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**Jurnal**  
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ILMU PENGETAHUAN, SENI, DAN TEKNOLOGI

## **How Existing Conditions in Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, South Tangerang City? Investigations with Using SWOT Analysis**

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### **Abstract**

This study aims to determine the current conditions at Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, South Tangerang City. The method used in this study is mixed. While the data analysis techniques use SWOT Analysis, IFE Matrix Analysis, EFE Matrix Analysis, IE Matrix Analysis, SWOT Matrix, and SWOT Analysis Diagram. The results of the study show that the IFE Matrix has a score of 3.29 for strengths and weaknesses. Then, in the EFE Matrix, opportunities and threats have a score of 3.24. Based on the IE Matrix, the company's position in cell I shows that the appropriate strategy is to grow and develop (growth and build), which means this strategy is adjusted to the strengths of the company's internal side to take advantage of the right opportunities to gain benefits for the company. While in the SWOT Matrix using the SO, WO, ST, and WT formulas, twelve strategies are obtained. The results of the SWOT Analysis Diagram show that the company is in quadrant I, namely carrying out and supporting an aggressive strategy.

**Keywords:** SWOT Analysis, IFE, EFE, IE Matrix SWOT Matrix

### **INTRODUCTION**

Education is one of the pillars of a nation's progress. If education is good, the nation will also progress. This is because education is truly intended to enlighten a nation's life. This can be seen in how developed countries are characterized by good and advanced education.

Education is a process of learning, developing self-potential, and shaping individual character. It is carried out not only in the form of formal education (schools) but also in non-formal education (family and community). Therefore, it can be said that education aims to increase

knowledge, skills, and attitudes that enable individuals to contribute positively to themselves and their environment. The same is true with Islamic Religious Education (PAI).

Various references and literature state that Islamic Religious Education is a conscious effort to instill Islamic values in individuals through teaching, guidance, and care, with the goal of helping them understand, internalize, and practice Islamic teachings in their daily lives. PAI aims to shape Muslim personalities who are faithful, pious, possess noble morals, and are able to contribute positively to society.

Furthermore, madrasah education is a formal education system in Indonesia managed by the Ministry of Religious Affairs. Madrasahs have a curriculum that adheres to the national curriculum, but with a more extensive Islamic religious content than public schools. There are three levels of madrasah education: Madrasah Ibtidaiyah (MI), equivalent to elementary school (SD), Madrasah Tsanawiyah (MTs), equivalent to junior high school (SMP), and Madrasah Aliyah (MA), equivalent to senior high school (SMA).

Meanwhile, Madrasah Tsanawiyah (MTs) is a formal Islamic educational institution in Indonesia, equivalent to junior high school (SMP). MTs takes three years, from grades 7 to 9, and is under the auspices of the Ministry of Religious Affairs. In addition to the general curriculum taught in junior high schools, MTs also includes Islamic religious studies.

One school that implements a religious-based education is Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, located in South Tangerang City. This private religious school, which was founded in 1991, aims to improve intelligence, knowledge, personality, and noble morals and skills so that students can live independently and competitively and continue their education at a higher level.

The vision of MTs Al Mursyidiyyah, South Tangerang City, is to develop students who are knowledgeable, excel in achievement, and have noble character. Meanwhile, its mission is to implement active, creative, innovative, and enjoyable learning. To foster spiritual, intellectual, and emotional intelligence through intracurricular and extracurricular activities. To explore potential, talents, and interests in science, technology, the arts, and sports. To instill the values of faith and Islam through the practice of congregational prayer, Quran recitation, and religious activities.

The students of MTs Al Mursyidiyyah, South Tangerang City, have also achieved various achievements. No less than dozens of achievements have been achieved, including 1st place in the MTQ for KKM MTs Tangsel, 2nd place in the KSM Mathematics for South Tangerang City, 3rd place in the Purwa LBB for SMP-MTS for

all of Java, Winner of the National Book Writing Competition for Media Guru Indonesia, and 1st place in the National Pencak Silat Competition for the National Police Chief Cup.

