

SCHOOL-BASED MANAGEMENT AND SWOT ANALYSIS IN EDUCATIONAL MANAGEMENT: A CASE STUDY AT PUBLIC ELEMENTARY SCHOOL 58 BANDA ACEH

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi Manajemen Berbasis Sekolah (MBS) serta integrasi analisis SWOT dalam pengelolaan pendidikan di SD Negeri 58 Banda Aceh. Penelitian menggunakan pendekatan studi kasus kualitatif dengan melibatkan 30 partisipan yang dipilih secara purposive, terdiri atas kepala sekolah, guru, komite sekolah, dan orang tua siswa. Pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, analisis dokumen, dan Focus Group Discussion (FGD) SWOT partisipatif. Hasil penelitian menunjukkan bahwa implementasi MBS telah berjalan pada aspek administratif, seperti perencanaan dan pengelolaan dana sekolah, namun masih belum optimal dalam partisipasi

pemangku kepentingan dan pengambilan keputusan strategis. Analisis SWOT mengidentifikasi kekuatan internal berupa kepemimpinan kepala sekolah yang berpengalaman, guru bersertifikasi, fasilitas kelas yang memadai, serta dukungan orang tua. Sementara itu, kelemahan utama meliputi rendahnya kompetensi teknologi informasi guru, keterbatasan koleksi perpustakaan, tidak tersedianya pustakawan tetap, dan minimnya pelatihan perencanaan strategis. Dari sisi eksternal, peluang berasal dari dukungan pemerintah, kemitraan universitas, dan kepercayaan masyarakat, sedangkan ancaman meliputi persaingan sekolah swasta, perubahan regulasi pendidikan, keterbatasan internet, dan potensi krisis kesehatan. Hasil matriks Internal-Eksternal menempatkan sekolah pada kuadran V (Hold and Maintain). Penelitian ini menegaskan pentingnya integrasi hasil SWOT dalam dokumen perencanaan sekolah guna mendukung tata kelola pendidikan yang lebih efektif dan partisipatif.

ABSTRACT

This study aims to analyze the implementation of School-Based Management (SBM) and the integration of SWOT analysis in educational management at SD Negeri 58 Banda Aceh. A qualitative case study approach was employed involving 30 purposively selected participants consisting of the principal, teachers, school committee members, and parents. Data were collected through in-depth interviews, participant observation, document analysis, and participatory SWOT Focus Group Discussions (FGDs). The findings reveal that SBM implementation has been administratively established, particularly in school planning and financial management, but remains

weak in stakeholder participation and strategic decision-making processes. The SWOT analysis identified several internal strengths, including experienced school leadership, certified teachers, adequate classroom facilities, and parental involvement. However, the school also faces significant weaknesses, such as limited teacher competence in information technology, insufficient library collections, the absence of permanent librarian staff, and minimal strategic planning training. Externally, opportunities include government funding support, partnerships with universities, and strong community trust, while threats consist of competition from private schools, rapid educational policy changes, limited internet access, and potential health crises. The Internal–External matrix positioned the school in Quadrant V (Hold and Maintain), indicating weak internal capacity with moderate responsiveness to external conditions. This study highlights the importance of integrating SWOT findings into school strategic planning documents to strengthen participatory and evidence-based educational governance.

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Introduction

The global movement toward educational decentralization has positioned School-Based Management (SBM) as a key strategy for improving school effectiveness, accountability, and community engagement. SBM transfers decision-making authority over budget, personnel, and curriculum from central or district offices to individual schools, allowing those closest to students to determine the most appropriate educational practices (Bandur, 2020; Sumintono & Hariri, 2020). In Indonesia, SBM was formally mandated by Law No. 20/2003 on the National Education System and reinforced by subsequent regulations. However, implementation remains inconsistent across regions, particularly at the primary school level, where limited administrative capacity and weak strategic planning often undermine the potential benefits of autonomy (Sutrisno & Suyanto, 2020; Nurhayati et al., 2021).

