

SWOT Analysis of Arabic Language Learning at El Darosah Azhar Course Institution, Middle East Preparation and Tutoring Center

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ABSTRACT

This study aims to analyze the strategic factors that influence the success of Arabic language course institutions through a SWOT analysis approach (Strengths, Weaknesses, Opportunities, Threats). This approach is used to understand the internal potential and external challenges in managing non-formal education institutions. This research uses descriptive qualitative method with data collection through in-depth interviews, direct observation, and document analysis at one of the Arabic language course institutions in Serang city. The results showed that the main strengths of the institution were the flexible curriculum, competent teachers, and interactive teaching methods. However, weaknesses were also found in the form of limited learning facilities and less than optimal promotion. In terms of opportunities, the high public interest in mastering Arabic and the development of educational technology can be utilized. Meanwhile, the main threats come from competition with similar institutions and dynamic changes in learners' needs.

Keywords: *SWOT analysis; Course institution; Arabic language; Competitiveness.*

INTRODUCTION

Proficiency in the Arabic language has become an increasingly pressing necessity in the era of globalization, particularly for Indonesian society which shares close historical, cultural, and religious ties with the Arab world (Sakdiah & Sihombing, 2023). Arabic is not merely one of the international languages but also holds a strategic role in various sectors, such as education, da'wah (preaching), economics, and diplomatic relations. Therefore, Arabic language course institutions play a critical role in fulfilling the public's need to master this language (Fahrurrozi et al., 2014). One such institution engaged in Arabic language instruction is El Darosah Azhar, located in Ciomas, Serang. This institution has contributed to enhancing the Arabic language skills of the surrounding community through its diverse course programs. However, to maintain its relevance and competitiveness amidst the growing number of similar educational institutions, El Darosah Azhar must comprehend the internal and external conditions that affect its sustainability.

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is a relevant methodology for evaluating the institution's internal strengths and weaknesses, as well as its external opportunities and threats. Through this analysis, it is expected that strategic factors supporting the institution's development can be identified, along with strategies for addressing existing challenges (Mashuri & Nurjannah, 2020).

This research aims to analyze the internal and external conditions of the El Darosah Azhar Arabic language course institution in Ciomas, Serang, using the SWOT approach. The analysis results are anticipated to provide strategic recommendations for the institution in designing more effective work programs, enhancing competitiveness, and extending its positive impact within the community.

METHODS

Subject of Research

This study adopts a qualitative research methodology utilizing a descriptive approach to provide a granular exploration of organizational dynamics. The design is specifically centered on a SWOT analysis framework, which serves as the primary analytical lens to evaluate the internal strengths and weaknesses alongside external opportunities and threats.

By employing this descriptive framework, the research seeks to produce a comprehensive diagnostic profile of the institution’s current operational standing. The investigation was localized at the El Darosah Azhar Arabic Language Course Institution in Ciomas, Serang, selected for its specific institutional characteristics relevant to Arabic language education. The subject of the research—serving as the primary key informant—is the Head of the Institution, whose administrative oversight and strategic perspective provide the necessary depth of information required to assess the institution's institutional health and environmental positioning..

Instrument

To facilitate the qualitative inquiry, the researcher developed and utilized a semi-structured interview guide as the principal research instrument. This instrument was designed to elicit detailed narratives and strategic insights from the subject, ensuring that all four quadrants of the SWOT framework were addressed while allowing for the emergence of unexpected institutional nuances. The guide focused on probing internal resource allocations, pedagogical unique selling points, market competition, and regulatory or environmental pressures. By using a semi-structured format, the instrument maintained the rigor of a targeted study while offering the flexibility to follow up on critical qualitative indicators revealed during the discourse.

Data Collection and Analysis

Data collection was executed through an in-depth formal interview conducted on Wednesday, December 12, 2024, at the institution’s premises. The data analysis process follows a qualitative interpretive model focused on thematic categorization according to the SWOT parameters. Upon transcribing the interview data, the

researcher performed data reduction to filter relevant institutional insights, followed by data display through the construction of a strategic matrix. The final stage of analysis involves conclusion drawing and verification, where the identified strengths and weaknesses are cross-referenced with opportunities and threats to formulate a coherent strategic outlook for the institution. This systematic analysis aims to synthesize the subjective testimony of the institutional head into an objective strategic evaluation of the El Darosah Azhar Arabic Language Course Institution.

RESULTS AND DISCUSSION

SWOT analysis is a strategic method and technique used to understand and evaluate the position of an organization, product, or service in relation to its internal and external environment. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats (Nisak, 2019). This approach is highly relevant for assessing the sustainability and development of educational institutions, including Arabic language course institutions such as El Darosah Azhar Ciomas, Serang. The basic concept of SWOT analysis focuses on four components: First, Strengths. These are internal factors that provide a competitive advantage for the organization, such as the quality of instructors, teaching methods, adequate facilities, or institutional reputation. Second, Weaknesses.

These are internal factors that may impede the organization's performance or development, such as budgetary constraints, insufficient promotion, or a shortage of teaching staff (Suriono, 2022). Third, Opportunities. These are external factors that can be leveraged to support organizational development, such as increasing interest in learning Arabic, government support, or global education trends. Fourth, Threats. These are external factors that may hinder the sustainability of the organization, such as competition with similar institutions, policy changes, or shifts in public preferences (Nisak, 2019).