Furthermore, to find out the current condition of the school and what strategies should be carried out in the future, one way that the management of Al Mursyidiyyah Middle School (MTs), South Tangerang City can do this is by using an approach through SWOT Analysis. With the SWOT Analysis technique and method, the management of Al Mursyidiyyah Middle School (MTs), South Tangerang City can find out the current situation and condition of the school. After knowing the current condition, they will be able to take the right steps and strategies in managing the school. SWOT analysis itself was first introduced by Albert S. Humphrey. He used this technique in the 1960s. At that time, he initiated a research project conducted at the Stanford Research Institute.

SWOT analysis is a strategic planning analysis method used to monitor and evaluate a company's external and internal environment for a specific business objective. SWOT is an acronym for strengths, weaknesses, opportunities, and threats in a project or business venture. These four factors form the acronym SWOT.

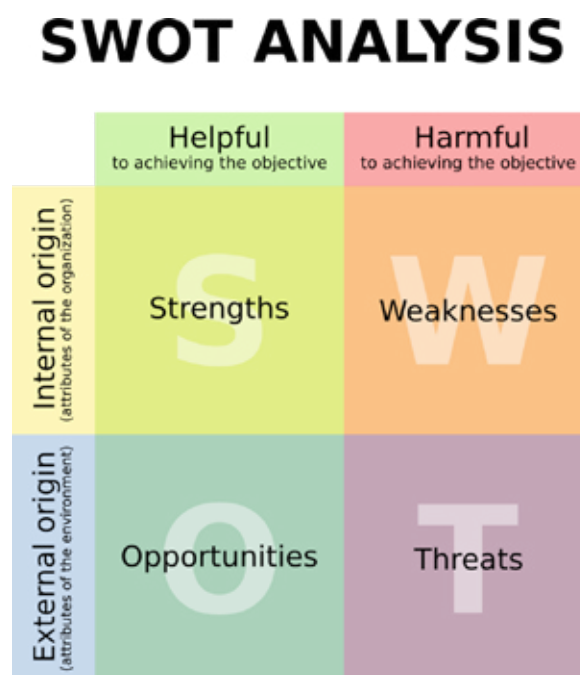


Figure 1. SWOT analysis framework

A SWOT analysis is a systematic analysis process used to develop effective and appropriate organizational strategies. The primary focus of a SWOT analysis is to optimize an organization's strengths and opportunities while simultaneously minimizing the weaknesses and threats it faces (Freddy Rangkuti, 2018).

One aspect of a SWOT analysis is the Internal Factor Evaluation (IFE) Matrix and the External Factor Evaluation (EFE) Matrix. The IFE Matrix is a strategy formulation tool that summarizes and evaluates key strengths and weaknesses within a business's functional areas and provides a basis for identifying and evaluating the relationships between these areas. This matrix is designed to determine the company's internal performance, based on its strengths and weaknesses. The EFE Matrix helps strategists identify and evaluate external factors that impact company performance. This matrix is designed to determine how well a company responds to the opportunities and threats it faces. This matrix will be used together with the Internal Factors Evaluation Matrix (IFE Matrix) in compiling the internal external matrix (David, 2016).

In a study entitled: Improving the Quality of Education Through SWOT Analysis at MTs Al-Amiriyah Blokagung. The results of the study show that the efforts made to improve the quality of education at MTs Al-Amiriyah are: Understanding the strengths and weaknesses of the madrasah, SO (Strength, Opportunity) strategy Developing Islamic boarding school-based schools according to community needs by utilizing technology in the teaching and learning process, WO (Strength, Weakness) Utilizing technology for marketing institutions, ST (Strength Threat) increasing the number of qualified graduates in the fields of religion and academics so that the community believes in the quality of the institution, WT (Weakness, Threat) Improving the managerial capabilities of the principal so that the school is able to face competition with other schools/madrasahs. (Nuraini, I. A., 2023)