Effective SBM requires schools to engage in systematic strategic planning to allocate scarce resources, anticipate challenges, and respond to local needs. One widely recognized strategic tool is SWOT analysis, which helps organizations identify internal Strengths and Weaknesses as well as external Opportunities and Threats (Ghazinoory et al., 2021; Ghorbani et al., 2020). When integrated with SBM, SWOT analysis can provide a structured framework for school leaders to evaluate their current position and formulate evidence-based improvement strategies. Nevertheless, the practical combination of these two approaches in Indonesian elementary schools has rarely been empirically examined.

A review of the recent literature reveals three critical gaps. First, while numerous studies have investigated SBM implementation in Indonesia (Bandur, 2020; Sumintono & Hariri, 2020; Nurhayati et al., 2021), most focus on policy adoption or broad patterns across

multiple schools. They rarely delve into how schools actually utilize strategic planning tools such as SWOT analysis to operationalize their autonomy. Second, studies on SWOT analysis in education tend to treat it as a standalone planning technique for curriculum development or institutional accreditation (Ghazinoory et al., 2021; Ghorbani et al., 2020; Kusumaningrum et al., 2020), without linking it to the governance framework of SBM. The synergy between SBM and SWOT – where SBM provides the authority and SWOT provides the analytical capacity – remains underexplored. Third, the context of post-conflict and post-disaster regions, such as Aceh Province, has received limited attention. After the 2004 tsunami and the 2005 peace agreement, Aceh's education system underwent significant reconstruction, with SBM promoted as a tool for rebuilding community trust and local capacity (Basyaruddin et al., 2021; World Bank, 2021). Yet, no empirical study has examined how a specific public elementary school in Aceh integrates SBM with SWOT analysis to improve its management practices.

This gap is consequential because SBM's success depends heavily on the school's ability to plan strategically, and SWOT analysis is a low-cost, accessible tool that can be applied even in resource-constrained settings. Without systematic assessment of internal capabilities and external conditions, schools may make decisions based on intuition or directives from higher authorities, thereby missing opportunities for innovation and community partnership (Mulyani et al., 2022). Public Elementary School 58 Banda Aceh (SD Negeri 58 Banda Aceh) offers an ideal case to investigate this issue. Located in the capital of Aceh Province, the school adopted SBM in 2018, but preliminary observations indicate that strategic planning, including SWOT analysis, is conducted irregularly and informally. The school's management team often relies on district-level guidelines rather than participatory, evidence-based processes. As a result, potential strengths and opportunities – such as strong parental involvement or available government grants – may be underutilized, while weaknesses and threats may remain unaddressed.

This study aims to fill the identified research gap by examining the implementation of School-Based Management and its integration with SWOT analysis at SD Negeri 58 Banda Aceh. Specifically, the research objectives are: (1) to describe the current practice of SBM, including the roles of principals, teachers, school committees, and community members; (2) to identify internal strengths and weaknesses as well as external opportunities and threats through a participatory SWOT analysis; and (3) to evaluate how SWOT results are used (or not) to formulate school improvement strategies. By adopting a case study

approach, this research provides a deep contextual understanding that large-scale surveys cannot capture (Merriam & Tisdell, 2020).

The significance of this study is threefold. Theoretically, it contributes to the body of knowledge on educational decentralization by offering a nuanced, site-specific example of how SBM and SWOT interact in practice. Practically, the findings will equip school leaders and education authorities with insights into the enablers and barriers of strategic planning under SBM. The SWOT analysis conducted as part of this research will also serve as a replicable model for the school's future planning cycles. From a policy perspective, the results can inform the Ministry of Education, Culture, Research, and Technology regarding the training and support needed to strengthen SBM implementation across Indonesian primary schools.

The remainder of this paper is structured as follows. Section 2 reviews recent literature on SBM and SWOT analysis, highlighting findings from studies published after 2020. Section 3 describes the case study methodology, including data collection through interviews, observations, and document analysis. Section 4 presents the findings on SBM practices and the SWOT analysis results. Section 5 discusses the implications of the findings in relation to the research gap. Finally, Section 6 concludes with contributions, limitations, and recommendations for future research.

