TARBAWI
Jurnal Keilmuan Manajemen Pendidikan

Scanning Environmental at Private High School Cilegon City, Banten Province

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ABSTRACT. This study describes and analyses environmental scanning at private high schools in Cilegon City, Banten Province. This research was conducted at three private high schools in Cilegon City, namely Rauhatul Jannah Islamic Integrated High School, Al-Khairiyah 4 High School and Muhammadiyah High School, using qualitative research methods with a case study approach. Principals, vice principals, and teachers from the three schools became research sources. The results of the study found that school strengths are student achievement in academic and non-academic fields, extracurricular activities, qualified and competent educators, collaboration with stakeholders, vision and mission as well as organizational programs, effective school planning, having guidelines, infrastructure, curriculum, school culture, deliberation and effective communication with the internal and external environment. The school's weaknesses have not yet maximized realizing the vision, mission and learning process, enforcement of school rules, lack of management and supervision, lack of school financial funding. School opportunities: academic and non-academic achievements, being the choice of students and parents, increasing new student registrants exceeding the quota, becoming a reference for comparative studies, entrepreneurial and entrepreneurial programs, becoming a model school model, good supervisory communication with relevant agencies and school committees. Threats to schools are limited and lack of financial resources, locations close to state schools, equivalent schools, new competitors who have the same platform, hostile behaviour and activities of students, less conducive school environment. Given the importance of scanning the school environment as one of a series of strategic plans, it is proper that the scanning of the school environment should be carried out carefully, thoughtfully and using the scientific method.

Keywords: *Scanning Environmental, Opportunity, Strength, Threat, Weakness*

INTRODUCTION

Quality education begins with a sound planning system, good governance system and is delivered by good teachers. Schools as educational institutions require a sound planning system, good governance system and good teachers. Quality education can be achieved through the implementation of strategic management. According to Akdon (2009), Khori (2016), and Mukhtar *et al.* (2020), strategic management is essential because it is a fundamental and comprehensive decision-making process, accompanied by the determination of implementation procedures made by top management and implemented by the top management. organization member. Previous researchers have also widely researched strategic management, such as that conducted by (Slater *et al.* 2006; Waweru & Omwenga, 2015; Albert & Grzeda, 2015; Zainal *et al.*,

2018). The first step in implementing strategic management is scanning the organization's strategic environment.

Along with strategic management, it is found that many schools educational institutions do not understand the concept of strategic management (Nawawi, 2000). According to Mulyasana (2011), one of the academic problems is: education management and teaching performance of teachers or lecturers focuses on administrative demands rather than creating a quality learning culture. The problems above impact the quality of private high school education in Cilegon City, especially in the three research objects of the Raudhatul Jannah Integrated Islamic High School Cilegon, Al-Khairiyah 4 High School Cilegon and Muhamadiyah Cilegon High School, which are in the spotlight because they are not satisfactory public.

The description above is an illustration of the environmental scanning of school educational institutions. Environmental scanning is needed internally and externally for an organization (Febriyanti, 2015). According to Wandrial (2011), the internal environment is a resource that determines the strengths and weaknesses of the organization. Internal environmental analysis studies need to be conducted to determine the strengths and weaknesses of an organization (Abu Amuna *et al.*, 2017; Deci *et al.*, 2017). Meanwhile, according to Murniati and Usman (2009), the internal environment consists of variables of organizational strengths and weaknesses but cannot be controlled in the short term by top management. In contrast, the external environment is a condition outside the organization and affects the processes and goals of the organization. The external environment needs scanning to determine the opportunities and threats that the organization will face.