Another study entitled: Strategic Planning in Improving the Quality of Madrasah Education Through SWOT Analysis. The results of the

study show that first, the SWOT analysis of the internal environment of MAN 2 Lebong has more advantages (Strengths) than disadvantages (Weaknesses). Second, the possibilities (Opportunities) are greater than the risks (Threats) in the SWOT analysis of the external environment. Third, by using SWOT analysis, strategic planning can improve the quality of madrasah services and the quality of madrasah education at MAN 2 Lebong. The SWOT matrix can also help determine the position of madrasahs in improving the quality of education. (Zulkarnain, Z., Warlizasusi, J., Apriani, E., Karolina, A., & Sihombing, S. W., 2024)

Next, the research entitled: SWOT Analysis and Organizational Goals in Improving the Quality of Education in the Digital Era at MTS Nahdlatul Athfal. The results show that madrasahs have strengths in their Islamic curriculum, competent teaching staff, and a conducive academic culture. However, there are weaknesses such as limited digital infrastructure and minimal technology training for teachers. Opportunities in the form of government policy support and access to digital learning resources provide great potential in developing learning. On the other hand, threats such as the digital divide and changes in individualistic learning patterns need to be anticipated. Suggested strategies include improving teachers' digital literacy, strengthening technology-based learning systems, and developing adaptive curricula. The implications of this research demonstrate the importance of collaboration between educational institutions, the government, and the community in facing the challenges of education in the digital era. (Hakim, M., 2025)

Meanwhile, in the research entitled: SWOT Analysis as a Strategy for Madrasah Principals in Realizing Academic Madrasah. The results of the study show that the principal of MAN 2 Bogor City has implemented his strategic management very well in realizing an Academic Madrasah. This is indicated by the success of the madrasah target achievement programs created by the madrasah principal. In addition, it can also be seen from the SWOT analysis diagram through internal

and external factors depicted in the IFE and EFE matrices. Through this matrix, it was found that MAN 2 Bogor City is in quadrant I, meaning that the principal of MAN 2 Bogor City is advised to use a progressive strategy by utilizing the madrasah's internal strengths to take advantage of the madrasah's external opportunities to achieve the goal of becoming an Academic Madrasah. (Norman, E., Paramansyah, A., Utami, W., & Aminah, S., 2022)

In the research entitled: Strategic Management Based on SWOT Analysis in Improving the Quality of Education at MTSN 3 Tulungagung. The results of the research that can be concluded: are (1) the results of the SWOT analysis of MTSN 3 Tulungagung show that the influence of strengths and opportunities have a large role, so that the results of the strategy are found to be in the quadrant position (1) Strengths Opportunities (SO) by supporting an aggressive strategy to improve the quality of education, this position is very profitable, the institution has the power to take advantage of existing opportunities. (2) then, from the results of the strategy analysis carried out at the MTSN 3 Tulungagung educational institution, it was found that one of the strategies used was an intensive strategy. (Vitri et al., 2023)

Meanwhile, the research is entitled: Strategy for Improving Madrasah Quality Through the Preparation of Vision and Mission at Batang State Islamic Junior High School. The results of the study indicate that the effectiveness of improving madrasah quality can be seen from the strategy for improving madrasah quality through the preparation of vision and mission at MTSN Batang. The school's vision and mission are oriented to the future, for a long period of time. After analyzing the SWOT on the vision and mission at MTS Negeri Batang, it can be seen in each weight between the existing strengths and weaknesses, so it can be concluded that the strengths and weaknesses of MTS Negeri Batang are balanced. This can be a lesson for the school, that the existing strengths are not maximized enough to minimize the existing weaknesses. (Wahab, 2022)

Another study entitled: SWOT Analysis of

8 SNPs for Improving Madrasah Quality at MTs Khaudlul Ulum Penajung. The results of the study are: (a) the principal makes decisions about planning facilities and infrastructure at MTs Khaudlul Ulum. (b) MTs Khaudlul Ulum has limited facilities and infrastructure so that the implementation of the 8 national education standards is not optimal in each indicator. (c) evaluation of allocating several rooms to be used as classrooms. (d) the principal's efforts in taking action, namely planning the RAB for the next year. (Afifatun Nahriyah, Akhmad Dwi Riyanto, Hertri Pertiwi Palupi, Kharisatur Rokhmah, 2022)

In this research, the author will use the SWOT (Strength, Weakness, Opportunity, and Threats) analysis technique. This technique will determine the position of MTs (Al Mursyidiyyah). Furthermore, the SWOT analysis will reveal the company's strategies for continued growth, development, and advancement.

