
| 9 | Strong support from the school committee. | 0.08 | 4 | 0.32 |
| 10 | Emergence of teaching models that enhance the learning process to meet current demands. | 0.1 | 4 | 0.4 |
| 11 | Improved awareness and understanding of inclusive education among educators. | 0.06 | 3 | 0.18 |
| TOTAL SCORE | | 1 | | 3.61 |
| THREATS | | | | |
| (Content Standards) | | | | |
| 1 | Growing public scrutiny and assessment of teacher quality. | 0.07 | 2 | 0.14 |
| 2 | Concerns that SDN may not be suitable if it has many Wiyata Bhakti teachers. | 0.07 | 2 | 0.14 |
| 3 | Utilization of technology for negative purposes that disrupt student learning. | 0.08 | 2 | 0.16 |
| 4 | Frequent changes in the curriculum policies. | 0.05 | 2 | 0.1 |
| 5 | Rapid developments in educational technology, which can outpace a school's ability to utilize it effectively. | 0.05 | 2 | 0.1 |
| (Process Standards) | | | | |
| 6 | Increasing positive competition among schools. | 0.09 | 2 | 0.18 |
| 7 | A high number of extracurricular activities outside of school, which may lead to students not participating in school activities. | 0.1 | 1 | 0.1 |
| 8 | Potential disruptions if many teachers participate in training, teaching, and guidance activities. | 0.12 | 3 | 0.36 |
| 9 | The competition with the achievements of other schools is growing. | 0.08 | 3 | 0.24 |
| 10 | Natural disasters that may necessitate changes in the educational implementation system. | 0.04 | 2 | 0.08 |
| 11 | Societal changes affecting student behavior and learning. | 0.08 | 3 | 0.24 |
| 12 | Changes in student values and competencies that need to be integrated into the curriculum. | 0.08 | 3 | 0.24 |
| 13 | Rapid technological developments may render existing teaching methods outdated. | 0.09 | 2 | 0.18 |
| TOTAL SCORE | | 1 | | 2.26 |

The total score for the Opportunities factor, multiplied by a weight of 3.61, and the Threats factor, multiplied by a weight of 2.26, results in a final score. When the Threats factor is subtracted from the Opportunities factor, the final score is 1.35. The analysis indicates that SDN 008 Tembilahan Hulu has many

opportunities, although there are some threats to the educational process. However, the opportunities outweigh the threats, making the favorable factors more dominant.

c. Strategic Plan

The school quality improvement strategy plan based on the final IFAS and EFAS scores are:

Table 3. IFAS and EFAS Final Score

| IFAS | | EFAS | |
|---------------|-------------|-----------------|-------------|
| Category | Total Score | Category | Total Score |
| Strengths (S) | 3,7 | Opportunity (O) | 3,61 |
| Weakness (W) | 2,17 | Threats (T) | 2,26 |
| Total (S-W) | 1,53 | Total (O-T) | 1,35 |

The results of this analysis indicate that the strategies are in the SO quadrant (Strengths – Opportunities), which suggests an aggressive strategy is required. An aggressive strategy involves leveraging the strengths within the school's internal environment and capitalizing on opportunities in the external environment to enhance the school's success. Based on the SWOT analysis results, the recommended strategic plan for improving the school's performance at SDN 008 Tembilihan Hulu can be summarized as follows.

1. Empowering teachers to use information technology in the teaching and learning process. With the help of information media, teachers can conduct more interactive and engaging lessons that not only enhance students' interest in learning but also improve the quality of teaching. Some examples of utilizing information technology that can be implemented at SDN 008 Tembilihan Hulu include the use of educational platforms like "akunbelajar.id," where teachers can easily design technology-based teaching materials using applications like Canva.
2. Strengthening collaboration with external educators or trainers for extracurricular activities. Increasing cooperation with educators or trainers from outside the school to expand extracurricular activities is essential. This is crucial for maximizing students' potential in extracurricular activities. SDN 008 Tembilihan is also encouraged to involve trainers and external facilitators, such as first aid trainers, dance instructors, and other experts for the execution of extracurricular activities.
3. Intensifying supervision and monitoring activities by the school principal. By conducting intensive supervision and monitoring, the school principal can provide technical support and guidance to teachers and staff to enhance their performance in teaching and classroom management. The school's supervisory and monitoring activities should be conducted regularly, with intensified monitoring occurring more frequently, especially for new teachers or those who have received lower supervision scores.
4. Effectively utilize Teacher Working Groups (KKG) to address issues faced by teachers in the teaching and learning process. The problems encountered by teachers in the classroom are diverse, and their solutions vary. Addressing each issue to find common ground among teachers is important. Senior teachers often have more techniques and strategies for dealing with teaching and learning issues. KKG activities at SDN 008 Tembilihan Hulu have been effectively conducted, with each group meeting at least four times in each academic year, especially the subject-based KKG.
5. Develop educational facilities and infrastructure. With the support of parents and school committees that are committed to education, schools can jointly work on infrastructure development programs. Many improvements are still needed in the current facilities. Schools can also initiate proposals for improvement projects and seek support from relevant authorities. This is crucial for enhancing facilities and infrastructure, such as classroom spaces, administrative rooms, laboratories, libraries, auditoriums, and information technology equipment.
6. Foster a conducive learning environment through the 7K program (Cleanliness, Order, Beauty, Beauty, Security, Community, and Family). The development of a learning community at SDN 008 Tembilihan Hulu can begin by nurturing a physical environment through the 7K program, making it comfortable and conducive for learning. In addition, a reading culture can be promoted through reading club activities.

Teachers can guide students to read relevant books related to their subjects, whether individually or in groups. The goal is to encourage students to develop a habit of reading.

