

Strategic Planning for Education Quality Improvement Based on SWOT Analysis: A Case Study

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ABSTRACT. This research examines internal and external environmental factors and builds strategic planning to improve educational quality. This study employs a qualitative descriptive approach to gain an in-depth image of the research object at SMP Muhammadiyah 14 Sambi Boyolali. Data gathering methods included interviews, observation, and document analysis—data analysis methods included data reduction, data presentation, and verification. According to the research findings, the internal analysis of SMP Muhammadiyah 14 Sambi Boyolali has more advantages than negatives. Opportunities outnumber risks in external assessments. The numerous benefits and prospects demonstrate that the school can establish obvious and demonstrable school quality. Strategic planning based on the SO-WO-ST-WT analysis can include developing the school environment into an ideal learning community, conducting human resource training and development, forming achievement clubs, improving the quality of school services, forming an organizational school activity evaluation team, utilizing funds effectively and efficiently, establishing resource sharing, and developing school branding. The theoretical contribution of this research can help the scientific understanding of Islamic education management. It can be a helpful tool for understanding the role of schools in enhancing educational quality.

Keywords: *Environmental analysis, Strategic planning, SWOT analysis*

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INTRODUCTION

Strategic planning is critical in organizational management, including in non-profit organizations such as schools (Bogomolova & Maruschak, 2022; Manning, 2023; Rahmi, 2017). Previous research has underscored the importance of strategic planning for schools, whether to achieve competitive advantage (Beketova, 2016; Hunitie, 2018), improve the quality of education (Khaeroni & Farhurohman, 2020), or enhance the overall school performance (Dzulfiqar, 2022). Even Manning (2020) states that institutions with strategic planning have significantly higher average quality scores across all program dimensions when compared to institutions without strategic planning. However, to ensure the successful implementation of strategic planning in schools, several aspects need to be considered in more depth.

As an institution engaged in education, schools should be aware of every change and development that occurs around them and be able to take advantage of the existing challenges and opportunities so that they can continue to survive and exist in global competition (Ginanjar, 2016). Therefore, implementing strategic planning is very decisive for the progress and success of schools in carrying out their duties and functions in the future (Miranda et al., 2022; Sitepu et al., 2023). In

addition, better strategic planning will result in better human resource management practices (Haraj & Hameed, 2019). In other words, proper strategic planning will provide a set of measurable and realistic goals and motivate employees to achieve these goals (Kamayuda & Krismanda, 2016).

SWOT analysis allows schools to identify and understand the internal factors that are strengths and weaknesses in achieving objectives. Successfully utilizing strengths and overcoming weaknesses will support the strategic plan. In addition, SWOT analysis also considers external factors such as opportunities and threats. Schools can plan appropriate actions to optimize existing opportunities and overcome challenges that may be faced. By combining strategic planning with SWOT analysis, schools can direct more appropriate and practical action plans to achieve their goals while remaining responsive to environmental changes and challenges (Heischmidt & Gordon, 2020). Therefore, integrating strategic planning with SWOT analysis is an essential step in improving the quality of education management in schools and making a more substantial contribution to achieving better education goals in the future.

Moreover, competition between schools today is increasingly unavoidable. Competition in the management of educational institutions, leadership, finance, staffing, curriculum, community support, and trust levels is increasingly complex (Febriyanti, 2015; Susilawati & Harun, 2017). Each school has its strategy to compete in the era of globalization. This competition has become a demand that must be done to improve the quality of education (Kadri & Widiawati, 2020).

Based on school data from the Ministry of Education and Culture (2023), there are 87 public schools and 65 private schools in Boyolali Regency. Specifically, the Sambi sub-district in Boyolali has two public junior high schools, four private junior high schools, one public MTs, and two private MTs. The large number of junior high schools within a narrow scope makes competition tighter. It will be a problem for SMP/MTs that lose the competition; it will be challenging to get the expected target of new students and impact the quality of education (Efferi, 2014). According to early findings, SMP Muhammadiyah 14 Sambi Boyolali is similar in this scenario. One of the benefits of SMP Muhammadiyah 14 Sambi Boyolali is the boarding school idea given by the institution. Furthermore, *tafziẓh* Al-Qur'an and *mubaligh* education are part of the excellence curriculum at SMP Muhammadiyah 14 Sambi Boyolali. However, the growing number of schools offering comparable concepts has created rivalry in the surrounding region for educational services.

