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SWOT Analysis and Quantitative Strategic Planning Matrix (QSPM): A Marketing Strategy for Enhancing School Competitiveness

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ABSTRACT

The competitiveness of private schools can be seen from the school's accreditation ranking. Private schools that have low accreditation scores require strategies to increase their competitiveness. This study aims to analyze the strategic position of private schools in Cirebon using SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Data collection was carried out through observation, interviews, literature and document studies, and distributing questionnaires. Data analysis using IFAS and EFAS, SWOT analysis to analyze internal and external factors, Strengths, Weaknesses, opportunities, and Threats to obtain a strategic position. The results of the SWOT analysis show that the school being analyzed is in the Progressive Quadrant I (opportunities, strengths). The progressive quadrant in SWOT is the quadrant that shows a favorable situation for an organization. Strengths and opportunities characterize this quadrant. In this case, the school has a competitive advantage that can be utilized to seize existing opportunities. Organizations can leverage their strengths to develop new products or services, expand markets, or increase market share. Further, the strategy's priority is identified through QSPM.

I. Introduction

Schools, as an industry operating in educational services, are a means of improving the quality of human resources and can be competitive. The inability of an academic unit to respond to external opportunities and threats will result in reduced competitiveness or hampered achievement of the academic unit's performance.

Quality education is essential for both public and private educational institutions. However, due to market-driven challenges, private education faces heightened demands for quality and competitiveness. Managing private schools requires strategic planning to address unique complexities (Ulan & Sovi, 2022). SWOT analysis is one widely used method for strategic analysis in organizations, including educational institutions (Azizah, 2023). This method evaluates an organization's strengths and weaknesses while identifying external opportunities and threats.

Organizational leaders must analyze internal and external conditions to ensure sustainability and competitiveness (Dewi et al., 2023). School selection is crucial in determining students' futures at the upper secondary education level. According to the Directorate In the 2022/2023 academic year, Indonesia had 6,795 private schools, highlighting the competitive landscape (Dewi et al., 2023).

Marginson and Wende associate educational competitiveness with excellence, reputation, and status. Educational institutions strive to enhance customer satisfaction, students' satisfaction, and their families' satisfaction by improving service quality. Educational quality reflects services' internal and external characteristics, demonstrating their ability to meet expectations (Syaiful, 2019).

On a national level, educational competitiveness refers to a country's ability to create an efficient, inclusive, high-quality education system that produces skilled, globally competitive individuals. This includes equitable access, innovative teaching methods, and relevant industry skills (Sanga & Wangdra, 2023).

Educational institutions often employ SWOT analysis to improve competitiveness. This method helps organizations identify systematic factors influencing their strategic direction, emphasizing strengths, opportunities, weaknesses, and threats. Strategic decision-making based on SWOT analysis aligns with an institution's vision,

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mission, goals, and policies (Setyaningsih & Wulandari, 2020). Based on SWOT findings, strategies should optimize strengths, address weaknesses, leverage opportunities, and mitigate threats (Manan et al., 2023).

While extensive research has been conducted on SWOT analysis in educational institutions, much of it focuses on general applications without addressing specific institutional contexts. Strategic decision-making in education is well documented, particularly regarding its connection to vision, mission, and institutional goals. Previous studies highlight the necessity of analyzing strengths, weaknesses, opportunities, and challenges to improve educational quality. Schools must implement strategic methods to ensure students actively contribute to change. In this regard, strategic management is crucial in sustaining and enhancing school performance (Garnika et al., 2021; Marjohan & Atikah, 2024; Suriono, 2022).

Moreover, existing studies on educational competitiveness emphasize the increasing complexity of competition in the education sector. Institutions must navigate internal and external challenges while implementing strategic management practices such as Total Quality Management (TQM). Schools that adapt to educational dynamics and community needs tend to sustain their presence in the education sector (Mochamad Hermanto, 2021; Nasikhah & Zaenul Fitri, 2022; Nurlina et al., 2023).

Despite extensive research on SWOT analysis and educational competitiveness, a significant research gap remains in understanding how private Islamic boarding schools, particularly the Telekomunikasi Sekar Kemuning Islamic Boarding School, implement SWOT analysis to enhance their competitiveness. Existing studies do not sufficiently explore how such institutions formulate strategies tailored to their unique educational, cultural, and market contexts. This study aims to bridge that gap by examining the strategic planning processes employed by this institution.

