



SWOT (KEKEPAN) Analysis In Developing Competitive Tahfiz Classes At MI Al-Iman Magelang City

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Abstract. MI Al-Iman, as a known Islamic private madrasah in Magelang City, must have a strategy to increase the characteristics and quality of the madrasah. The method used to form strategies by looking at internal and external aspects is by analyzing the Kekepan (strengths, weaknesses, opportunities, threats) that exist in the madrasah. The first stage of Kekepan analysis, by calculating the IFE (*Internal Factor Evaluation*) matrix and the EFE (*External Factor Evaluation*) matrix, obtained results of 2.73 and 3.34, respectively. In the IE (*Internal and External*) table, the position of MI Al-Iman is in cell I, namely *growth*, which means that the strategy is focused on improving service services in the field of Tahfizul Qur'an and increasing competitive access. Based on the results of *the Analytical IFA* and *EFA* methods and the Kekepan matrix, it was found that the best alternative is the SO (*Strength Opportunity*) strategy, which is a strategy that utilizes all strengths to make the most of the opportunity. The SO strategy formed is to increase cooperation with madrasahs or Islamic boarding schools in the field of tahfiz Al-Quran and introduce special programs for tahfiz classes to the wider community through brochures.

KEYWORDS: Strategy, Agility, Competitive Tahfiz Class

INTRODUCTION

The selection of the Tahfiz Al-Quran program as the flagship program at MI Al-Iman refers to the Qur'an and As-Sunnah nash, which explain the various virtues of the Qur'an both for the memorizers and for the surrounding environment. Virtue in this world and glory in the hereafter have become a guarantee that Allah gives to every Qur'an memorizer. In addition, the need for the Qur'an as a source of solutions to various moral and moral damages of the nation's generation makes this program increasingly expected to develop in society.

Memorizing the Quran is the main provision in the concept of Islamic education. History records that many great people were born from memorizing the Qur'an, including rabbinic scholars, Muslim scholars and scientists, warlords, and even Muslim politicians, who emerged with all their power and greatness in the world armed with memorization of the Qur'an from an early age.

In the context of educational institutions or the term superior can be attached to schools which in the end there is a new desire and passion in the environment of academic organizations

such as schools to innovate to be better quality and superior to other schools. This effort requires schools not only to have ideals and desires but also to always have the need for achievement so that excellence is achieved in all aspects. Superior schools are an alternative in education that emphasizes school independence and creativity that focuses on improving the educational process. This concept emphasizes the importance of strong leaders in managing schools. Madrasah excels in using strategies to improve quality culture, strategies to develop learning opportunities, strategies to maintain quality (*quality control*), and strategies for the efficient use of power, knowledge, and information. (Suliswiyadi, 2019)

Quality education is always oriented towards reputation, excellence, and status. As an education service provider, the institution tries to think about the right way to increase customer satisfaction and meet students' needs by improving the quality of education in schools. The quality of education is an overall description and characteristics of educational services internally and externally that show their ability to satisfy the expected needs (Sagala, 2013).

The key indicator of a school has an aspect of excellence, namely the high level of public trust which is reflected in the number of student admissions (Belfield, 2002). In other words, quality schools will be in demand by the community. The competition of schools for students will be seen at the end of the school year. The school accreditation factor is also one of the achievements of superior school performance and is one of the factors that are considered by parents to choose a school. Superior accredited schools are schools that are able to meet the eight excellent accreditation assessment standards. The school's accreditation rating is influenced by the accreditation score, namely: Very Good (86-100), Good (71-85), and Adequate (56-70) (Permendikbud, 2017).

Schools, as industries engaged in educational services, are one means of improving the quality of competitive human resources. The inability of an educational unit to respond to external opportunities and threats will result in a decrease in competitiveness or hinder the achievement of the educational unit's performance (Rahayu, 2008). If left unchecked, it will threaten the continuity of the education unit concerned.