Based on the description above, SMP Muhammadiyah 14 Sambi Boyolali should do strategic planning to study and evaluate its potential to enhance the school's quality following the times (Ibrohim, 2018). To put it another way, SMP Muhammadiyah 14 Sambi Boyolali must continually adapt to the growing number of students, building, and program growth. Furthermore, SMP Muhammadiyah 14 Sambi Boyolali must consider growing the academic community's information and technology demands in quantity and quality. Based on the above reality, SMP Muhammadiyah 14 Sambi Boyolali must strive to utilize human resources, funds, and infrastructure for school development to achieve its vision and mission and improve school quality. The quality of education is not only determined by the school but also must be adjusted to the expectations and views of the community that develop over time (Febriyanti, 2015). Therefore, schools must constantly improve the quality of their inputs, processes, and outputs by considering internal and external factors (George et al., 2019; Palah et al., 2022). Quality as a vital institution part must be planned systematically and strategically. This opinion is in line with the research of Selian, Hudori, and Maisyah (2021), which states that the guidance and development of educational institutions must be carried out in a severe and planned manner by considering various phenomena and trends that occur internally and externally.

Internal and external issues affecting the quality of education at SMP Muhammadiyah 14 Sambi Boyolali must be investigated further. SWOT analysis is one of the analytical tools that may be used to analyze an institution's internal and external environment in terms of its strengths,

weaknesses, opportunities, and barriers (Garnika et al., 2021; Heischmidt & Gordon, 2020; Ustabulut, 2021). SWOT analysis is also employed in the early phases of strategic planning choices and is usually a kind of brainstorming (Budiharso et al., 2022; Phadermrod et al., 2019). As a result, this study will employ a SWOT analysis.

This study conducted a thorough SWOT analysis emphasizing strategic planning in educational management. Internal and external environmental assessments determine the school's strengths, weaknesses, opportunities, and dangers. This study seeks to give significant educational management insights and helpful and evidence-based suggestions to schools, which can assist schools in developing more successful and focused policies. This research would also bring more comprehensive advantages to educational management. It would be a helpful resource for academics and practitioners at other educational institutions who plan and manage planning procedures.

METHOD

This research is field research conducted to find specific realities that occur in society. Therefore, this research approach uses descriptive qualitative to get a picture, knowledge, or theory at a specific time (Creswell, 2018). The data, ideas, thoughts, and opinions collected in this study will also be described using words. The research is conducted at SMP Muhammadiyah 14 Sambu Boyolali. This research uses a purposive random sampling approach to select the research subjects. The main subject in this research is the principal. The research informants are Foundation administrators and SMP Muhammadiyah 14 Sambu Boyolali teachers. They are chosen to ensure that the subject is people who deeply understand strategic planning in schools and could provide meaningful insights in the context of education management. The selection of school principals and Foundation administrators is based on their position as leaders and decision-makers in schools and their crucial role in planning and implementing strategies at the organizational level. In addition, teachers are selected because they are essential stakeholders in strategic planning at the academic level and have valuable experience in implementing strategic plans in the classroom.

Data collection techniques are conducted by interview, observation, and document analysis. The selection of these techniques is based on our research objective to gain in-depth insights into strategic planning in schools and the experiences of the research subjects in implementing the strategic plan. We chose interviews as the primary method to collect data from principals, foundation administrators, and teachers. In-depth interviews allow us to explore the subjects' views and perspectives on our research topic. We have designed an interview guide that includes open-ended and in-depth questions about strategic planning, plan implementation, challenges, and successes experienced by the research subjects. Observation is a supporting method to directly observe and record how strategic planning is implemented in schools. Observations are conducted using a participatory approach, where researchers observed activities related to strategic planning conducted by the principal, foundation administrator, and teachers. Observation allows us to see the processes and dynamics within the school in real time. In addition, we also collect data through documentation. The documents collected included school strategic plans, progress reports, school policies, and other documents. The documentation provides additional and in-depth information about the school's context and implementation of strategic planning.

The Miles and Huberman model is referenced in the data analysis technique: data reduction, data presentation, and conclusion verification (Umrati & Wijaya, 2020). Furthermore, SWOT analysis is used to assess the advantages and weaknesses and the chances and dangers that SMP Muhammadiyah 14 Sambu will encounter.