To provide a more precise focus, this study seeks to answer the following research question: How does the Telekomunikasi Sekar Kemuning Islamic Boarding School utilize SWOT analysis to enhance its competitiveness in the education sector?

SWOT stands for strengths, weaknesses, opportunities, and threats which was initially introduced in the early 1950s as a framework for investigating organizations then this framework is also used in the world of education to analyze and inform strategic planning and decision-making in situations that require consideration and the ability of various behaviors (Benzaghta et al., 2021; Zhu & Mugenyi, 2015).

Based on the SWOT analysis, a successful strategy in adopting new technology in education is to take advantage of technological opportunities by building on its strengths and addressing threats by correcting or compensating for its weaknesses. The SWOT analysis provides a clear structure for gathering information from various sources. It provides an overview of the internal (i.e., strengths and weaknesses) and external (i.e., threats and opportunities) factors that can affect integrating new technology in education. Strengths are seen as resources or capacities that enable new technology to achieve its stated goals. Opportunities relate to internal or external characteristics associated with technology that increase the demand for what the technology can provide to its users. Weaknesses are limitations or defects related to technology that hinder progress toward stated goals. Finally, threats can be unfavorable technological characteristics that hinder its strategy by presenting obstacles or constraints, thereby limiting the achievement of objectives (Farrokhnia et al., 2023).

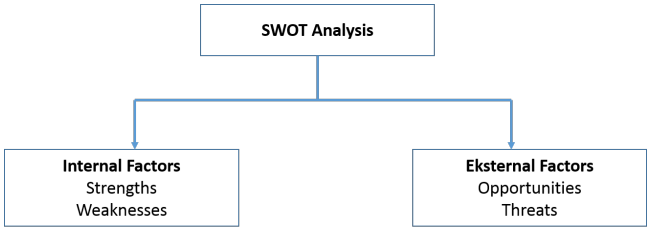

Fig. 1. SWOT Analysis (Gurel, 2017)

SWOT analysis, or SWOT matrix, can be formulated as TOWS analysis or TOWS matrix. SWOT analysis is a strategic planning framework used to evaluate an organization, a plan, a project, or a business activity. Therefore, SWOT analysis is an essential tool for situation analysis that helps managers identify organizational and environmental factors. SWOT analysis has two dimensions: Internal and external. The internal dimension includes organizational factors, strengths, and weaknesses; the external dimension includes environmental factors, opportunities, and threats (Gurel, 2017).

II. Method

This study employs a qualitative research design with a descriptive approach, aiming to provide an in-depth understanding of how SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis can be strategically utilized to enhance school competitiveness (Srinivas, 2019; Paschalidou et al., 2018). The focus is on exploring real-world conditions, capturing participants' perspectives, and generating comprehensive descriptions of the phenomenon in its natural context.

The research was conducted at Telecommunications High School Sekar Kemuning Islamic Boarding School, an Islamic educational institution in Cirebon. This institution combines formal academic learning with a boarding (pesantren) system to develop Qur'anic, independent, intelligent, and globally minded students. The school implements the National Education Curriculum complemented by self-development and

Islamic coaching programs, totaling 50 hours per week. It is accredited "A" (97) by BAN S/M. It incorporates modern, multimedia-based learning methods such as cooperative learning, problem-solving learning, discovery and inquiry learning, and STEM (Science, Technology, Engineering, and Mathematics). This setting was chosen due to its unique blend of religious, academic, and technological orientations. It is an ideal case for exploring how SWOT analysis can be leveraged to enhance school competitiveness. The research sample consisted of 15 respondents for scoring and weighting. Data collection techniques using questionnaires.

Data for this qualitative descriptive study were collected through three key techniques: interviews, observation, and documentation.

A. Interviewers

- The study employed semi-structured interviews with six carefully selected respondents, including school leaders, teachers, and students. The selection criteria were based on their roles and experiences with school competitiveness and SWOT analysis. School leaders were chosen for their strategic insights, teachers' instructional experiences, and students' perspectives on learning and school facilities.
- The interview data were recorded, transcribed, and thematically coded using qualitative data analysis techniques. The coding followed an inductive approach to identify recurring themes and patterns related to school competitiveness.

B. Observations

- Non-participant observations were conducted in classrooms, extracurricular activities, and dormitory settings. These observations aimed to capture everyday practices, interactions, and the real-time implementation of SWOT-based strategies.
- Observational data were systematically recorded using field notes, which were later categorized and analyzed to identify trends supporting or challenging the SWOT framework findings.