The concept of scanning the internal environment and the external environment is contained in the strategic management model of Hunger and Wheelen (2011), which divides the stages of strategic management consisting of environmental scanning, strategy formulation, strategy implementation, and evaluation and control, as shown in Figure 1 below:
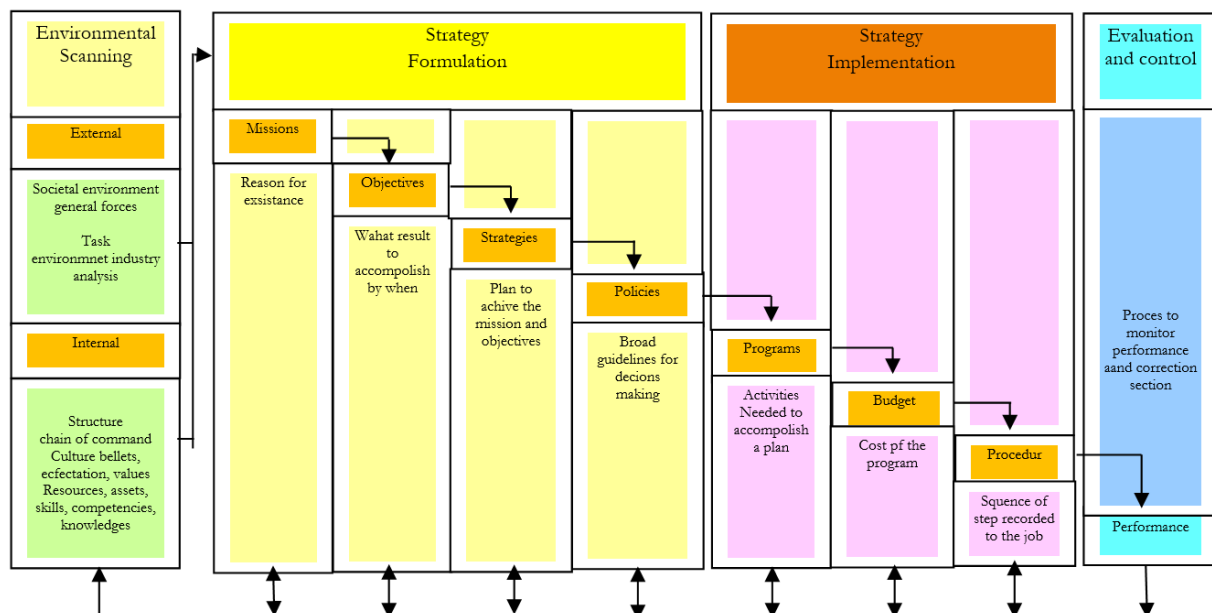

Figure 1. Strategic Management Model (Hunger & Wheelen, 2011)

This study emphasizes the initial step of strategic management, namely environmental scanning, which consists of the internal and external environments. According to Evans (1995), the internal environment is formed by the school's internal groups, including top management,

namely the principal and the head of the foundation; middle management consists of the head of the field, educator, administrator, secretary, customer service, kitchen and cleaning service. The internal environmental analysis also includes microenvironmental analysis. The microenvironment of educational institutions that will be analyzed in this article is elements of the external environment, including suppliers, customers, funders, competitors, and the government (Hasbullah, 2018; Huang *et al.*, 2012; Munir & Zamroji, 2019).

According to Philip (2010), educational institutions can analyze four types of competitors, including desire competitors (e.g., schools compete for the desire of graduates to continue to prioritize continuing school rather than directly pursuing the world of work. According to Filip (2012), customers of educational institutions can be grouped as follows: the wider community, students and parents, workers and sponsors of educational activities, but the main customers of educational institutions are students. Based on the needs of educational organizations, Filip (2012) classifies suppliers into suppliers of materials (office equipment, advertising services, and books), service providers, labour suppliers.

According to Evans (1995), educational intermediaries are individuals who act on behalf of educational institutions to facilitate the activities of these institutions. According to Philip (2010), there are seven types of society: financial community, the media community, government community, non-governmental organization community, local community, the general public, and internal community. The external environment of educational institutions is often referred to as the macro environment. According to Pearce *et al.* (2000), its environment consists of factors that come from outside and are usually not related to the operating situation of a company, including economic, social, political, technological, and ecological. In addition, Philip (2010) adds with demography, nature, and culture. At the same time, Evans (1995) adds law and socio-cultural.

Environmental scanning in this study was carried out using Strength, Weakness, Opportunity, and Threats (SWOT analysis). SWOT is an analytical method to identify the internal and external factors of the organization (Boca, 2015). Internal factors are strengths and weaknesses, while external factors are opportunities and threats (Kurniadin *et al.*, 2013). SWOT analysis is a stage in strategic management by taking an environmental analysis approach (Jasiulewicz-Kaczmarek, 2016; Susilawati & Harun, 2017). SWOT analysis provides information that can be used as a basis and consideration in making decisions and actions (Khaeroni & Farhurohman, 2020). If the decision is implemented based on a SWOT analysis carried out effectively, it will enable the school to achieve its goals (Machali & Hidayat, 2016).

Based on the problems above, this study aims to describe and analyze the results of scanning the strategic environment of Cilegon City Private High Schools.

METHOD

The method used in this research is descriptive qualitative, environmental scanning of the Cilegon City Private High School. Research with descriptive method is intended to describe natural phenomena or human engineering phenomena. While the design used is a case study. Case study research focuses on one selected phenomenon and wants to be understood in depth (Sukmadinata, 2015).