RESULT AND DISCUSSION

Result

SWOT Analysis of the Internal Environment

This study aims to conduct a SWOT analysis of the internal environment of SMP Muhammadiyah 14 Sambu Boyolali. SWOT analysis identifies strengths, weaknesses, opportunities, and threats an organization or institution faces, such as a school. By focusing on the school's internal environment, we intend to evaluate the factors that affect the school's performance and quality at the internal level. The SWOT analysis was conducted through in-depth interviews with the Principal, Foundation, and SMP Muhammadiyah 14 Sambu Boyolali teachers. We also observed school activities and collected relevant documents, such as school strategic plans, evaluation reports, and policies.

Comprehensively, the internal environment of SMP Muhammadiyah 14 Sambu Boyolali studied is the organizational structure, employees, students, facilities, and educational programs. Organizational structure refers to the distribution of responsibilities and coordination of individuals in carrying out responsibilities in the organization. In connection with this, SMP Muhammadiyah 14 Sambu Boyolali is administratively functional under and directly responsible to the chairman of the Muhammadiyah Sambu Foundation. Full support in the form of moral, spiritual, and funding provided by the Muhammadiyah Branch Management in establishing and developing schools is an important supporting factor for running education in schools.

In addition, human resources, namely principals, teachers, and staff, are also a determining factor in the success of various activities at school. The importance of human resources is not only seen in terms of quantity but also in terms of quality and performance. Based on the interview results, several SMP Muhammadiyah 14 Sambu Boyolali teachers stated they were pretty satisfied with the principal's leadership style. One of the Foundation administrators also said, *"I think the managerial performance of the Principal of SMP Muhammadiyah 14 Sambu Boyolali is quite good. It is proven that he can improve this school with useful school programs."*

The performance of the teachers is also considered quite good. According to school data, 87% of Muhammadiyah 14 Sambu Boyolali Junior High School teachers are undergraduates, 45% are *hafiz* Al-Qur'an, and several teachers are currently taking post-graduate education. Most of the teachers' educational qualifications also correspond to the lessons they teach. However, although the quality of the teachers is good, the teachers are still not solid among each other. This opinion is reinforced by the principal's interview results: *"Actually, the teachers here have done a pretty good job. However, it is not solid. Moreover, most teachers do not stay at the boarding school and have part-time jobs outside the school. Automatically, it also limits the number of teachers who manage the boarding school."* In addition, although many teachers have mastered IT, the school can still not optimize information and communication technology for school branding.

Regarding student input, the essential ability of students who enter SMP Muhammadiyah 14 Sambu Boyolali is quite good. Based on an interview with the principal, he says: *"Alhamdulillah, students' ability is not bad. Indeed, some stand out, and some are moderate. Some students who enter here also have a stock of memorizing several juz while in elementary school. When in grade 8, there were also our students who won the tilawah competition at the district level."* The interview results indicate the excellent quality of input and educational processes at SMP Muhammadiyah 14 Sambu Boyolali. In terms of facilities, SMP Muhammadiyah 14 Sambu Boyolali provides internet access that can be used to support learning activities. The classrooms are also adequate. In addition, there is a laboratory room for students to carry out science experiments and a library room with various reading books for students. There is also a mosque, canteen, and sports field, all very supportive of student learning activities. In addition, students are also provided with boarding school facilities so that education is not only

limited to formal education hours but continues to the boarding area, resulting in a more mature education.

Regarding learning programs, SMP Muhammadiyah 14 Sambi Boyolali has a superior program that characterizes the school. The flagship programs are *tahfiẓh* Al-Qur'an and *Mubaligh* education. In addition, there are also supporting programs such as moral education, literacy movement, learning by life together, *tadabbur* Al-Qur'an, *rihlah dakwah*, *muhadharah*, and *khithabab*, and bilingual conversation. With a variety of programs offered, it is an added point for SMP Muhammadiyah 14 Sambi Boyolali to improve the quality of education. Based on the results of the internal environment analysis of SMP Muhammadiyah 14 Sambi Boyolali, several strengths and weaknesses can be identified, as shown in Table 1.