## METHODS

According to (Sugiyono, 2020), a population is a generalized area consisting of objects or subjects possessing certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Populations include not only humans but also objects and other natural objects.

Meanwhile, according to (Sugiyono, 2020), a sample is a portion of the population's population and its characteristics. Sampling is a step to determine the sample size taken in conducting research on an object. Determining sample size can be done statistically or based on research estimates. This sampling must be carried out in such a way as to obtain a true sample, in other words, it must be representative.

In this study, the entire population served as a sample. All 25 informants were sampled, consisting of 5 leaders, 15 teachers, 2 administrative staff, 2 librarians, and 1 technician.

In this study, data collection began after the researcher obtained permission from the principal of the Al Mursyidiyyah Islamic Junior High School (MTs) in South Tangerang City to conduct the research. A questionnaire was then provided to informants to complete.

The data processing method consisted of three stages: data collection, analysis, and strategy determination. The analytical tools used to formulate the school's strategy were the IFE Matrix, the EFE Matrix, the IE Matrix, the SWOT Matrix, and the SWOT Analysis Diagram.

## RESULTS

### SWOT Analysis

Interviews were conducted with the principal of the Al Mursyidiyyah Islamic Junior High School (MTs) in South Tangerang City. Based on the opinions and assessments provided, data was obtained indicating the current state of the organization. The interview results were then grouped into internal and external factors within the organization.

The internal factors within the organization are as follows: Strength factors include:

1. A very clear school vision and mission.
2. A curriculum that has been approved and aligned with standards.
3. Committed and competent teachers.
4. Adequate facilities and infrastructure to support the teaching and learning process.
5. The existence of flagship programs based on religion and national values and relevant to student needs.
6. A clear and standardized assessment system.

Weakness factors include:

1. Limited use of technology in learning and lack of innovation in learning.
2. Lack of community interest in schools.
3. Limited development of student potential.

4. Limited budget availability.
5. Unequal distribution of educator quality.
6. Inadequate facilities and infrastructure.

Meanwhile, external factors within the organization are as follows:

Opportunity factors include:

1. Improving the quality of education in line with government programs.
2. Potential development of Islamic boarding school-based schools in line with community needs and increasing public awareness of the importance of religious education.
3. Improving the quality of graduates to compete with other schools.
4. Collaboration with various parties for school development.
5. Technological developments that can be integrated into learning.
6. Improving teacher quality and academic and non-academic achievements.

Threat factors include:

1. Competition with other schools, both public and private.
2. Technological developments that require schools to continuously innovate.
3. Changes in government policy that impact schools.
4. Lack of public interest in religious education.
5. Unsupportive socioeconomic conditions.
6. The growth of radical ideologies that threaten educational values.

The internal and external factors described above are then grouped as in Table 1.

**Table 1.** SWOT Analysis

<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1. A very clear school vision and mission.</li> <li>2. A curriculum that has been approved and aligned with standards.</li> <li>3. Committed and competent teachers.</li> <li>4. Adequate facilities and infrastructure to support the teaching and learning process.</li> <li>5. The existence of flagship programs based on religion and national values and relevant to student needs.</li> <li>6. A clear and standardized assessment system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Limited use of technology in learning and lack of innovation in learning.</li> <li>2. Lack of community interest in schools.</li> <li>3. Limited development of student potential.</li> <li>4. Limited budget availability.</li> <li>5. Unequal distribution of educator quality.</li> <li>6. Inadequate facilities and infrastructure.</li> </ol>
<b>Opportunities</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1. Improving the quality of education in line with government programs.</li> <li>2. Potential development of Islamic boarding school-based schools in line with community needs and increasing public awareness of the importance of religious education.</li> <li>3. Improving the quality of graduates to compete with other schools.</li> <li>4. Collaboration with various parties for school development.</li> <li>5. Technological developments that can be integrated into learning.</li> <li>6. Improving teacher quality and academic and non-academic achievements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Competition with other schools, both public and private.</li> <li>2. Technological developments that require schools to continuously innovate.</li> <li>3. Changes in government policy that impact schools.</li> <li>4. Lack of public interest in religious education.</li> <li>5. Unsupportive socioeconomic conditions.</li> <li>6. The growth of radical ideologies that threaten educational values.</li> </ol>