One of the reasons for researching the tahfidz class program at MI Al-Iman Magelang City, as stated by Suliswiyadi (2015: 3), is that the research was carried out because of the fulfillment of curiosity that drove it. Humans have an urge or instinct to want to know about something outside of themselves. Knowledge and understanding of something give rise to a new curiosity that is broader, higher, and more thorough. Curiosity encouragement is channeled to increase and improve knowledge and understanding. For this reason, the

researcher wants to know how MI Al-Iman made a breakthrough or a new strategy as the first madrasah in Magelang City to hold a special program for the Tahfiz Class

Strategy

Before being presented about determining competitive strategy, the definition of strategy is first stated. Strategy is a tool to achieve goals (Rangkuti, 2009, p. 3). Meanwhile, according to Hamel and Prahalad, strategy is an *incremental* (always increasing) and continuous action and is carried out based on the perspective of what customers expect in the future (Prahalad, 1995: 4). Richard L. Daft put forward an explicit strategy, which is an action plan that explains the allocation of resources and various activities to deal with the environment, achieve company goals, and gain competitive advantage, (Daft, 2010, p. 249). Competitive advantage (*competitive advantage*) distinguishes a company from other companies and gives characteristics to meet the needs of the consumer market. Strategy formulation aims to determine how our company will differ from other companies.

The strategy will change according to environmental conditions. However, to remain competitive, Richard L. Daft created a corporate strategy focusing on utilizing essential competencies, creating value for customers, and developing synergies.

Kekepan Analysis (strengths, weaknesses, opportunities, threats)

Kekepan analysis identifies strengths, weaknesses, opportunities, and threats that determine a company's performance. External information about opportunities and threats can be obtained from many sources, including customers, government documents, bankers, suppliers, and peers in other companies. Many companies use scanning agencies to obtain newspaper clippings, analyze relevant domestic and global trends, and conduct research on the Internet (Richard et al., 2010, p. 253).

Furthermore, Fredi Rangkuti (2009: 18) stated that the Kekepan analysis systematically identifies various factors to formulate a company strategy. This analysis is based on logic that can optimize strengths and opportunities. At the same time, it can minimize weaknesses and threats. Strategic decision-making is always related to developing corporate policies, strategies, goals, and policy missions. Thus, following current conditions, strategic planning must analyze the company's strategic factors (strengths, weaknesses, opportunities, and threats).

Kekepan analysis compares the internal factors of strength and weakness with external factors of *opportunity* and threats.

Elements of Kekepan

Internal and external factors.

Irham Fahmi (2013: 260) argues that to analyze more deeply about Kekepan, it is necessary to look at internal and external factors as an important part of Kekepan analysis, namely:

Internal factors

Internal factors affect the formation of *stresses and weaknesses* (S and W). This factor concerns the conditions in the company, which also affects the formation of the company's decision-making. These internal factors include functional management: marketing, finance, operations, human resources, research and development, management information systems, and corporate culture.

External factors

External factors affect the formation of *opportunities and threats* (O and T). These factors concern conditions that occur outside the company and affect the company's decision-making. These factors include the industrial and macro business environments, legal, technology, population, economic, political, and socio-cultural factors.

Competitive Quran Tahfiz Programme

Religious programs are one of the flagship programs launched by I AL-Iman. Currently, the programs developed are *Tahfidzul Qur'an* (memorizing the Qur'an) and *Tahsinul Qur'an* (improving the reading of the Qur'an). This program aims to make MI AL-Iman able to become a madrasah based on the Qur'an and produce a young generation who are not only intelligent but also noble characters guided by the Quran.

Abdul Aziz Abdul Ra'uf (2004: 49) defines memorization as the process of repeating something, either by listening or reading. Every job that is often repeated must become memorization. Meanwhile, the word Quran, according to the language, comes from the word *qa-ra-a* which means to read. The meaning of the Qur'an according to the term is a book that was revealed to the Prophet PBUH, written in mushaf, and narrated in mutawatir without doubt (Anwar, 2004: 31). After looking at the definition of memorization and the Qur'an above, it can be concluded that Tahfiz Al-Quran is a process to maintain, guard, and preserve the purity of the Qur'an which was revealed to the Prophet (saw) outside the head so that there is no change and forgery and can guard against forgetfulness both in whole and in part.

The Qur'an memorization education program is a program to memorize the words and meanings of the Qur'an strongly which makes it easier to avoid it every time you face various problems in life, which the Qur'an is always imprinted in your heart all the time. Thus, it is easy to practice and practice it (Khalid et al., 2000: 19)

Allah's promise as a form of glorification to the memorizers of the Qur'an has been reported in various verses and hadiths, including:

1. The Memorizer of the Qur'an Is the Family of Allah *Subhanahu wa ta'ala*

The Prophet's Words *shollahu 'alaihi wa sallam*, "Indeed, Allah has a family consisting of humans." then Anas said again, and the companions asked: "Who are they, O Messenger of Allah? The Messenger replied, "Ahlul Quran" (those who read or memorize the Qur'an and practice its contents). They are God's family and special people to Allah [HR. Nasai, Ibn Majah, Judge in Saheeh ul Jami']

2. In Place the Most High Heaven

The Prophet (peace and blessings of Allaah be upon him) said: The Prophet gathered among the two martyrs of Uhud and he said, "Which of the two has memorized the Qur'an more, when appointed to one of them? He prioritized his burial in the grave." (HR. Bukhari)

3. Hifzhul Qur'an is a Characteristic of a Knowledgeable Person

"Actually, the Qur'an is a real verse in the chest of those who are given knowledge. And no one denies Our verses except the wrongdoers." (QS Al-Ankabuut 29:49).