Table 1: Analysis of the Strengths and Weaknesses of SMP Muhammadiyah 14 Sambi Boyolali

Strengths	Weaknesses
1. Full support from Muhammadiyah Sambi Foundation	1. Teachers are not solid enough.
2. Funds for school operations are sufficient	2. Most teachers are not settled in the boarding school
3. The principal's management skills are quite good	3. A limited number of teachers in the boarding school
4. Teachers' performance is quite good	4. Not yet able to maximize the use of ICT for school branding
5. 87% of teachers have S1 education	5. The organization of school activities is uneven among teachers.
6. Teachers' educational qualifications correspond to the lessons they teach	
7. The primary abilities of students are quite good	
8. Facilities are quite complete	
9. There are special programs that characterize the school	
10. The school holds many supporting programs	

SWOT Analysis of the External Environment

In this study, we aim to conduct a SWOT analysis of the external environment of SMP Muhammadiyah 14 Sambi Boyolali. This SWOT analysis is focused on identifying external factors that can affect the performance and continuity of the school beyond internal control. As such, we sought an in-depth understanding of the opportunities and threats faced by the school in the external environment. The SWOT analysis involved in-depth interviews with the Principal, Foundation, and teachers regarding their perceptions of the challenges of external parties related to the school, such as parents, the Education Office, and the surrounding community.

The external environment focused on in this study is school specialization, the population of boarding schools in the vicinity, relations with the local education office, relations with the community, developments in information and communication technology, and funding allocations. Regarding school specialization, the principal said: *"In the last four years, from 2019 to 2022, SMP Muhammadiyah 14 Sambi Boyolali has experienced an increase in new student admissions. Sometimes it increases by 3-5 people each year. That is not bad because there is an increase, even though it is small."* This opinion is reinforced by the opinion of the SMP Muhammadiyah 14 Sambi Boyolali teacher that the interest of new students whose increase is less significant is due to the increasing number of educational institutions that carry the concept of boarding school and *tahfiẓh* Al-Qur'an. The increase in the number of students at SMP Muhammadiyah 14 Sambi Boyolali impacts the quality of education. The tendency to increase the number of students also directly affects the development of buildings and land expansion.

According to Sambi Muhammadiyah Branch Management, the relationship between SMP Muhammadiyah 14 Sambi Boyolali and the local education office is also good. Of course, this facilitates licensing and school activities when they want to hold internal and external activities in their area. In addition, the relationship between SMP Muhammadiyah 14 Sambi Boyolali and the surrounding community is also considered exemplary. It can be seen from the surrounding community's support when the school holds learning activities around the area.

Based on the development of information and communication technology that is increasingly accessible, this is an opportunity for SMP Muhammadiyah 14 Sambi Boyolali to reach a more comprehensive school marketing. So, it is broader than the Sambi sub-district or Boyolali district. Social media, such as Instagram, TikTok, Facebook, Youtube, and paid domain websites, can be an opportunity for SMP Muhammadiyah 14 Sambi Boyolali if used for school marketing and branding. From the interview results, the principal stated, *“For social media, we have just used IG. We also have a website. However, it is still not optimal in its use.”* All learning activities can only run well with funding. According to the Principal, some school buildings were built from waqf funds and grants from the community, foundations, and local agencies. This financial assistance is significant and plays an essential role in the activities of educational institutions.

Based on the results of the analysis of the external environment of SMP Muhammadiyah 14 Sambi Boyolali, several opportunities and threats can be identified, as shown in Table 2 below.

Table 2: Analysis of the Opportunities and Threats of SMP Muhammadiyah 14 Sambi Boyolali

Opportunities		Threats	
1.	The percentage of students who register is increasing	1.	There are more and more educational institutions that carry the boarding school concept.
2.	Public awareness of enrolling their children in Islamic educational institutions is increasing	2.	More and more educational institutions that carry the concept of tahfiz Al-Qur'an
3.	The development of ICT is increasingly accessible	3.	Lack of availability of social media facilities and websites for school branding
4.	Located in a boarding school environment that is conducive to learn	4.	Government policies result in many administrative demands on teachers.
5.	A good relationship with the local education office		
6.	Good community perception of the school		
7.	Funds from the office, Foundation, and community for school operations		

Discussion

The environment of SMP Muhammadiyah 14 Sambi Boyolali consists of internal and external environments. The internal environment is everything within the organizational environment (Stavroula et al., 2014). In it, there is a spirit in an organization that ensures the continuity of the ongoing educational process, so good management is needed (Aini, 2020). According to Dewi (2022), the internal environment relates to internal factors that shape the organization and its environment of activity and has the potential to be strengths and weaknesses.