Sources of data in this study are primary and secondary data sources. *Primary data sources* are data sources that directly provide data information to data collectors so that data is collected directly from informants through observations, field notes and interviews from research informants (Sugiyono, 2015). The primary data sources for this study were the principal, vice-principal and teacher, Raudhatul Jannah Islamic Integrated High School, Al-Khairiyah 4 High School, and Muhammadiyah Cilegon High School, which were conducted utilizing interviews.

Secondary data sources are additional sources that do not directly provide data to data collectors through other people or documents. Sources of literature and documentation become secondary data. In contrast, the main research instrument is the researcher himself. Meanwhile, interviews were used as research instruments.

RESULT AND DISCUSSION

Result

Scanning the Strengths and Challenges of the Internal Environment

Based on interviews, data was obtained from research regarding scanning the internal environment regarding the strengths possessed by Private High Schools in Cilegon City. The first strength is concerning the output of national examination results, graduates are accepted into universities, and schools are of interest to parents as expressed by R1KSSMAITRT as follows:

"The highest National Examination scores among private high schools throughout the city of Cilegon, many graduates are accepted in both public and private universities, parents' interest is high to send their children to the Raudhatul Jannah Integrated Islamic High School" (R1KSSMAITRT).

Besides the strength of student achievement, both academic and non-academic, the strength of Private High Schools in Cilegon City is to have a vision and mission, as stated by R2WKSSMAITRT:

"Structured vision and mission, Student Achievement in academic and non-academic fields" (R2WKSSMAITRT).

Another strength of Private High Schools in Cilegon City is the qualified and competent educators, as well as the program for developing the talents and interests of students, as stated by R3GSSMAITRT:

"Qualified and competent educators in their fields, Development of Interests and Talents of Students outside the Academic field" (R3GSSMAITRT).

In addition to the vision and mission, other strengths are the effective communication of the School Work Plan, the School Expenditure Budget Plan, prioritizing deliberation, and the implementation of student morning apples, as stated by R4KSMAAK:

"His strength is intensive communication in the preparation of the school's vision and mission and goals, in the preparation of the School Work Plan, School Expenditure Budget Plan. The existence of authority and the flow of school work prioritizes the results of deliberation. Furthermore, the implementation of the morning apple as a media controlling the readiness of students in learning before the start of the process of teaching and learning activities at school" (R4KSMAAK).

In addition to being accepted at universities, achievements in extracurricular activities and national science olympiad competitions, collaboration with surrounding companies in providing tutoring and solid collaboration with education stakeholders, as stated by R5WKSSMAAK:

"The strength of the Al-Khairiyah 4 High School Cilegon is the implementation of the Duha prayer in congregation as an effort to increase the Islamic spirit in students. The application of 5S (greetings, smiles, greetings, salim and politeness) in schools. Students have achievements in extracurricular Scouts, Paskriba and third place at the Cilegon City level in the national science olympiad competition in earth subjects. Supported by the company's concern in the school environment in improving the quality of students by providing free tutoring and about 20% of school outputs can continue to higher education institutions, both public and private. In addition, there is solid cooperation between stakeholders in the process of teaching and learning activities in schools" (R5WKSSMAAK).

In addition to the quality and competence of educators in receiving guidance, other strengths possessed by private high schools in the city of Cileom are the support for internet

network infrastructure, as well as the existence of a local curriculum that is adapted to school culture and combined with national culture, as stated by R6GSMAAK below:

"Its strength is the quality and competence of educators and education staff, because intelligent educators can provide instructions and guide students towards glorious achievements. Having internet network infrastructure to help complete assignments and support improving the quality of students in learning. In addition, it has a local curriculum that is adapted to the school culture combined with the national curriculum or the K13 Curriculum" (R6GSMAAK).