### **Internal Factor Evaluation (IFE) Matrix**

Based on the SWOT analysis in Table 1 above, all the strengths and weaknesses of Al Mursyidiyyah Islamic Junior High School (MTs)

in South Tangerang City are identified. Next, an Internal Factor Evaluation (IFE) analysis was conducted, providing assessments and ratings, as shown in Table 2.

**Table 2.** Determination of IFE matrix analysis score

No.	Internal Factor	Rating	Weight	Score
<b>Strengths</b>				
1.	A very clear school vision and mission.	3,8	0,09	0,34
2.	A curriculum that has been approved and aligned with standards.	3,7	0,08	0,29
3.	Committed and competent teachers.	3,8	0,09	0,34
4.	Adequate facilities and infrastructure to support the teaching and learning process.	3,8	0,09	0,34
5.	The existence of flagship programs based on religion and national values and relevant to student needs.	3,8	0,08	0,30
6.	A clear and standardized assessment system.	3,8	0,08	0,30
Sub Total			<b>0,51</b>	<b>1,91</b>
<b>Weaknesses</b>				
1.	Limited use of technology in learning and lack of innovation in learning.	2,8	0,08	0,22
2.	Lack of community interest in schools.	2,8	0,08	0,22
3.	Limited development of student potential.	2,8	0,08	0,22
4.	Limited budget availability.	3,0	0,10	0,30
5.	Unequal distribution of educator quality.	2,7	0,07	0,20
6.	Inadequate facilities and infrastructure.	2,8	0,08	0,22
Sub Total			<b>0,49</b>	<b>1,38</b>
Total number			<b>1</b>	<b>3,29</b>

#### External Factor Evaluation (EFE) Matrix

The same thing was also done after all the opportunities and threats at the Al Mursyidiyyah Junior High School (MTs), South Tangerang City were known, which

was based on a SWOT Analysis according to table 1. Next, an EFE (External Factor Evaluation) Analysis was carried out by providing an assessment and rating as shown in Table 3.

**Table 3.** Determination of EFE matrix analysis score

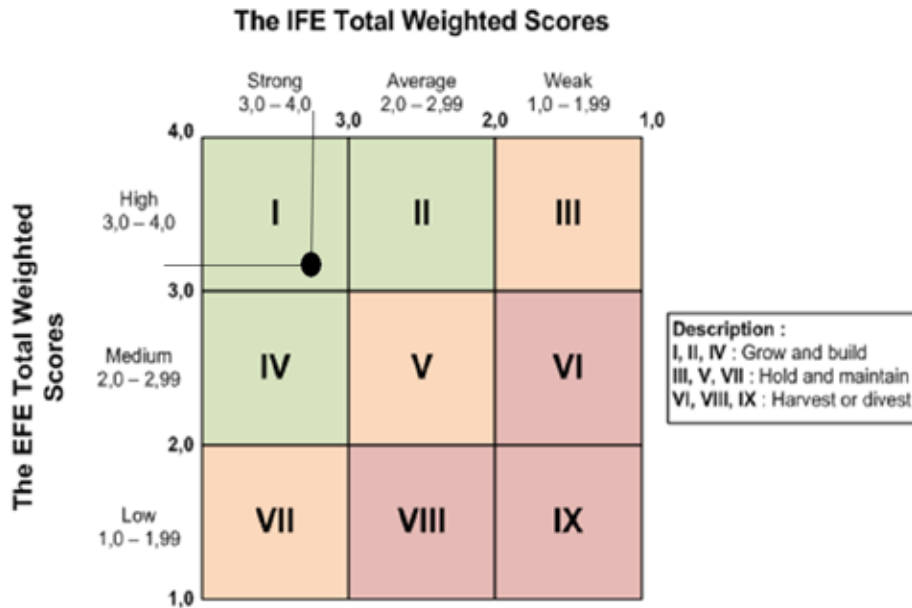
No.	External Factor	Rating	Weight	Score
<b>Opportunities</b>				
1.	Improving the quality of education in line with government programs.	3,6	0,09	0,32
2.	Potential development of Islamic boarding school-based schools in line with community needs and increasing public awareness of the importance of religious education.	3,5	0,08	0,28
3.	Improving the quality of graduates to compete with other schools.	3,6	0,09	0,32
4.	Collaboration with various parties for school development.	3,4	0,08	0,27
5.	Technological developments that can be integrated into learning.	3,5	0,08	0,28
6.	Improving teacher quality and academic and non- academic achievements.	3,6	0,09	0,32
Sub Total			<b>0,51</b>	<b>1,79</b>
<b>Threats</b>				
1.	Competition with other schools, both public and private.	3,0	0,08	0,24
2.	Technological developments that require schools to continuously innovate.	3,2	0,09	0,29
3.	Changes in government policy that impact schools.	3,1	0,08	0,25
4.	Lack of public interest in religious education.	2,9	0,08	0,23
5.	Unsupportive socioeconomic conditions.	2,8	0,08	0,22
6.	The growth of radical ideologies that threaten educational values.	2,8	0,08	0,22
Sub Total			<b>0,49</b>	<b>1,45</b>
Total number			<b>1</b>	<b>3,24</b>