7. Empower teachers through training to enhance performance. The school, with its large number of students, naturally receives a substantial amount of operational assistance from the government. Part of these funds can be used to empower teachers through training programs designed to develop their expertise and skills. The aim is to equip teachers with competitive competencies that will ultimately result in the provision of high-quality services. Schools can make use of learning communities within the PMM application and encourage peer teachers to share best practices and participate in various webinars.
8. Develop school facilities based on information technology and communication (ICT) as learning resources. Schools should facilitate students with ICT-based learning resources to enable students to harness the advancements in information technology and communication for their personal development and as learning tools to improve their academic performance.
9. Cultivate achievement clubs to develop students' potential. Given the diverse abilities, interests, and motivations of many students, schools should strive to maximize each student's potential according to their talents, skills, and individual interests. Schools should develop achievement clubs to cater to students with higher capabilities in various fields, such as academics and sports. These clubs are developed under the guidance of dedicated teachers or coaches with expertise in the respective field.
10. Establish a School Program Evaluation Team. Although the programs have been implemented, schools should establish a program evaluation team with the responsibility to periodically evaluate school programs. The purpose of these evaluations is to understand the progress, the extent to which the expected targets have been achieved, the continuation of activities, and how improvements can be made. The results of program evaluations can serve as a basis for planning future programs to make them even better.

4. Discussion

a. Strengths

As is known that the Education Unit Level Curriculum is the main basis for the implementation of school programs so that the running of all activities in the school must have been planned in the curriculum document. According to Rusdiana (2021), the existence of a consistent, dynamic, and integrated curriculum can enable and facilitate the expected quality standards so that goals can be achieved optimally. In other words, the better the curriculum of an educational unit, the better the quality of the education unit. Teacher professionalism in the implementation of teaching lessons is the spearhead in improving the quality of education from a country. The selection of the right learning model and the implementation of student development which is the main competence of a teacher greatly affect the achievement of learning and education goals in schools (Wibowo, 2019).

Teachers are required to be able to choose the right learning method for teaching. If the chosen learning method is right, then the achievement of learning objectives will be easier to achieve. One of the learning models that supports the ease of achieving learning objectives is Active, Innovative, Creative, Effective and Fun Learning (PAIKEM) to provide more meaningful learning for students. According to Rusman (2012) teachers are required to be able to choose and use learning evaluation tools to achieve standard values (KKM). In addition, teachers are also required to be able to choose the right way to carry out the right improvement and enrichment so that the achievement of competence is not misguided.

b. Weakness

The curriculum serves as a guideline or benchmark for achieving educational goals (Prabowo: 2013), so if an educational institution is unable to fully implement the school's programs in accordance with the curriculum, it can be said that the educational objectives at that school have not been optimally achieved. This significantly impacts the quality of the educational institution. In contrast to the strengths of educational institutions, it turns out that the most significant weaknesses are also related to the predominantly conventional teaching models. In the current era of advancing technology, teachers are expected to keep pace with these

advancements. Furthermore, the national curriculum also encourages teachers to be more innovative in their teaching so that educational objectives can be optimally achieved. The use of conventional teaching models is a major weakness in many educational institutions, especially in areas where senior teachers are reluctant to adapt to technology in their teaching. One weakness of using conventional teaching methods is that they may not cater to the diverse characteristics of learners in the learning process (Nurtakbirani: 2015). If conventional teaching models, such as lectures, assignments, and discussions, are continuously used without variation, students whose potential doesn't align with conventional models will continue to experience suboptimal learning, resulting in non-holistic learning outcomes.

c. Opportunities

The involvement of parents in the education of students is very much needed by the education unit because education will be carried out optimally if all parties are involved. Parents' concern for child development, especially the instillation of values, attitudes and norms while at home will help the teacher's task in building student character. Alkudri and Jadmiko (2022) argue that parents as guardians play an important role in the development of their children. From the role outwardly and mentally, guardians become the first step in children's development. With the high number of Opportunities above, it can be said that the committee of SDN 008 Tembilahan Hulu is quite good. According to the Inspector General of the Ministry of Education and Culture, Daryanto (2017), the task of the school committee is not only to raise funds, but also to ensure the quality of education in schools is good and improving.

d. Threats

The problem of competition between schools is a threat that cannot be avoided by an education unit. One of the indicators of education, the final result of education (Qomariyah et al: 2021) is one of the assessments of the achievement of a school. At the time when there was still UN, schools that had the highest average UN results were often chosen as favorite schools, and vice versa, therefore each school competed to do various ways to improve school achievement. Prestigious schools or excellent schools are schools that effectively use quality improvement strategies, strategies in developing learning opportunities, strategies for maintaining school quality constraints (quality control), strategies for using power, knowledge, skills and information efficiently (Teacher Library: 2022). At SDN 008 Tembilahan Hulu all these things have been implemented, but other schools have also done the same and continue to excel.

CONCLUSIONS AND RECOMMENDATION

Strategies in improving the quality of education at SDN 008 Tembilahan Hulu Indragiri Hilir Regency are: 1) Empowering teachers to use information technology in the teaching and learning process; 2) Increase cooperation with teachers or trainers from outside the school to support extra-curricular activities; 3) Intensify supervision and monitoring activities by the principal; 4) Streamlining KKG activities to solve problems encountered by teachers in PBM; 5) Developing educational facilities and infrastructure; 6) Developing the school environment towards a learning community through the 7K program (Cleanliness, Order, Beauty, Desire, Security, Security, and Family); 7) Empowering teachers in performance-enhancing trainings; 8) Developing ICT-based school facilities as learning facilities; 9) Establish achievement clubs to develop students' potential; 10) A school program evaluation team was formed.

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