Another strength is unified communication with external stakeholders, coaching agencies that oversee school institutions, school committees, the existence of school management guidelines regarding authority, main tasks and functions, procedures and workflow as well as school rules, as stated by R7KSSMAM:

"Its strengths are many, namely having a harmonious communication network, a harmonious communication network between schools and all education stakeholders including educators and education staff, school committees and the Muhammadiyah Banten Region Primary and Secondary Education Council regarding the preparation of the school's vision, mission and goals. In addition, making School Work Plans and Budgets or School Income and Expenditure Budget Plans, having a harmonious communication network with external school parties, school communication with the external environment such as the Banten Provincial Education Office, the Muhammadiyah Elementary and Middle Education Council for the Banten region and the School Committee regarding with operational management, development, and school development. Have guidelines and policies in school management where the authority and quality of education policies are in determining the Principal, Deputy Principal, Administrative, staffing and financial staff, determining the curriculum used in learning in schools, recruiting students and educators, as well as related education. with its main tasks and functions, budgeting in terms of financial expenditures and receipts in schools, adding and purchasing infrastructure and learning resources to improve the quality of learning in schools later. Have procedures and work flows, where the work flow or work details in improving quality are in line with the Main Tasks and functions that have been contained in the Articles of Association and Household or School Rules: 1) The Principal is assisted by (a) the Deputy Principal for Curriculum, (b) Deputy Principal for Student Affairs, (c) Deputy Principal for Infrastructure, (d) Deputy Principal for Public Relations and (e) Deputy Principal for ISMUBA in charge of Islamic activities such as Commemoration of Islamic Holidays, Lectures Seven Minutes, Commemoration of Eid Al-Qurban, Collection of Zakat, Infaq and Shodaqoh; 2) The school principal reports the condition of the school to the Regional Council of Muhammadiyah Educational Education, Banten Province in coordination with the School Committee" (R7KSSMAM).

Another strength is the existence of a culture of praying together and Tadarus as well as Murojaah al-Qurán, 5 S culture (Smile, Polite, Salim, Greetings, Greetings), the implementation of extracurricular activities of Tapak Suci, Hizbul Waton, Scouting or Scouts, Japanese, Flag Raising Troops, angklung and Youth Scientific Work (KIR), as stated by R8WKSSMAM:

"From my observations, the strength of Muhammadiyah High School is the implementation of school cultural activities as cultural routines that are applied in schools such as: holding tadarus in congregation for all students for 15 minutes before they enter class. Performing the Duha prayer in congregation and students are required to memorize short letters (Juz 'Amma) then deposited to educators appointed for Muroja'ah, perform 5 S (Smile, Polite, Salim, Greetings, Greetings). In addition, it has the ISMUBA Mulok curriculum where the determination of subjects or mulok includes Al-Islam, Kemuhamadiyahan and Arabic. ISMUBA is the main mulok that distinguishes it from other schools outside the Muhammadiyah Educational Institution. Then have achievements in non-academic fields, achievements received by schools such as extracurricular activities that have won the National level, Banten Province and Cilegon City such as Tapak Suci, Hizbul Waton, Scouts or Scouts, Japanese, Flag Raising Troops, angklung and Scientific Works Teenager. In addition, it has qualified and competent educators and education staff in their fields with a Strata 2 background of 2 people and a Strata 1 background of 14 people; d) Students and graduates who have a high level of behavior, Order Thinking Skill" (R8WKSSMAM).

In addition to the achievements of graduates being accepted by universities, having Wifi internet, they also have learning resources and infrastructure for chemistry and biology laboratories, sports equipment, as stated by R9GSMAM:

"The strength of the school is the distribution of outstanding Alumni or Graduates, Muhammadiyah Cilegon SMA Alumni based on school data, many alumni are accepted at State and Private Universities as well as in the Business and Industry World, the Indonesian National Army and the Indonesian Police. This shows that the output of the input and process carried out by the school has already reached the goals of the school's vision and mission, has learning resources and infrastructure facilities and to launch teaching and learning activities in high school Muhammadiyah Cilegon already has school equipment such as Micro Teaching Laboratory, Chemistry Laboratory, Biology and Physics as supporters of the teaching and learning process and facilitate educators in carrying out practice as learning reinforcement after implementing theory in class. In addition, Muhammadiyah Senior High School also has wifi internet access for students' media schools in developing online literacy and increasing digital references and has equipment and tools for learning sports such as table tennis, badminton, baseball, throw bullets and all sports learning media except Football is due to the lack of land owned by schools for the construction of football fields" (R9GSMAM).

Weaknesses of senior high schools in Cilegon City include documentation, infrastructure and library and laboratory staff who do not have appropriate competencies as stated by R1KSSMAITRT:

"Documentation of school activities is not optimal, infrastructure facilities are not ideal, library staff, laboratories are not in accordance with their competencies" (R1KSSMAITRT).

Another weakness found in Cilegon High School is that the realization of the vision, mission and learning process has not been maximized, as stated by R1KSSMAITRT:

"The ideal program in the vision and mission has not been implemented optimally, the implementation of the teaching and learning process activities is not optimal" (R2WKSSMAITRT).