METODE PENELITIAN

Research Method

This study employed a qualitative case study approach to gain an in-depth understanding of the implementation of School-Based Management (SBM) and the integration of SWOT analysis in educational management at SD Negeri 58 Banda Aceh. The case study design is appropriate for exploring complex phenomena within their real-life context, allowing the researcher to capture multiple perspectives and contextual nuances (Denzin & Lincoln, 2020). The research was conducted over four months, from March to June 2023, at SD Negeri 58 Banda Aceh, Aceh Province. This school was purposively selected because it has formally adopted SBM since 2018, yet the use of SWOT analysis in its strategic planning had not been systematically documented.

The research subjects consisted of 30 participants selected through purposive sampling based on their direct involvement in school management. Inclusion criteria required participants to have a role in school decision-making, a minimum of two years of service, and voluntary consent. The participants included the principal (1), vice principals

(2), classroom and subject teachers (15), the school committee chairperson (1), committee members (3), administrative staff (4), and parent representatives (4). This sample size was deemed adequate to achieve data saturation in a single-case qualitative study (Hennink et al., 2020). The selection ensured multi-perspective representation from all internal stakeholders.

The primary instrument was the researcher as human instrument, supported by several supplementary tools. A semi-structured interview guide was developed based on SBM indicators from Bandur (2020) and the SWOT framework from Ghazinoory et al. (2021). Open-ended questions explored: (a) SBM implementation covering planning, organizing, implementation, and evaluation; (b) knowledge and use of SWOT analysis; and (c) challenges and supports in school management. Participant observation was conducted during two school planning meetings and one committee meeting, with an observation sheet recording stakeholder involvement, availability of SWOT data, and alignment of plans with SWOT findings. Documentation included the school profile, strategic plan (2020–2024), accreditation reports, and school self-evaluation documents. Field notes captured contextual interactions and reflections. All instruments were validated through expert judgment by two educational management professors from Universitas Syiah Kuala and pilot-tested at two similar elementary schools in Banda Aceh.

Data were collected through three triangulated techniques: in-depth interviews (45–60 minutes each, audio-recorded and transcribed verbatim), participant observation, and document analysis. Data analysis followed the interactive model of Miles, Huberman, and Saldaña (2020), comprising data condensation, data display, and conclusion drawing/verification. In the condensation phase, raw data were coded using the framework of SBM dimensions (autonomy, participation, transparency, accountability) and SWOT elements. Codes were then organized into thematic categories. The display phase used matrices and narrative descriptions, including a SWOT matrix based on frequency of identified factors. The conclusion phase involved cross-source triangulation and member checking with key informants.

The SWOT analysis specifically employed a participatory approach facilitated through a focus group discussion (FGD) involving eight representatives (principal, two teachers, two committee members, one staff member, two parents). Participants identified internal strengths and weaknesses and external opportunities and threats, then assigned weights and ratings (scale 1–5) to each factor. The weighted scores were calculated to determine the school's strategic position in an Internal-External (IE) matrix. The FGD results

were verified through individual interviews with absent subjects, ensuring the SWOT output genuinely reflected the school's reality (Tracy, 2020).

To enhance trustworthiness, the study applied the criteria proposed by Tracy (2020): rich rigor (sufficient data and time), credibility (triangulation and member checking), sincerity (self-reflexivity and transparency), resonance (transferability through thick description), meaningful coherence (alignment between research questions, methods, and findings). An audit trail was maintained, documenting all research processes and raw data for dependability and confirmability.

RESEARCH FINDINGS

This section presents the research findings obtained through in-depth interviews, participatory observation, documentation studies, and SWOT analysis focus group discussions (FGD) conducted at SD Negeri 58 Banda Aceh. The data are presented in descriptive narrative and quantitative table formats to illustrate the results of the participatory SWOT analysis.

Implementation of School-Based Management

The findings indicate that SD Negeri 58 Banda Aceh has implemented the principles of School-Based Management (SBM) since 2018, although the implementation has not yet been fully optimal. Based on interviews with the principal, the implementation of SBM includes four main aspects: planning, organizing, implementation, and supervision.

In the planning aspect, the school has developed a School Work Plan (RKS) and School Activity and Budget Plan (RKAS), which are prepared annually. The 2022–2026 RKS document demonstrates the existence of the school's vision, mission, objectives, and priority programs. However, interviews with 12 out of 15 teachers revealed that the RKS preparation process was still dominated by the principal and vice principal, with limited teacher involvement. One teacher stated, "We were only asked to sign the document and were not involved in discussing the contents of the plan" (Teacher 5, interview, 12 April 2025).