### Internal External (IE) Matrix

The IE Matrix is a graphical representation of the results of the IFE and EFE Matrix scores at Al Mursyidiyyah Junior High School (MTs) in

South Tangerang City. The calculation yielded an IFE Matrix score of 3.29 and an EFE Matrix score of 3.24. These results are placed in the IE matrix cells as shown in Figure 2





**Figure 2.** Determination of IE matrix analysis  
 Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, South  
 Tangerang City

**SWOT Matrix**

Based on strengths and weaknesses, opportunities and threats, the SWOT Matrix can clearly describe the company's appropriate situation, according to its strengths and weaknesses, to respond to opportunities and

threats. This matrix produces four types of strategies that can be implemented: SO, WO, ST, and WT strategies. The SWOT Matrix at Al Mursyidiyyah Islamic Junior High School (MTs) in South Tangerang City can be seen in Table 4.

**Tabel 4.** Matriks SWOT

IFE	<i>Strengths (S)</i>	<i>Weaknesses (W)</i>
<div style="border-left: 1px solid black; border-bottom: 1px solid black; height: 100%; width: 100%;"></div>	<ol style="list-style-type: none"> <li>1. A very clear school vision and mission.</li> <li>2. A curriculum that has been approved and aligned with standards.</li> <li>3. Committed and competent teachers.</li> <li>4. Adequate facilities and infrastructure to support the teaching and learning process.</li> <li>5. The existence of flagship programs based on religion and national values and relevant to student needs.</li> <li>6. A clear and standardized assessment system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Limited use of technology in learning and lack of innovation in learning.</li> <li>2. Lack of community interest in schools.</li> <li>3. Limited development of student potential.</li> <li>4. Limited budget availability.</li> <li>5. Unequal distribution of educator quality.</li> <li>6. Inadequate facilities and infrastructure.</li> </ol>