Another weakness found at the Cilegon High School is the lack of response to school rules, supervision and management, as stated by R3GSSMAITRT:

"The lack of response and application of educators and educational staff as well as employees is related to school rules, supervisory supervision systems and management combinations that are not working" (R3GSSMAITRT).

Another weakness found at the Cilegon City Senior High School is that the science laboratory infrastructure, UKS room and other rooms have not been fulfilled, and students who do not have textbooks, as stated by R4KSKSMAAK:

"The weakness is that the school does not yet have a science laboratory, School Health Unit (UKS) and other rooms that support school extracurricular activities and students cannot afford to buy and fulfill the Basic Books or packages only have LKS that have been provided by the school" (R4KSKSMAAK).

Other weaknesses found in Cilegon City Senior High Schools, namely the qualifications and competencies of educators who are not appropriate and the lack of school finances sourced from students, as stated by R5WKSSMAAK:

"While the weakness of schools is that around 10% of the teaching staff in schools are not in accordance with their educational qualifications and competencies and the lack of school finances because students come from economically weak families" (R5WKSSMAAK).

From another financial perspective, the weakness in receiving salaries that do not meet the regional minimum wage, as stated by R6GSMAAK:

"The weakness is that the provision of take-home salaries to educators and education staff is not in accordance with the UMR of Cilegon City, resulting in a decrease in motivation and loyalty to schools" (R6GSMAAK).

From the location side, it was found that the weakness of the high school was that it was difficult to reach and located in the middle of community settlements, as stated by R7KSSMAM:

"The weaknesses of the school include the location of the school being not marketable, difficult to reach because it is located in the middle of a residential community and close to the train station so that it discourages

(Consumers/Educational Customers) from sending their children to that school. This factor is one of the causes of the decrease in the quantity of students and reduces the interest of prospective new students to enter and become students at SMA Muhammadiyah Cilegon" (R7KSSMAM).

Sources were found who stated that the weakness of Senior High Schools in Cilegon was the community's mindset towards the parent religious organization that provided education as follows:

"The weakness is the wrong mindset or views and judgments of the community towards Muhammadiyah. The view of the community, especially in Cilegon, considers the Muhammadiyah Organization as an Ism or Religious Understanding, a madzhab in Islam that is not in accordance with the Culture Sunnah Wal Jama'ah so that the exposure to Ism and the wrong mindset makes it difficult for schools to recruit new students at the beginning of the Learning Year and in fact Muhammadiyah is wrong. One of the largest Community Organizations (ORMAS) in Indonesia is engaged in Education, Health, Humanity for Orphans and other fields that are still related to Social and Community" (R8WKSSMAM).

There are weaknesses from educators who do not understand the characteristics of schools, such as the following statement:

"Furthermore, the weakness of the school is that there are several educators who are not from the Muhammadiyah organization so they do not understand the ghiroh and marwah of Muhammadiyah in a kaffah manner. This factor arose because of the lack of organizational cadre and stagnation of Muhammadiyah management at the Cilegon City level, Banten Province, which made it difficult for schools under the auspices of Muhammadiyyah to find educators from internal Muhammadiyah elements" (R9GSMAM).

Scanning External Environment Opportunities and Challenges

The results of scanning the opportunities for Cilegon City Senior High Schools found that there were brilliant achievements in academic and non-academic fields and schools were the choice of students and parents of students, as R1KKSMAITRJ said:

"The opportunity is brilliant achievements in the academic and non-academic fields obtained by the school so that it becomes an option for prospective students and parents to send their children to school" (R1KKSMAITRJ).

Other scanning results, in addition to schools gaining the trust of parents, also found an increase in registrants every new academic year, as stated by R2WKKSMAITRJ:

"The opportunity is the high trust of the education customer community or parents of students in the school with the indicator increasing the volume of registrants in each new school year" (R2WKKSMAITRJ).

R4KSKSMAAK4 stated about the beliefs of parents in terms of society:

"High trust from the local community to send their children to this school is an opportunity that the school has" (R4KSKSMAAK4).

Another scanning result is that the school becomes a reference as a place for comparative study of other private schools in Colegon.

"Opportunities for SMAIT RJ as a reference school or a destination for comparative studies of private schools in Cilegon" (R3GSMAITRJ).

Another scanning result is that the absorption of new students exceeds the specified quota, such as the expression that the absorption of new students exceeds the specified quota:

"The school's opportunity is the strategy implemented by the school and the New Student Admissions Committee so that the absorption of new students exceeds the specified quota" (R5WKSKSMAAK4).