METHOD

This research was conducted at the MI Al-Iman private madrasah in Magelang City. Types of research are classified as qualitative and quantitative research. The data in this study comes from a questionnaire given to MI AL-Iman, which is then used to calculate Kekepan. This study includes an analysis of internal and external factors that affect the preparation of strategies for developing special programs for the Tahfiz Class. According to Rangkuti (2009) in analyzing internal factors, the IFAS (*Internal Factor Analysis Summary*) matrix analysis technique and external factor analysis with the EFAS (*External Factor Analysis Summary*) matrix as well as the *Kekepan matrix analysis (strengths, weaknesses, opportunities, threats)* or (*Strengths, Weaknesses, Opportunities Threats*) from the factors considered in the development of school quality, then make an IE Table to find out the condition of the institution, then a Kekepan matrix will be made to obtain a strategy.

The steps in analyzing Kekepan, according to Rangkuti are: (1) Identifying factors that are strengths, weaknesses, opportunities, and threats faced by schools; (2) Determine the factors that are the strengths, weaknesses, opportunities, and threats faced by the school to improve quality; (3) Give a weight to each factor based on its level of importance ranging from 1.0 (very important) to 0.0 (not important). These factors are likely to have an impact on

strategic factors; (4) Calculate the score for each factor by providing a scale ranging from 4 (*outstanding*) to 1 (*poor*) based on the influence of these factors on the condition of the school concerned. The scoring for the strength or opportunity factor is positive (the larger strength and opportunity are given a score of 4, but if the strength or opportunity is small, it is scored 1). Scoring weaknesses or threats is the opposite. If the value of weakness or threat is very large, a score of 1 is given. On the other hand, if the weakness or threat is slightly given a score of 4, (5) Calculate the total score by multiplying the weights and scores for each of the strength, weakness, opportunity, and threat factors. (Rangkuti, 2009)

The above qualitative Kekepan data can be developed quantitatively through Kekepan analysis calculations to know precisely the position of the "business" or institution. (Robinson, 2008) The matrix is based on 2 (two) key dimensions: the total EFAS weight score on the X-axis and the total IFAS weight score on the Y-axis. In this matrix, it will be known what position or position the school strategy is in the quadrant and, in the future, what strategic steps will be taken to improve and where the four quadrants have different strategies and evaluations. Carefully matching the opportunities and threats facing schools with their strengths and weaknesses is at the heart of determining the right strategy.

Table 1. SWOT Analysis of the IFAS Matrix

External		
O-Opportunities	SO Strategy	WO Strategy
1. Parents have a high interest in sending their children to schools that have tahfiz (O1) programs 2. Supported by operational funds from the government and donors (O2) 3. The community supports people around to send their children to school at MI Al-Iman (O3) 4. Free from 'ZONATION' (O4) policy	1. Collaborate with madrasas or Islamic boarding schools in the field of tahfiz Al-Quran 2. Socializing tahfiz programs to the community by making brochures 3. Organizing a madrasah success team in order to empower stakeholders to create a competitive tahfiz class 4. Attract public sympathy by developing School Branding related to the ZONASI policy	1. Improving the quality of learning with various methods and media 2. Improving the work ethic of QHQ teachers through intensive Motivation and Monev training 3. Determining the method of reading the Qur'an with the Al Husna method
T-Threats	ST Strategy	WT Strategy
1. The era of the highly influential industrial revolution 4.0 (T1)	1. Improving the ability of teachers and education personnel in mastering IT through in house training	1. Minimizing additional costs to parents used for school activities