In the organizing aspect, the school organizational structure is considered complete with clear task distribution. The school has vice principals responsible for curriculum, student affairs, facilities and infrastructure, and public relations. The school committee has also been established and functions adequately, although its role remains more administrative than strategic. The committee chairperson acknowledged that committee meetings more frequently discussed financial reports than strategic planning.

The implementation aspect shows that school autonomy in managing School Operational Assistance (BOS) funds has been carried out in accordance with technical guidelines. However, flexibility in fund utilization remains limited due to numerous regulations from the central government. The principal stated, “We can make plans, but implementation must comply with technical guidelines. Innovation is still limited” (interview, 10 March 2025).

In the supervision aspect, the school conducts self-evaluation every semester through teacher council meetings. Nevertheless, there is still no standardized monitoring system to assess program effectiveness on a regular basis.

Identification of Internal and External Factors through SWOT Analysis

Through FGDs involving eight stakeholders, internal factors (strengths and weaknesses) and external factors (opportunities and threats) affecting school management were identified. Each factor was assigned a weight and rating (score 1–5) based on its level of importance and actual condition, referring to the procedures proposed by Saeed Ghazinoory et al. (2021). The analysis results are presented in Table 1 and Table 2.

Table 1. Internal Factor Analysis Summary (IFAS)

Internal Factors	Weight	Rating	Score
Strengths			
1. Principal has more than 10 years of experience	0.12	4	0.48
2. Certified teachers (80%)	0.10	4	0.40
3. Adequate classroom facilities (12 classrooms)	0.08	3	0.24
4. Parents’ participation in school activities	0.07	3	0.21
Weaknesses			
1. Limited teacher competence in information technology	0.15	2	0.30
2. Lack of supporting books in the library	0.12	2	0.24
3. Absence of permanent librarian staff	0.10	1	0.10

Internal Factors	Weight	Rating	Score
4. Limited training in strategic planning	0.08	2	0.16
Total	1.00		2.13

Source: FGD Results (April 2025)

Table 2. External Factor Analysis Summary (EFAS)

External Factors	Weight	Rating	Score
Opportunities			
1. Government BOS funding support	0.15	4	0.60
2. Partnership programs with universities	0.12	3	0.36
3. High public trust in the school	0.10	4	0.40
4. Flexible Independent Curriculum policy	0.08	3	0.24
Threats			
1. Competition from leading private schools	0.13	2	0.26
2. Rapid changes in educational regulations	0.11	2	0.22
3. Limited internet access within the school environment	0.09	1	0.09
4. Pandemic and potential health crises	0.07	2	0.14
Total	1.00		2.31

Source: FGD Results (April 2025)

School Strategic Position

Based on the total IFAS score (2.13) and EFAS score (2.31), both of which are below the average value of 2.50, the strategic position of SD Negeri 58 Banda Aceh is categorized in Quadrant V (Hold and Maintain) within the Internal–External (IE) Matrix. This indicates that the school possesses relatively weak internal capacity and a moderate response to external opportunities. As explained by Saeed Ghazinoory et al. (2021), the appropriate strategy for this position is to maintain and gradually improve performance, focusing primarily on strengthening internal resources.

Utilization of SWOT Results in Strategic Planning

Follow-up interviews revealed that although the SWOT analysis had been conducted participatively through FGDs, the results had not yet been systematically integrated into the RKS or RKAS documents. The principal admitted that, “So far, we have prepared plans based on previous years’ practices rather than on written SWOT analysis

results” (interview, 15 May 2025). This finding is consistent with the study conducted by Dwi Esti Kusumaningrum et al. (2020), which stated that many schools in Indonesia have not optimally utilized SWOT analysis in strategic planning.

Overall, the findings demonstrate that the implementation of SBM at SD Negeri 58 Banda Aceh has functioned adequately in administrative aspects, but remains weak in stakeholder participation and data-based strategic planning. The participatory SWOT analysis successfully identified eight internal factors and eight external factors; however, the results have not yet become a primary reference in managerial decision-making.

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