C. Document Analysis

Relevant documents, including school profiles, accreditation reports, curricular materials, and policy records, were reviewed to triangulate the data obtained from interviews and observations. This ensured a comprehensive and reliable understanding of the phenomenon under investigation.

The collected data were analyzed using a structured qualitative coding framework. Thematic analysis was conducted to categorize and interpret the data, ensuring coherence and validity across different data sources. The findings from interviews, observations, and document analysis were synthesized to construct a comprehensive SWOT matrix.

D. QSPM Analysis

The Quantitative Strategic Planning Matrix (QSPM) method was applied to analyze the strategic choices further. This method involves assigning weights to SWOT factors and calculating the Total Attractiveness Score (TAS) to determine the most feasible strategic initiatives. The TAS was obtained through the following steps:

- Identifying and ranking SWOT factors based on expert judgment from school leaders and educators.
- Assigning relative weights to each factor ensures that the total weight is 1.00.
- Scoring each strategic alternative against SWOT factors using an attractiveness scale (1 = not attractive, 4 = highly attractive).
- Multiplying the weights by the scores to obtain the TAS for each alternative.
- Comparing TAS scores to determine the most strategic initiatives for school competitiveness enhancement.

Integrating SWOT and QSPM methods ensures that strategic decision-making is data-driven and systematically structured to optimize school competitiveness.

E. SWOT Findings

Based on the data collection and analysis, the following SWOT factors were identified:

F. Strength

1) Leadership in a School

Strong leadership in a school helps establish a clear vision and mission while fostering an excellent academic culture. A visionary principal and effective management enhance public trust in the school.

2) Facilities and Infrastructure

Adequate facilities and infrastructure, such as modern classrooms, laboratories, libraries, and sports amenities, are key attractions for prospective students and parents. These also support a more effective learning process.

3) School Program

Innovative school programs, such as project-based curricula, outstanding extracurricular activities, or bilingual programs, can be key differentiators in school marketing efforts to attract new students.

4) School Services: counseling services

Well-established counseling services provide psychological support to students facing academic and social challenges. This adds value to the school by enhancing student and parent satisfaction.

G. Weakness

1) Skills-based training

A lack of skills-based training may leave graduates less prepared for the workforce or higher education. This could reduce the school's competitiveness.

2) Teachers

The quality and competence of teachers play a crucial role in academic success. Insufficient professional development opportunities for teachers may hinder the school's ability to deliver high-quality education.

3) Graduate Standards

If the school's graduate standards are not well-defined or fail to meet industry and higher education expectations, the school may struggle to maintain a strong reputation. Poor student outcomes can negatively impact public perception.

H. Opportunity

1) Collaboration

Partnerships with universities, industries, and local communities allow students to gain broader learning experiences, including internships and industry-based projects.

2) Government support

Government initiatives, such as policies, funding, and educational programs, can be leveraged to improve school quality and competitiveness in the education market.

3) Parental support

Active parental involvement in academic and non-academic activities can strengthen the school's image and enhance student loyalty, making the school more attractive to prospective families.

4) Psychological Services

Providing high-quality psychological services improves students' well-being and appeals to parents who prioritize mental health support for their children. This can be a strong marketing point for the school.

I. Threats

1) Local Culture

Cultural factors that do not align with the school's values or emphasize non-academic priorities can hinder student participation and community support, making it harder to promote the school effectively.

2) Internet access that takes sources from other institutions

With easy internet access, students and parents can explore other educational institutions offering more appealing programs. This increases competition and requires strong marketing strategies to maintain the school's appeal.

III. Results and Discussion

After the SWOT's initial data is known, the weighting for each SWOT item is carried out. The steps for filling in the weights are to use a scale of 1, 2, 3, and 4. Scale 1 (one) if the horizontal indicator is less important than the vertical indicator, scale 2 (two) if the horizontal indicator is as important as the vertical indicator, and scale 3 (three) if horizontal indicators are more important than vertical indicators. Scale 4 (four) if horizontal indicators are more important than vertical indicators. To calculate the score for each factor by giving a scale ranging from 4 (outstanding) to 1 (poor) based on the factor's influence on the condition of the school concerned. Giving a rating value for the opportunity factor is positive (a greater opportunity is given a rating of +4, but if the chance is slight, it is given a rating of +1), while giving a rating for threats is the opposite of providing an opportunity rating. To determine the weighting factor, multiply the weight by the rating column to obtain the weighting factor in the weighting score column. The result is a weighting score for each factor whose value varies from 4.0 (outstanding) to 1.0 (poor).