<b>Opportunities (O)</b>	<b>SO</b>	<b>WO</b>
1. Improving the quality of education in line with government programs.	1. Improve the quality of educators to attract student interest.	1. Increase collaboration with other parties to support school development.
2. Potential development of Islamic boarding school- based schools in line with community needs and increasing public awareness of the importance of religious education.	2. Develop more extensive collaboration with external parties.	2. Conduct extensive education and outreach on the importance of modern, religious-based schools.
3. Improving the quality of graduates to compete with other schools.	3. Prepare facilities, infrastructure, and technology to support graduate quality.	3. Provide adequate facilities and infrastructure and continuously improve the quality of educators and graduates.
4. Collaboration with various parties for school development.		
5. Technological developments that can be integrated into learning.		
6. Improving teacher quality and academic and no-academic achievements.		
<b>Threats (T)</b>	<b>ST</b>	<b>WT</b>
7. Competition with other schools, both public and private.	1. Adding flagship programs that can attract public interest in studying at faith-based schools.	1. Improve the quality of education comprehensively.
8. Technological developments that require schools to continuously innovate.	2. Continuously innovating to keep pace with increasingly advanced educational developments.	2. Collaborate with other parties to obtain fresh funding to support school development.
9. Changes in government policy that impact schools.	3. Anticipating policies and conditions that are less supportive of the management of faith-based schools.	3. Conduct outreach and education on the importance of faith-based schools.
10. Lack of public interest in religious education.		
11. Unsupportive socioeconomic conditions.		
12. The growth of radical ideologies that threaten educational values.		

### SWOT Analysis Diagram

From the calculation results of internal and external factors, the total score of each factor can be detailed in the next section. In the internal factor, where the strength is 1.91 and the weakness is 1.38. While in the external factor, the opportunity is 1.79 and the threat is 1.45. Thus, it can be seen that the difference in the total score of the strength and weakness factors is (+) 0.53, while the difference in the total score of the opportunity and threat factors is (+) 0.34. The results of the SWOT Analysis Diagram at the Al Mursyidiyyah Islamic Junior High School (MTs), South Tangerang City, are as shown in Figure 3.

demonstrate a total EFE score of  $1.79 \geq 1.45$ , indicating the system's inability to respond to external situations.

The IE Matrix shows the position of Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, South Tangerang City, in the Matrix Cell in Box I, which is growth. The scores obtained are 3.29 for internal factors and 3.24 for external factors. This cell represents the growth phase, where the method used is a concentration strategy through vertical integration.

After formulating all existing strengths, weaknesses, opportunities, and threats, business strategy factors are then compiled using a

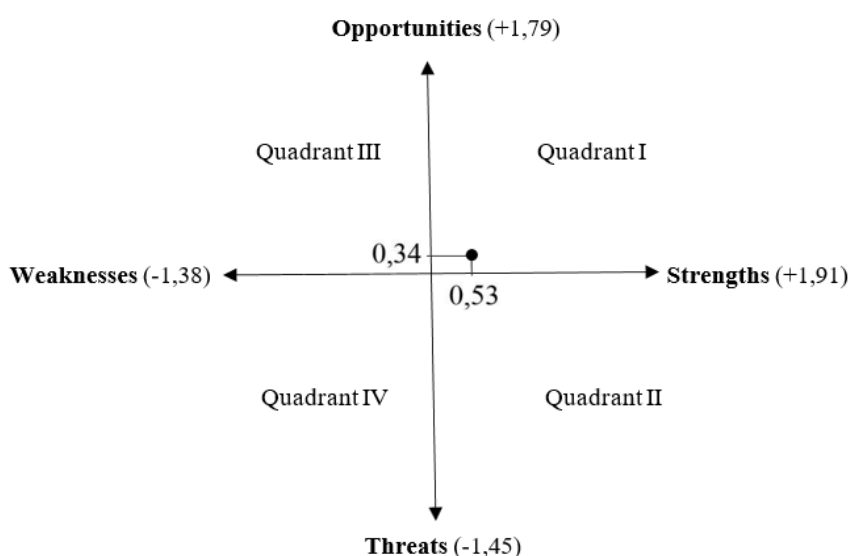


Figure 3. SWOT analysis diagram

### DISCUSSION

Based on the research results, the IFE Matrix showed a strengths score of 1.91, while the weaknesses score was 1.38. Therefore, the total weighted score obtained was 3.29. Optimizing these strengths and weaknesses will address various existing weaknesses. This is indicated by the total score on the IFE Matrix of  $1.91 \geq 1.38$ , indicating that internal conditions have the strength to overcome the situation.

The EFE Matrix yielded a score of 1.79 for opportunities, while the score for threats was 1.45. Therefore, the weighted score for the EFE Matrix is 3.24. Optimal utilization of all available opportunity variables or factors would

SWOT Matrix. The SWOT Matrix structure involves combining the company's strengths with opportunities (S-O), weaknesses with opportunities (W-O), strengths with threats (S-T), and weaknesses with threats (W-T).