Another opportunity that Cilegon City Private High School has is to become a school for entrepreneurs and entrepreneurs, as stated by R6GSMAAK4:

"Becoming a school of Entrepreneurs and Entrepreneurs because there has been a collaboration with companies in the field of Entrepreneurship coaching entrepreneurship carried out by PT Krakatau Bandar Samudra (KBS) for students at school" (R6GSMAAK4).

Cilegon City Private High School also has the opportunity to become a pilot model school, as stated by R7KSKSMAM:

"The opportunity is to become a Model School for Muhammadiyah Organizations because of the high trust of the Banten Region Muhamadiyah Dikdasmen Council to SMA Muhammadiyah Cilegon for education management" (R7KSKSMAM).

Another opportunity for Cilegon City Private High School is good supervisory communication with the Provincial Education Office, as stated by R8WKSKSMAM:

"There is an opportunity for good communication between schools and the Banten Provincial Education Office as the agency that oversees Secondary Education and also as a constitutional institutional supervisor" (R8WKSKSMAM).

Scanning other opportunities for Cilegon City Senior High Schools is the opportunity for School Committee loyalty and support, as stated by R9GSMAM:

"Opportunities for School Committee loyalty and support for SMA Muhammadiyah Cilegon in education management" (R9GSMAM).

Scanning for threats found that almost all of the informants only raised one threat. Among these threats are minimal financial resources that result in difficulties in realizing the school programs that have been made and decreased learning motivation due to untimely payment of income. As R1KSKSMAITRJ stated:

"The threat is that the limited financial funds owned by schools so that they cannot realize all the work programs that have been planned are finally carried out in stages according to the needs and programs and school work plans are not fully followed by educators" (R1KKSMAITRJ).

Almost the same thing is stated by R6GSMAAK4 as follows:

"The threat is that the granting of rights and allowances for educators and educational staff does not match the time specified, the impact of minimal school financial resources has an impact on the lack of learning motivation and the lack of school financial income, causing various problems in the implementation of work programs and school management" (R6GSMAAK4).

The next threat is the location adjacent to public schools, equal schools, and new competitors with the same platform. The threat of being close to public schools, as stated by R5WKSKSMAAK4, is as follows:

"The problem is that the location of the school close to SMA Negeri 5 Cilegon has an impact on the lack of prospective new students to enter SMA Al-Khairiyah 4 Cilegon" (R5WKSKSMAAK4).

The threat of new competitors who have the same platform, stated by R2WKKSMAITRJ, is as follows:

"The threat is that there are many new private high schools with nuances, the same character as being characterized by Integrated Islam in the Cibeber District, Cilegon City" (R2WKKSMAITRJ).

Almost the same thing was stated by R7KSKSMAM, as stated in the statement.

"The threat is that there are other allied/similar schools that are very close to SMA Muhammadiyah Cilegon. The establishment and establishment of an equivalent school (SMK Muahamadiyah) in one Muhammadiyah Cilegon union creates new problems from the aspect of recruitment of new students and competition between the two institutions under the auspices of the union. Muhammadiyah so as to create an unfavorable climate" (R7KSKSMAM).

The existence of an equivalent high school close together as said by R8WKSKSMAM below:

"The threat is that there is an equivalent high school that is close to the location and there is a Muhammadiyah vocational school" (R8WKSKSAM).

Almost the same condition is stated by R9GSMAM, as in his statement:

"The threat is that there are SMA and SMK Muhammadiyah which are close to each other" (R9GSMAM).

The next threat is negative behaviour and activities, as well as being contaminated with negative student associations. R3GSMAITRJ, such as the statement state the negative behaviour and activities of students:

"Threats of negative behavior and activities of students outside the school environment are not monitored, giving rise to negative justifications for the community to go to school" (R3GSMAITRJ).

In addition, there is a threat from negative associations, and the school environment is not conducive because it is close to sand mining and industry as stated by R4KSKSMAAK4, as in its statement:

"The threat is that the school environment is not conducive because it is close to industrial locations and the sand mining company (sand mine) has an impact on environmental damage and flooding and students are contaminated with negative associations with other school students" (R4KSKSMAAK4).