Calculation of weights and ratings is based on the results of weight and rating assessments carried out by experts (school principals). The weight calculation is based on a pairwise comparison between two factors, assessing their relative importance or influence on the school, with the level of importance using a scale of 1 to 4. The provisions are: the value is 1 if the horizontal indicator is less important than the vertical indicator, the value = 2 if the horizontal indicator is as important as the vertical indicator and if the horizontal indicator is more important than the vertical indicator, then the value = 3, the value is four If the horizontal indicators are significant compared to the vertical indicators and if the horizontal indicators are significant than the vertical indicators, then the values resulting from the weight calculation are presented in Table 1.

Table 1. Internal and External Analysis Weighting Results

Internal and External		Score	Weight Recap					
Strength	Leadership	3.8	4	4	3	4	4	4
	Facilities and Infrastructure	2.8	3	4	3	3	4	4
	School Program	2.1	3	4	4	3	4	4
	School Services	2.1	4	4	3	4	4	4
Weakness	Skill-Based Training	1.3	3	4	4	3	4	4
	Teacher	1.6	3	4	4	4	4	4
	Graduate Standards	1.8	3	4	4	4	4	4
Opportunity	Collaboration	3.3	2	3	4	3	4	4
	Government Support	3.1	4	3	3	3	4	3
	Parental Support	3.1	4	3	4	3	4	4
	Psychological Support	3	4	3	2	2	4	4

Internal and External		Score	Weight Recap					
Threat								
	Local Culture	1.6	2	3	3	4	3	3
	Internet Access	1.8	2	4	4	3	4	4

After obtaining the weight calculation data, the rating for each indicator is determined. The determination of ratings based on the strength factors is 4 = essential, 3 = important, 2 = less critical, and 1 = very unimportant. In contrast, for the weakness factors, the values are 4 = very unimportant, 3 = least important, 2 = important, and 1 = very important. The results of determining the weights and ratings are then entered into the IFAS table, and the final score is calculated. The final IFAS score (strengths and weaknesses) can be seen in Table 2.

Table 2. IFAS

Internal and External		Score	Weight	Standard Weight	Score X Standard Weight
Strength	Leadership	3.8	3.8	0.171	0.650
	Facilities and Infrastructure	2.8	3.8	0.171	0.479
	School Program	2.1	3.6	0.162	0.341
	School Services	2.1	3.8	0.171	0.359
				0	0
					1.830
Weakness	Skill-Based Training	1.3	3.6	0.162	0.211
	Teacher	1.6	3.8	0.171	0.274
	Graduate Standards	1.8	3.8	0.171	0.308
			22.2	1.180	0.793
		X-Axis			1.037

Furthermore, the analysis results of the school's external factors, including opportunities and threats, will be entered into the EFAS matrix, which will then be weighted and rated. The external factor weighting calculation is carried out with the same conditions as the IFAS factor calculation; the weighting is obtained as presented in Table 3.

After the weighting and rating have been carried out, scoring is done by multiplying the weight and rating. The EFAS matrix can summarize and evaluate school X's main opportunities and threats. Table 3 of the IFAS matrix shows a total strength score of 1.8 and a total weakness score of 1.0. Meanwhile, in Table 4, the EFAS matrix shows a total opportunity score of 2.1 and a threat score of 1.5. These results are then entered into the internal and external matrix tables, as presented in Table 4.

Table 3. EFAS

Internal and External		Score	Weight	Standard Weight	Score X Standard Weight
Opportunity	Collaboration	3.3	3.3	0.167	0.550
	Government Support	3.1	3.3	0.167	0.517
	Parental Support	3.1	3.6	0.182	0.564
	Psychological Support	3	3.1	0.157	0.470
					2.100
Threat	Local Culture	1.6	3	0.152	0.242
	Internet Access	1.8	3.5	0.177	0.318
				0	0
				0	0
		15.9	19.8	1	0.561
				Y-Axis	1.539

Table 4. Telkom Cirebon SMA Telkom IFAS -EFAS scores

Category	Sub Total	Category	Subtotal
Strength (S)	0,35	Opportunity (O)	0,15
Weakness (W)	0,79	Threat (T)	0,17
	1		1,5

Furthermore, the results of this analysis will show which position the Telkom Cirebon High School is in, whether in the SO (Strength Opportunity) quadrant, ST (Strength Threat) quadrant, WO (Weakness Opportunity) quadrant, or WT (Weakness Threat) quadrant. The IFAS and EFAS results are presented in a SWOT quadrant graph or Cartesian diagram. The point on the X axis shows the internal factor (IFAS), while the point on the Y axis shows the value of the external factor. Then, draw a meeting line between the two. This graph shows the current position of Telkom Cirebon High School. It can be seen in Figure 2.