The results of the SWOT Matrix indicate that the company leverages its business strengths to create business opportunities. It minimizes weaknesses to maximize opportunities. Furthermore, it leverages strengths to address existing threats. The final strategy involves minimizing weaknesses and avoiding threats.

The S-O strategy consists of 1) Improve the quality of educators to attract student interest. 2) Develop more extensive collaboration

with external parties. 3) Prepare facilities, infrastructure, and technology to support graduate quality.

The W-O strategy consists of 1) Increase collaboration with other parties to support school development. 2) Conduct extensive education and outreach on the importance of modern, religious-based schools. 3) Provide adequate facilities and infrastructure and continuously improve the quality of educators and graduates.

The S-T strategy consists of 1) Adding flagship programs that can attract public interest in studying at faith-based schools. 2) Continuously innovating to keep pace with increasingly advanced educational developments. 3) Anticipating policies and conditions that are less supportive of the management of faith-based schools.

The W-T strategy consists of 1) Improve the quality of education comprehensively. 2) Collaborate with other parties to obtain fresh funding to support school development. 3) Conduct outreach and education on the importance of faith-based schools.

The SWOT analysis diagram shows that the Al Mursyidiyyah Islamic Junior High School (MTs) business in South Tangerang City is in quadrant I, a favorable situation. Although the company faces threats, its strengths are still able to anticipate existing threats and exploit existing potential. The strategy implemented in quadrant I is expansion by supporting an aggressive growth policy so that the company can continue to develop well. This is in accordance with the SWOT Matrix Analysis shown in both internal and external factors.

## CONCLUSION

The IFE Matrix shows that the strengths and weaknesses factors have a total score of 3.29, because the total IFE score is above 2.5. This indicates that its internal position is strong, where Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, South Tangerang City, has strengths in terms of products, facilities, infrastructure, and services. Furthermore, the EFE Matrix shows that the opportunities and threats factors have a total score of 3.24. This indicates that Madrasah Tsanawiyah

(MTs) Al Mursyidiyyah, South Tangerang City, responds to existing opportunities and avoids existing threats.

The IE Matrix shows the results of the IFE and EFE Matrix scores. The IFE Matrix score is 3.29 and the EFE Matrix score is 3.24. This places the company in cell I, indicating that the appropriate strategy is growth and development, meaning this strategy is tailored to the company's internal strengths to capitalize on appropriate opportunities to gain profits for the company.

SWOT Matrix analysis includes Strengths-Opportunities (S-O), Weaknesses-Opportunities (W-O), Strengths-Threats (S-T), and Weaknesses-Threats (W-T) strategies. The Strengths-Opportunities strategy is where the company utilizes business strengths to open up business opportunities. The Weaknesses-Opportunities strategy is where the company minimizes weaknesses in order to maximize opportunities. The Strengths-Threats strategy is where the company utilizes strengths to overcome existing threats. The Weaknesses-Threats strategy is where the company minimizes weaknesses and avoids threats.

The SWOT Analysis Diagram has a diagram intersection point located on the X, Y axis (0.53:0.34) which is where the position on the diagram is in quadrant I, which supports an aggressive growth strategy. Madrasah Tsanawiyah (MTs) Al Mursyidiyyah, South Tangerang City is in a very advantageous situation, because it has strong strengths and opportunities even though there are threats. The strategy that can be implemented in this quadrant I is to support policies to carry out aggressive growth so that the company can continue to develop well.

Furthermore, the author suggests that future research should focus more on exploring the opportunities that can still be explored by Madrasah Tsanawiyah (MTs) Al Mursyidiyyah in South Tangerang City. Furthermore, it should also examine any potential threats to the management of Madrasah Tsanawiyah (MTs) Al Mursyidiyyah in South Tangerang City. If opportunities can be maximized and threats minimized, it is possible that Madrasah Tsanawiyah (MTs) Al

Mursyidiyyah in South Tangerang City will continue to develop and grow even more rapidly in the future.

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