Regulation concerning Arabic language course institutions in Indonesia refers to the general provisions governing non-formal education and training outlined in the relevant legislation (Savila & Zulkarnain, 2022). Several key regulations underpinning the operation of course institutions include: First, the National Education System Law (UU Sisdiknas) No. 20 of 2003: Article 26 stipulates that non-formal education, including courses, aims to develop students' abilities according to community needs. Article 62 requires non-formal education institutions, including courses, to obtain permits from the central or regional government (RI, 2014). Second, Government Regulation (PP) No. 17 of 2010 on Education Management and Provision: This mandates that course institutions must be accredited and meet specific standards, covering administrative requirements,

facilities, curriculum, and teaching personnel. Third, the Minister of Education and Culture Regulation (Permendikbud) No. 81 of 2013 on the Establishment of Course and Training Institutions (LKP): This governs the requirements for establishing a course institution, including having a suitable location or learning facility, providing competent teaching staff, and utilizing a curriculum that aligns with student needs. It also requires securing an operational permit from the local Education Office (RI, 2014).

Descriptive El Darosah Azhar Course Institution and SWOT Analysis

Pursuing education abroad, particularly in the Middle East, is a deeply aspirational goal for many individuals. Extensive preparation and necessary steps must be undertaken to continue one's education overseas. Ustadz H. Reza, Lc., was fortunate to pursue his education in the Middle East, and his noble intention to assist those in his community who wished to continue their studies there marked the genesis of the El Darosah Azhar Course Institution. El Darosah Azhar serves as a pathway for students aspiring to study in the Middle East, offering a variety of prepared learning programs. "At least 400 to 600 people, Alhamdulillah (praise be to God), have successfully continued their education in the Middle East," he stated.

Table 1. SWOT Analysis: El Darosah Azhar Course Institution

No	SWOT Factor	Domain	Detailed Finding
1	Internal Strengths (S)	Resources & Competence	Specialized Curriculum and Strategic Linkages: The institution offers exclusive programs and has established partnerships with Middle Eastern universities, allowing for the provision of targeted instruction and up-to-date exam blueprints, which significantly enhances participant success rates in university entrance examinations.
2	Internal Weaknesses (W)	Capacity & Logistics	Capacity Constraints: There are critical limitations regarding physical facilities (classroom space) and the number of qualified teaching staff, which restrict the institution's ability to accommodate a large number of applicants.
3	External Opportunities (O)	Market & Environment	High Alumni Success as Promotional Capital: The large number of successful graduates admitted to prestigious Middle Eastern universities (e.g., Al-Azhar) serves as highly effective, organic social proof and a powerful tool for attracting new participants.
4	External Threats (T)	Competition & Policy	Intense Competition: The institution faces threats from numerous existing course centers and educational institutions that offer similar or identical Arabic language and preparatory programs.

The analysis of El Darosah Azhar's strategic position reveals a specialized institution operating with high impact despite facing internal capacity limitations.

The Strengths (Internal) are rooted in the institution's specialized curriculum and strategic university partnerships, which enable it to provide targeted, high-value preparation, including exam blueprints, directly contributing to high participant success rates. Conversely, the primary Weakness (Internal) is its capacity constraint, stemming from limited physical space and teaching staff, which hinders the institution's ability to maximize enrollment and scale operations.

Externally, the institution benefits significantly from the Opportunities derived from its high alumni success rate. The large number of graduates accepted into prestigious universities acts as highly credible, organic marketing, continuously attracting new applicants. However, this success is challenged by the Threat (External) of intense competition from numerous similar course centers and educational bodies that offer comparable preparatory programs in the dynamic language instruction market.

Discussion of Strategic Focus

The interview data confirms the institution's foundational mission and strategic clarity. The Head of the institution, Ustadz H. Reza, Lc., founded the center in 2015 immediately after graduating from the Middle East, driven by the noble motivation to help others pursue similar educational paths. The core purpose remains highly specialized: to prepare students, particularly high school graduates (*lulusan SLTA*), for advanced education in the Middle East, primarily focusing on mastering the Arabic language. Alumni have successfully entered prestigious institutions, notably Al-Azhar University in Cairo, Egypt, as well as universities in Pakistan and other Middle Eastern regions.

The teaching methodology aligns directly with this goal, emphasizing direct practical application and focusing on exam-specific blueprints rather than general proficiency. This specialization is a key differentiator. The consistent success rate, demonstrated by the high number of accepted alumni, validates this focused approach.

In conclusion, the institution operates from a position of strategic focus and proven results (S+O). Its main challenge is to formulate strategies (S-O Strategy) that leverage its strong alumni network (O) and specialized curriculum (S) to overcome internal capacity limitations (W) and mitigate the threat of competition (T). The institution must leverage its unique preparation programs to attract more participants while finding a way to safely expand its capacity to meet the existing demand.

CONCLUSION

The primary goal of this qualitative descriptive study was to conduct a Strategic SWOT Analysis of the El Darosah Azhar Arabic Language Course Institution. The

analysis revealed that the institution operates from a position of significant competitive advantage (Strength) due to its highly specialized curriculum, tailored for Middle Eastern university entrance exams, and strategic partnerships providing exclusive exam blueprints. Externally, the institution benefits from a vast Opportunity pool, primarily the high market demand and a powerful network of successful alumni who serve as organic promotional capital. However, this potential for growth is severely hampered by its critical Weakness: internal capacity constraints, including limited physical space and insufficient teaching staff. The institution also faces the external Threat of intense competition. In conclusion, El Darosah Azhar is strategically strong, but its long-term sustainability and scalability depend entirely on addressing the capacity weakness (W). Management must leverage the alumni network and specialization to attract participants while simultaneously investing in expanding infrastructure or adopting blended learning models to overcome the logistical bottleneck. The study is limited by its reliance on a single interview source, suggesting future research should utilize mixed-methods for comprehensive data validation.

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