From the SWOT matrix image, the condition of Cirebon High School indicates an organization that is strong enough to face future challenges. The recommended strategy given is Progressive. A progressive position in a SWOT analysis suggests that a subject has balanced strengths and weaknesses, as well as considerable opportunities and threats. With an IFAS score of 1 and an EFAS of 1.5, the subject is quadrant 2 on the SWOT matrix. Fairly balanced strengths and weaknesses show that the subject has the potential to develop, and challenges must be faced. Considerable opportunities and threats indicate that the subject can grow but must also be careful of possible risks.

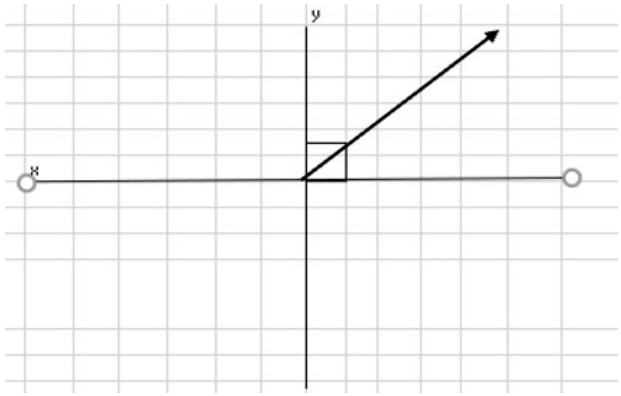

Fig. 2. The position of Telkom Cirebon High School is based on the SWOT matrix.

This study has several limitations that should be considered when interpreting the results. One of the primary limitations is the subjectivity involved in the SWOT weighting process. Experts, specifically school principals, carried out the weight and rating assignments, introducing the potential for bias. Since the scoring process relies on expert judgment rather than an objective quantitative measure, different evaluators may produce slightly different weight distributions and ratings. This subjectivity may impact the reliability and consistency of the results.

Another limitation is the availability and comprehensiveness of data. The SWOT analysis framework primarily depends on qualitative assessments, which might not fully capture the dynamic nature of school competitiveness. Additionally, the data used in this study were limited to the perspectives of school administrators. They did not incorporate broader stakeholder insights, such as teachers, students, parents, or external educational experts. Expanding the respondent base could provide a more holistic view of the school's strengths, weaknesses, opportunities, and threats.

Furthermore, the weight calculation method used in this study follows a pairwise comparison approach with a limited scale (1 to 4), which may not capture nuanced differences between factors. The relatively small range of values could result in an oversimplified weighting system that does not fully reflect the complex interactions among strategic factors.

Finally, the study focuses on a single educational institution, Telkom Cirebon High School, limiting the generalizability of the findings to other schools, particularly those with different operational environments, governance structures, or academic models. Future research could enhance the robustness of the analysis by incorporating a broader dataset, refining the weighting methodology, and employing more quantitative approaches to validate the SWOT findings.

Table 5. SWOT Matrix

	S	**W**
	Leadership Facilities and Infrastructure School Program School Services	Skills Based Training Teacher Graduate Standards
O	**SO strategy**	**WO strategy**
Collaboration Government Support Parental Support Psychological Support	Upgrading as an Effort to Increase Cooperation (S1.O1) Consistent Training for Student Skill Development Program (S3.S4 O1, O4) Carrying out outreach and adequate budgets to support school services (S2, S4, O2.03)	Schools Need to Expand Collaboration Networks with Related Parties: Communities, Companies, and Organizations That Provide Training Services (S1, O1, O2) Educational Staff are Active in Searching for Information and Participating in Training and Seminars to Improve Competency (S2, O1, O2) Schools Need to Hold Career Guidance and Soft Skills Training Programs (S2, O1)
T	**ST strategy**	**WT strategy**
Local Culture Internet access from outside the school	Strong Leadership Can Help Organizations Develop Strategies That Can Overcome Local Cultural Challenges (S1.O2) Schools need to improve the security of organizational information systems (S1, S2, S3, S4, O2) Building an Organizational Culture that is Aware of Data Security and Privacy (S1, S4, O2).	Strong Leadership Can Help Organizations Develop Strategies That Can Overcome Local Cultural Challenges (S1.O2) Schools need to improve the security of organizational information systems (S1, S2, S3, S4, O2) Building an Organizational Culture that is Aware of Data Security and Privacy (S1, S4, O2). Conduct Cyber Security Training for Organization Members. (S3, S4 O2)