The internal environment of SMP Muhammadiyah 14 Sambi Boyolali studied is the organizational structure, employees, students, facilities, and educational programs. This opinion is in line with the opinion of Lestari (2019) and Tapia-Fonllem et al. (2020) that what can be studied in the internal environment is the organizational structure, organizational system, teaching and education staff, students, operational costs, curriculum, infrastructure, and other supporting factors. Meanwhile, the external environment is the conditions outside the organization that directly influence the organization's sustainability (Eferi, 2016). Leaders as policymakers must realize the urgency of the influence of the external environment on their schools (Kurniawati et al., 2020) because the external environment can potentially be an opportunity and a threat (Dewi, 2022).

The external environment focused on in this study is school specialization, the population of boarding schools in the vicinity, relations with the local education office, relations with the community, developments in information and communication technology, and funding allocations. In line with the opinion of Halmaghi (2021) and Lestari (2019), what is analyzed in the external environment is the competitive situation, education customers, graduate users, technological developments, government policies, and the community environment. In this research, a SWOT analysis of the internal and external environment is a critical step to holistically understand the situation and challenges faced by SMP Muhammadiyah 14 Sambi Boyolali. Through SWOT

analysis, we can identify the school's internal strengths and weaknesses and opportunities and threats from the external environment (Heischmidt & Gordon, 2020). It provides a comprehensive picture of the school's position within and outside the organization, which forms the basis for formulating a better strategic plan and focusing on appropriate improvement efforts. In other words, the SWOT analysis provides a clear view to be considered in strategic planning by identifying opportunities to optimize the school's strengths, address weaknesses, capture opportunities in the external environment, and deal with threats that might affect the school's performance.

Based on internal analysis, it shows that SMP Muhammadiyah 14 Sambu Boyolali has more strengths than weaknesses. These include a comprehensive curriculum, good-quality teachers, and adequate learning facilities. With these advantages, the school has good potential to achieve its goals and improve the quality of education. However, in the external analysis, SMP Muhammadiyah 14 Sambu Boyolali has more opportunities than threats. These opportunities include increased interest in new student enrolment, community, organizational, and government support for developing student learning programs, educational grant programs, and other external support that can improve school resources. It shows that the school has enough strengths to take advantage of the available opportunities. However, the school also has threats that are quite pressing in terms of competition. Especially in school marketing, SMP Muhammadiyah 14 Sambu Boyolali still needs to optimize developing ICT. In contrast, directed education marketing will be able to influence the improvement of school quality (Sari et al., 2020). Therefore, careful strategic planning is needed to improve the quality of education at SMP Muhammadiyah 14 Sambu Boyolali.

Compiling a comprehensive SWOT analysis can assist SMP Muhammadiyah 14 Sambu Boyolali in planning sustainable strategic measures. The research findings reveal that the strategic planning process directly and significantly impacts the quality of management programs (Manning, 2023). Previous research has also shown that SWOT analysis is effective in strategic planning in their organizations. In an organization's case study, the proposed SWOT analysis model helped define different strategic plans that helped the organization compete with competitors, develop, and grow (Basset et al., 2018). Therefore, identifying internal strengths that can be improved and opportunities in the external environment that can be utilized will help the school to improve competitiveness and sustainability. In addition, through SWOT analysis, we can help the school to set priorities in its strategic plan. By understanding the most relevant strengths and opportunities and the most significant weaknesses and threats, schools can determine the most urgent and practical actions to achieve their goals. In other words, SWOT analysis allows us to look at the school from different angles to enrich our understanding of the challenges and opportunities and help create a more inclusive and needs-based strategic plan.

SWOT analysis of the internal and external environment is highly relevant and vital in the context of this study. However, the correlative interpretation of SWOT emphasizes that opportunities and threats do not impact all institutions equally but depend on how well they can combine strengths and overcome weaknesses to deal with them (Vlados, 2019). Therefore, an adequate interpretation of SWOT should be developed to help strengthen the analysis and understanding of the situation for developing school strategic plans, especially in SMP Muhammadiyah 14 Sambu Boyolali. After analyzing the internal and external environment using SWOT, several strategic issues can be identified, which are the basic combinations produced by the SWOT matrix, namely SO (Strengths-Opportunities), ST (Strengths-Threats), WO (Weaknesses-Opportunities), and WT (Weaknesses-Threats) (Lestari, 2019). The SO strategy is generated by using strengths to take advantage of existing opportunities. The SO strategy will emphasize how the school can utilize these strengths to take advantage of opportunities in the external environment, such as community or institutional support for student learning programs.