Discussion

Scanning of the internal environment found strengths in three Cilegon City Private High Schools: including student achievements, both academic and non-academic, in the form of good national exam results, graduates accepted into universities, achievements in extracurricular activities and national science olympiad competitions, Tapak Suci, Hizbul Wathan, Scouts or Scouts, Japanese, Flag Raising Troops, Angklung and Youth Scientific Work. From the consumer aspect, schools are in demand by parents. From the organizational aspect, it has an organizational structure. From resources, qualified and competent educators, talent development programs and asking students, the implementation of student morning apples. From the social aspect, there is cooperation with surrounding companies in providing tutoring and solid cooperation with education stakeholders.

In terms of management, it has a vision, mission and organizational program, is effective in school planning, has guidelines and policies, has procedures and workflow. Internet network support has learning resources, chemical and biological laboratory infrastructure, and sports equipment in terms of infrastructure. The local curriculum is adapted to the school culture and integrated with the national culture. It is prioritizing deliberation, effective communication with the external environment. It is in line with the results of Hanan's research (2018) that the strength factor of Madrasah Tsanawiyah Ishlahul Muslimn Senteluk found several similarities about the strength of internal factors, as follows: a) School conduciveness, b) Competence of educators and education staff, c) Quality students, and d) Harmonious relationship between educators, education staff, school committees and students.

According to Mulyasana (2011), the development of educational institutions that use a strategic management approach must pay attention to the internal strategic environment, namely: (a) Factors of educators and education staff, (b) Educational leadership, (c) and learning facilities. Hunger and Wheleen (2011) suggest that the organization's internal environment consists of strengths and weaknesses, including structure, culture, and organizational resources. Hunger and Wheleen (2011) explain that organizational structure organizes an organization through communication, authority, and workflow. Organizational culture contains patterns of beliefs, expectations and values of organizational members (Wibowo, 2016; Mustafid, 2017; Supardi, 2017; Hasan, 2017; Arif, 2019; Tirtayasa, 2019). Meanwhile, organizational resources are organizational assets, including skills, abilities and managerial talents. Akdon (2009) said that the internal environment in the form of Strength is a favourable internal situation and capability that allows the organization to fulfil strategic advantages in achieving the organization's vision and mission.

Scanning the internal environment concluded several weaknesses of the Cilegon City Private High School: the realization of the vision, mission and learning process has not been maximized. Lack of response to school rules and regulations. There is no proper management

and supervision. In terms of infrastructure, science laboratory infrastructure, student health unit rooms and other rooms have not been fulfilled, and students who do not have textbooks. In terms of human resources, it is still found that the qualifications and competencies of educators are not appropriate, educators who do not understand the characteristics of the school. From a financial perspective, school financial funding comes from students. Provision of salaries that do not meet the regional minimum wage. The community's mindset towards the parent religious organization as a religious understanding. It is also in line with Hanan's research (2018) that the weakness factors are as follows: a) some teachers teach not according to their educational background, and b) the weak work ethic of educators. Akdon (2009) said that it consists of, first: Strength is a condition and good internal skills that bring the organization to fulfil strategic advantages in achieving the vision and mission. Second: Weaknesses are conditions and elements outside the organization that are not good, which prevent the organization from exceeding the achievement of the vision and mission. Strengths and weaknesses can be scanned through the internal environment.

In the world of schools, strengths are the advantages of schools in the field of learning infrastructure, students, educators and education staff, the leadership of school principals, and processes and academic achievements that have been achieved. Building strengths in the internal school organization can be done through socialization, promotion through the installation of print and electronic media advertisements at local and national levels to formal institutions related to school inputs and outputs. In contrast, the weaknesses of the school organization are minimized by finding solutions and turning weaknesses into strengths so that schools can quickly achieve the expected goals and objectives.

The results of external scanning research on aspects of Cilegon City Private Senior High School opportunities found: brilliant achievements in academic and non-academic fields; schools become the choice of students and parents of students; an increase in registrants in each new academic year, the school becomes a reference for the appeal to other private schools; The absorption of new students exceeds the specified quota; become a school of entrepreneurs and entrepreneurs through collaboration with private companies; become a pilot model school; good supervisory communication with the Provincial Education Office; and Loyalty and support of the School Committee. It is in line with the results of research at Madrasah Tsanawiyah Ishlahul Muslimin Senteluk by Hanan (2018), which found several similarities that the opportunity factors were: a) the high interest of parents and the community to send their children to Madrasah Tsanawiyah Ishlahul Muslimin, b) local government assistance and the centre assists with facilities and infrastructure, c) cooperation with school partners and partners, c) internet access that makes it easy for educators and education staff to improve the quality of learning, and d) schools with spiritual culture.