	S	W
	Conduct Cyber Security Training for Organization Members. (S3, S4 O2)	

Description of the results of the SWOT chart relevant to progressive positions with IFAS 1 and EFAS 1.5 values:

A. Strength

Leadership: The school principal's leadership is characterized by a clear vision for school development. Efforts are made to create a productive and satisfying work environment for teachers and improve students' desired conditions and learning outcomes (Nurrochman et al., 2023).

Facilities and infrastructure: As an integral part of all learning activities in the education unit, facilities and infrastructure play a crucial role in achieving the learning objectives outlined in the education unit curriculum (Rizandi et al., 2023).

School programs: Self-development programs involving structured and sustainable cultural concepts. Education's implementation is oriented towards forming students into cultured people (Suparyanto, 2020).

School services: Counseling guidance, as defined, offers ongoing support from counselors to help clients develop a deeper understanding of their problem-solving abilities (Qonita et al., 2022).

The above aspects offer numerous advantages for personal development, such as the leadership of a school principal with a clear vision for school development. Efforts were made to create a productive work environment. Facilities and infrastructure that support school programs in developing learning innovation. School programs that support student learning are particularly effective when they optimize the concept of psychology or counseling services. This involves providing ongoing assistance from counselors to guide counselees in ways that increase their understanding of their ability to solve various problems.

School principals' leadership is essential in creating a productive and satisfying work environment for teachers and improving student learning outcomes. Visionary leadership is crucial in establishing a clear direction for school development. An effective school principal can foster a conducive work culture, motivate teachers, and ensure that the teaching and learning process runs optimally. This aligns with transformational leadership theory, emphasizing the principal's influence in building vision, motivation, and innovation within the educational environment.

This statement is supported by research indicating that effective school leadership can enhance student achievement. Leaders are encouraged to develop a vision, set directions, and improve working conditions to positively impact learning. School leaders indirectly influence student learning outcomes by setting goals and creating a positive learning environment (Eryilmaz, 2025; Evans, 2022; Harris & Jones, 2023; Tedla & Kilango, 2022).

Facilities and infrastructure play a crucial role in supporting the sustainability of effective learning processes. Adequate facilities, such as comfortable classrooms, laboratories, libraries, and supporting technology, are key factors in improving the quality of education. Infrastructure that aligns with the curriculum enables teachers and students to optimize learning methods, whether conventional or technology -ased. If these aspects are neglected, the quality of education and students' academic achievements may be hindered.

This is consistent with research stating that multiple elements contribute to school quality and impact student achievement, with one crucial factor being the physical condition of school facilities. The school's physical environment significantly fosters a healthy learning atmosphere (Allen et al., 2021; Maxwell, 2016; Vincent & Quintero, 2024).

School programs that focus on developing students' culture and character significantly impact the quality of graduates. This program reflects a holistic educational approach that emphasizes not only academic aspects but also moral and social aspects. With a structured and sustainable self-development program, schools can create a learning environment that shapes students into cultured individuals with good social competence. Effective implementation of this program depends on the involvement of the entire education ecosystem, including teachers, students, and parents.

Research on school culture states that implementing stand-alone programs cannot achieve cultural change. Schools must prioritize building a sense of community, integrating restorative practices into daily school life, creating an inclusive environment, redefining expectations for behavioral accountability, reevaluating leadership structures, and actively involving student voices in the decision-making process. Culture is a socially constructed phenomenon, created and influenced by individual interactions and relationships (Sandwick et al., 2019; Webb, 2021).

Guidance and counseling services play an essential role in helping students overcome academic and non-academic problems. These services not only function as a means of support in improving students' psychological well-being but also contribute to the effectiveness of the learning process. Good counseling can help students recognize their potential, overcome learning obstacles, and increase motivation in achieving academic and personal goals.

In the academic context, guidance and counseling can help students manage their study time, understand the most appropriate learning style, and find effective strategies in dealing with exams and school assignments. Meanwhile, in non-academic aspects, these services can help students develop social skills, overcome emotional stress, and deal with problems related to family and social circles. With emotional support and the right strategies, students can be more confident in facing challenges inside and outside the school environment.