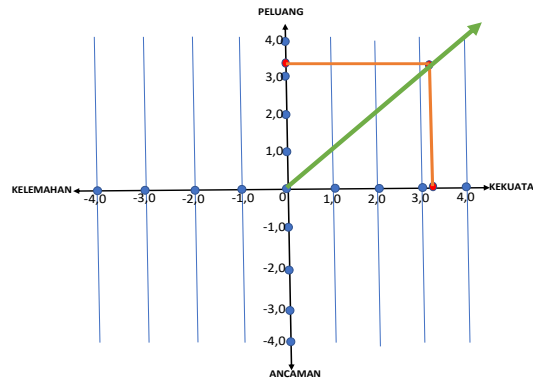
2. The quality competition in other tahfiz schools that stood first was quite high (T2)	2. Increasing halaqah activities in the morning and afternoon	
3. Parents are burdened with education costs	3. Establish the LAZIS program for underprivileged students and provide scholarships for outstanding students	
4. Halaqah assistance for students with parents at home	4. Entering into a halaqah assistance agreement with parents	

Based on Table 1 of the IFAS matrix, the number of strength scores is 2.57, and the weakness score is 0.16. Then, in Table 2 of the EFAS matrix, the number of opportunity scores is 2.42, and the number of threats is 0.16. The results are then included in the Internal and External matrix tables, as shown in Table 4 below.

Table 1: IFAS Score – EFAS MI Al-Iman Magelang

IFAS		EFAS	
Category	Sub Total	Category	Sub Total
Power (S)	2,57	Chance (O)	2,45
Weakness (W)	0,16	Threat (T)	0,89
Total (S-W)	2,73	Total (O-T)	3,34

The results of this analysis will show where the condition of MI Al-Iman Magelang City is, whether the SO (**Strength Opportunity**) quadrant, ST (*Strength Threat*) quadrant, WO (*Weakness Opportunity*) quadrant, or WT (*Weakness Threat*) quadrant. After that, the results of IFAS and EFAS are presented in the form of Kekepan quadrant graphs or Cartesian diagrams. The point on the X axis indicates the internal factor (IFAS), while the point on the Y axis indicates the value of the external factor. After that, a meeting line was drawn between the two. The graph below shows the position of MI Al-Iman Magelang City can now be seen in the following figure 1. p



Picture 1: The Position of MI Al-Iman Based on the Kekepan Matrix

Figure 1 shows that the quadrant of EFAS and IFAS calculations is the SO quadrant (*Strength and Opportunity quadrant*). The value obtained from IFAS is (2.73) which is located on the SWOT quadrant axis. The value of EFAS is (3.34) which is located on the axis of the coordinates of the Kekepan quadrant. The position of the competitiveness of MI Al-Iman schools lies in quadrant I with coordinates (2.73; 3.34) which indicates the SO strategy), namely MI Al-Iman must avoid carrying out progressive strategies, including utilizing existing strengths and potentials to seize existing opportunities. What MI Al-Iman can do is in the following ways:

1. Increasing cooperation with madrasahs or Islamic boarding schools in tahfiz Al-Quran.
2. Socializing the tahfiz program to the community by making brochures.
3. Compiling a madrasah success team to empower stakeholders to maintain school quality.
4. Attract public sympathy by improving School Branding related to the ZONASI policy
5. Improving the ability of teachers and education personnel to master IT through *in-house training*.
6. Increase halaqah activities in the morning and afternoon.
7. Establish the LAZIS program for underprivileged students and provide scholarships for outstanding students.
8. Entering into a halaqah assistance agreement with parents

The current position indicates a healthy organization ready to become a competitive tahfiz school. The strategy recommendations given are Progressive Strategy or Expansion (supporting offensive strategies), meaning that the internal condition of the organization is in a healthy organizational position of management. Therefore, madrasahs are advised to use a progressive strategy to increase competitiveness in the context of a *competitiveness* strategy.

To compete and improve quality, this school must respond to the expectations of customers/markets (guardians and prospective students). *Market positioning* means maintaining the school program (product) and brand differentiation compared to other schools. In today's competitive education market, institutions must maintain their existence and stand out from the crowd (Gibbs, 2009).

CONCLUSION

The formulation of the strategy using Kekepan analysis resulted in a strategy that focused on improving the quality of service services in the field of Qur'anic thafiz and increasing access to the community. From Kekepan's analysis, four strategies were formed, namely the SO strategy, the ST strategy, the WO strategy, and the WT strategy. Based on the results of the *Analytical* IFA and EFA methods, as well as the Kekepan matrix, it was found that the best alternative is the SO (*Strength Opportunity*) strategy, which is a strategy that utilizes all strengths to make the most of the opportunity. In this study, the SO strategy formed is to increase cooperation with madrasas or Islamic boarding schools in the field of tahfiz Al-Quran and socialize special programs for tahfiz Al-Quran classes to the community by making brochures

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