As for WO, strategy is a strategy that is generated by utilizing existing opportunities to overcome existing internal weaknesses. In this research, we also identified some internal

weaknesses of SMP Muhammadiyah 14 Sambu Boyolali, such as the need for more utilization of information technology in education marketing. The WO strategy will emphasize how the school can use external opportunities to overcome these weaknesses, such as adopting a more effective digital marketing strategy. The ST strategy is a strategy that is generated by minimizing weaknesses and avoiding threats. In this research, we identified several external threats SMP Muhammadiyah 14 Sambu Boyolali faced, such as competition with other schools. The ST strategy will emphasize how the school can utilize internal strengths to face these threats, for example, by improving the quality of teaching and school curriculum to win competition.

Meanwhile, the WT strategy is a strategy that is generated by minimizing weaknesses and avoiding threats faced. This research identified that the school has internal weaknesses and faces competition threats. The WT strategy will emphasize how the school can overcome internal weaknesses and avoid threats that might affect the school's performance. By understanding each of these strategic combinations, a strategic plan can be formulated to improve the quality of education, as the results of the meta-analysis show that strategic planning has a positive, moderate, and significant impact on organizational performance (George et al., 2019). In addition, involving the school in this study will enable researchers to gain a more in-depth perspective on strategic planning at the school level. The involvement of SMP Muhammadiyah 14 Sambu Boyolali will assist researchers in understanding the challenges and opportunities facing the school more comprehensively. In the research process, the researchers endeavored to establish open and collaborative communication with the school to ensure the success of this research. Involving the Principal, Foundation, and teachers in interviews and discussions can also help to gain a more comprehensive perspective on strategic planning and the research subjects' experiences in implementing the strategic plan at school.

In addition, the involvement of SMP Muhammadiyah 14 Sambu Boyolali will also help us to identify strategic measures that are more relevant and based on the real needs of the school. By listening and involving the school, we hope that the recommendations we deliver will be more appropriate to the context and challenges the school faces, thus making a more meaningful contribution to improving the quality of education at SMP Muhammadiyah 14 Sambu Boyolali. Based on these considerations, the results of the planning strategy with the SWOT analysis can be seen in Table 3.

Table 3: Strategic Plan Based on SWOT Analysis

	Strengths	Weaknesses
	SO STRATEGY	WO STRATEGY
Opportunities	<ul style="list-style-type: none"> - Developing the school environment towards an ideal learning community, namely through the Faith, Cleanliness, Security, Comfort, Kinship, and Kindness Program - Conducting regular coaching, training, and education of human resources - Forming achievement clubs to develop students' potential, both academic and non-academic - Improving the quality of school services - Building good relationships between teachers and students accompanied by science and technology and faith and piety. 	<ul style="list-style-type: none"> - Coordinate with the Foundation regarding adding teachers in the boarding school according to qualifications. - Recruit special staff for school branding on the website and social media - Optimizing teacher professional development activities from the education office with an emphasis on quality, not just formality.

	ST STRATEGY	WT STRATEGY
Threats	<ul style="list-style-type: none"> - Improve the quality of school services - Utilizing school finances effectively and efficiently to support school operation - Establish an effective and efficient evaluation team for school programs and activities. - Simplifying teacher administration tools 	<ul style="list-style-type: none"> - Establishing cooperative relationships with schools, universities, or other institutions (resource sharing) - Utilizing information technology corresponds to existing interests - Building school branding as a school that produces cadres of Muslim scholars, hafiz, noble character, and achievement through social media and websites to become more widely known.

From the SWOT analysis results, schools will know where they are with their strengths, weaknesses, opportunities, and threats (Barabasi, 2022). Thus, preparing a strategic plan can be a starting point for quality improvement and a planning foothold. When the strategic plan is in place, leaders are also expected to respond appropriately and proactively to the forces that drive change and improvement. Overall, strategic planning and strategic thinking are essential in the context of strategic leadership. Strategy is developed through strategic thinking and operationalized through strategic planning (Hunitie, 2018)

CONCLUSION

The analysis reveals that SMP Muhammadiyah 14 Sambu Boyolali Middle School has numerous advantages and opportunities internally but can potentially improve its quality externally. However, it must anticipate weaknesses and threats, particularly in human resources, service management, and branding. Strategic planning using the SWOT matrix can help determine the school's position in improving education quality. The results may not apply to other schools with different conditions.

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