Optimizing guidance and counseling services requires a professional approach and competent experts in educational psychology. Counselors must be able to apply various counseling techniques, such as cognitive-behavioral approaches, brief solution therapy, or humanistic approaches, which are tailored to the needs and characteristics of students. In addition, the involvement of teachers, parents, and the school environment is essential in creating a holistic support system for students. Implementing practical guidance and counseling programs also requires ongoing evaluation to ensure that the services provided positively impact students' academic and psychological development.

Thus, guidance and counseling services are not just an effort to solve students' problems individually but also play a role in building a more supportive and conducive school environment for student development. Support from various parties, including school policies that support strengthening these services, will further increase their effectiveness in helping students achieve psychological well-being and academic success.

The above aspects have many advantages that can be utilized for self-development. For example, the principal's leadership is characterized by a clear vision for developing the school, which involves creating a productive work environment. Facilities and infrastructure that support school programs in developing learning innovations. School programs that encourage student learning are particularly effective when they optimize the concept of psychology or counseling services. This involves providing ongoing assistance from counselors to guide students in understanding and improving their problem-solving abilities.

Meanwhile, if associated with educational marketing, there are strategic implications. Schools can build a positive image in branding and positioning by communicating strong leadership, superior facilities, innovative programs, and quality support services in every marketing strategy. In addition, marketing must be tailored to the target audience, for example, parents looking for schools with a structured academic environment, students interested in modern facilities, or parents prioritizing psychological support for their children. Meanwhile, social media, promotional videos, virtual tours, and webinars can increase school visibility and attract prospective students more widely. As for partnerships, schools can work with alumni, the industrial world, and the education community to build a strong reputation through testimonials and references. By integrating these strength factors into a comprehensive marketing strategy, schools can increase competitiveness, attract more students, and strengthen their position as superior educational institutions.

B. Weakness

1) The subject of the point above has several weaknesses that hinder school development, for example.

Skills-based training: The program for developing teaching skills, especially English, is still not optimal. The training program for English teachers implemented so far has not touched its essence or provided concrete evidence. Increasing your abilities can also increase your confidence at work (Wardani & Iriani, 2022).

Teacher Competency: A mismatch between scientific disciplines and teaching fields (mismatch) and low motivation for teaching. Quality teachers can inspire and guide their students well (Marlina et al., 2023).

Graduate Standards: The education system component of literacy standardization of graduate standards is one essential component in education, where the standards of educational graduates, including teaching and academic staff, are currently not evenly distributed (Nursyaban et al., 2022).

The skill-based training points held are often less relevant to the needs of the world of work. Several factors, including a lack of coordination between training providers and the world of work, a lack of understanding by training providers about the world of work, and rapid changes in the world of work, can contribute to this issue.

Furthermore, teacher competency often does not match the established standards. This can be caused by several factors, including a Lack of teacher training and professional development, support from the government and schools, and teacher motivation to improve their competence.

The teachers they have are often less capable of implementing effective learning. This can be caused by several factors, including Teachers' Lack of understanding of learning theory, Teachers' Lack of experience in implementing effective learning, and Lack of school support.

Finally, the graduate standards set are often not in line with the needs of the world of work. Several factors, including a lack of coordination between the government and the world of work, a Lack of government understanding of the world of work's needs, and Rapid changes in the world of work, can cause this.

The graduate standards set are often less realistic for students to achieve. Several factors, including a Lack of

support from the school, a Lack of student motivation, and a Lack of student ability, can cause this.

The teaching skills development program is still not optimal and requires updates in its approach and implementation. Although various training programs have been implemented, many have not addressed the essential aspects that teachers need. The training curriculum is often theoretical without providing sufficient practice, so it has not been able to show concrete evidence in improving teaching skills in the classroom. In addition, the lack of continuous evaluation and feedback on the effectiveness of the training means the program does not have its maximum impact.

Improving teaching skills impacts understanding of the material and can increase teachers' confidence in their duties. Teachers with good skills can better manage classes, communicate with students effectively, and apply innovative and interactive learning methods. Therefore, skills-based training should focus more on practical approaches, such as teaching simulations, case studies, and the application of technology in learning.

In addition, effective training programs must involve experts, ongoing mentoring, and systematic evaluation to ensure that the skills taught can be implemented in the classroom. Competency-based certification can also be a step in objectively measuring teacher skill improvement. With a more structured approach and based on real needs in the field, English teaching skills training can significantly improve the overall quality of education.