According to Mulyasana (2011), the leadership of educational institutions not only pays attention to the internal environment, but it is also equally important to pay attention to the external environment that has a direct or indirect effect on the existence of educational institutions under their leadership. The results of this study are from the limited threat aspect and the lack of financial resources, which results in difficulties in realizing school programs. The granting of rights and allowances for educators and education personnel is not following the specified time. The location is close to public schools, equivalent schools, new competitors who have the same platform. Students behave and carry out harmful activities and are contaminated with negative associations with other students. The school environment is not conducive to being close to the sand mining industry and mining educators who do not participate in the existing work program activities. The research results at Madrasah Tsanawiyah Ishlahul Muslimin Senteluk found several similarities, threats factor, as follows; a) There are similar competitors, b) Free school programs, c) Access to schools (Hanan, 2018).

If it is correlated between internal and external analysis, there will be strengths, weaknesses, opportunities, and threats to implement the SWOT analysis. SWOT analysis is a commonly used tool in educational strategic planning, but it is still an effective tool in locating an institution's potential. SWOT can be divided into two elements: an internal analysis that concentrates on the institution's performance and environmental analysis of Sallis (2010). According to Hunger and Wheelen (2011), A SWOT analysis is the beginning of the strategy formulation process and the process of finding a strategic fit between external opportunities and internal strengths and paying attention to external threats and internal weaknesses.

One of the successes in strategic management is paying attention to environmental factors, both internal and external. According to Mulyasana (2011), the development of educational institutions that use a strategic management approach must pay attention to the strategic environment starting from the working mechanism, culture, and performance of educators and education personnel, family environment, peer environment, places of play and entertainment, development of science and technology, needs and characteristics. Market share, dynamics and developments such as cultural shifts, political dynamics, and economic developments.

CONCLUSION

Internal scanning of school strengths found: student achievement in the academic field of good national exam results; graduates are accepted at universities; achievements in non-academic extracurricular activities in Tapak Suci, Hizbul Waton, Scouts or Scouts, Japanese, Flag-raising Troops, angklung and Youth Scientific Work; Schools are attractive to parents; Have an organizational structure; Qualified and competent educators; Talent development program and ask students; implementation of students' morning apples; Cooperation with surrounding companies in providing tutoring and solid cooperation with education stakeholders; Have a vision, mission and organizational program, effective school planning; Have policy guidelines, procedures and workflows; Having internet network facilities, learning resources, chemistry and biology laboratories, sports equipment; Have a local curriculum and school culture; Deliberation and effective communication with the internal and external environment.

Internal scanning of the school's weaknesses found: the realization of the vision, mission and learning process has not been maximized; Lack of willingness to enforce school rules; Lack of proper management and supervision; Unfulfilled science laboratory infrastructure, Student Health Unit rooms and other rooms, students who do not have textbooks; It is still found that the qualifications and competencies of educators are not appropriate, educators who do not understand the characteristics of the school; The lack of school financial funding sourced from students; Provision of salaries that have not been maximized; and the community's mindset towards the parent religious organization as a religious understanding. Scanning the school's external environment found school opportunities: outstanding achievements in academic and non-academic fields; School is the choice of students and parents; An increase in registrants in each new school year; The school becomes a reference for comparative studies; The absorption of new students exceeds the specified quota; As an entrepreneur school and a model school model; Good supervisory communication with the Provincial Education Office; and Loyalty and support of the School Committee.

Scanning the school's external environment found threats: limited financial resources, which resulted in difficulties in realizing school programs; The granting of rights and allowances for educators and education personnel is not following the specified time; The location is close to public schools, equivalent schools, new competitors who have the same platform; Students behave and carry out harmful activities and are contaminated with the negative associations of other students; The school environment is not conducive to being close to industry and sand mining.

Environmental scanning carried out on Cilegon City Private High Schools has not touched the financial aspects, infrastructure, school culture and decision-making policies in the school organizational structure, only to the aspect of human resources, which includes students, educators and education staff support for work environment factors, such as school education customers. It will have an impact on inaccurate strategy formulation. Therefore, the principal pays attention to the overall scanning of the internal and external environment, which is needed as information for school strategic planning. Scanning the school environment led by the principal involves foundations, school committees, deputy principals, teacher educators and administrative education staff and the finance department so that the scanning of the school environment is carried out more comprehensively. The parties involved in scanning the school environment must carry out their duties carefully, thoroughly, and thoroughly to produce quality information regarding strengths, weaknesses, opportunities, and threats that are needed as input in strategic planning.

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