Research states that good foundations for skills-based training and learning are teaching, assessing, planning, group work, creativity, inquiry, evaluation, and self-confidence. Skills-based training programs require clear instructions to make students understand the study's theoretical and practical concepts. The environment must be designed to provide opportunities for applying theoretical concepts through practice or to use them in solving problems and testing their function (Nazir & Pujeri, 2014).

Furthermore, teacher competencies often do not meet established standards, impacting the effectiveness of the learning process. The main factors causing this are a lack of access to training and professional development, minimal support from the government and schools, and low teacher motivation to improve their competencies. Without a sustainable training program based on real needs in the field, it is difficult for teachers to develop the skills needed to teach optimally. In addition, the lack of incentives and rewards for teachers who strive to improve their competencies also contributes to their low motivation to participate in self-development programs. In addition, research by Piki*fá* Jugovi*fá* et al. (2025) suggests that teachers need to have good self-management skills.

Another challenge is the lack of teachers' ability to apply effective learning methods in the classroom. This can be caused by several factors, such as limited understanding of modern learning theories, minimal experience in implementing innovative teaching strategies, and a lack of support from the school in providing adequate facilities and infrastructure. Many teachers still use conventional methods that are less interactive and do not match the development of current student needs. The effectiveness of learning is highly dependent on the teacher's ability to adapt teaching methods to students' learning styles and developments in educational technology, therefore it is necessary to realize that the nature of the teaching profession is collaborative and rational and introduces the social dimension of teacher welfare as reflected in the quality of teacher relationships with students, colleagues and school leaders (Viac & Fraser, 2023).

To overcome this problem, strategic steps are needed involving various parties. The government and schools must be more active in providing practice-based training programs that are relevant to the needs of teachers in the field. Mentoring by mentors or experts can also help teachers implement more innovative learning methods. In addition, an incentive system is needed to encourage teachers to continually improve their competence, including awards for outstanding teachers and opportunities to participate in professional certification programs. With adequate support and increased awareness of the importance of self-development, teacher competence is expected to align more with established standards, so the overall quality of education can improve.

The established graduation standards often do not align with the workforce's needs, resulting in graduates who are not fully prepared to compete in the labor market. One of the leading causes is the lack of coordination between the government, educational institutions, and the industrial world. This imbalance means that the curriculum applied in schools or universities does not always reflect the skills needed by the workforce. In addition, the government's lack of understanding of industry needs means that the competency standards taught in educational institutions are less relevant to technological developments and the ever-changing industry dynamics. Rapid changes in workforce demands, such as digitalization and automation, often do not prompt timely updates to educational standards, leaving graduates without the skills required by the modern labor market (Yeates et al., 2024).

In addition to the challenges of adjusting to the world of work, the established graduation standards are often considered unrealistic for some students to achieve. Several factors influence this, including the lack of school support for adequate learning facilities, low motivation to learn, and the limitations of diverse academic abilities among students. Graduation standards often emphasize academic aspects without considering differences in student abilities and interests, so many students have difficulty meeting these standards. The lack of a

competency-based approach and practical skills is also an obstacle, because not all students tend to excel academically.

To address this gap, reforms are needed in the education system that are more adaptive to the workforce's needs. The government needs to improve coordination with the industrial sector in designing a curriculum that aligns with labor market trends and demands. Schools also need to implement a skills-based learning approach emphasizing practical aspects, so that students understand theory and have competencies that can be directly applied in the workforce. In addition, providing more intensive career guidance and strengthening internship or work practice programs can be a solution to bridge the gap between graduation standards and industry needs. With these steps, it is hoped that graduates will be better prepared to face the workforce and have higher competitiveness.

In educational marketing, the identified weaknesses, namely skill-based training, teacher competence, and graduation standards, can be obstacles in attracting students and parents. However, schools can overcome these weaknesses with the right strategy and maintain competitiveness. Weaknesses in teacher training programs, particularly in mastering teaching skills and English proficiency, can reduce a school's competitiveness in the eyes of prospective students and parents. Schools that want to stand out in marketing must convince the public that their teaching staff has the best qualifications and continues to develop. Therefore, schools can highlight high-quality teacher training programs in promotional materials, provide public access to observe the teacher skill development process, and use training certification or accreditation as concrete proof that the school invests in the professional development of its educators. Schools can transform weaknesses into strengths in their marketing strategy by showcasing efforts to enhance teacher skills.

The mismatch between teachers' academic backgrounds and the subjects they teach, and low teaching motivation, can impact the school's reputation. Suboptimal teacher quality can decrease public trust in the school and affect new student enrollment. To address this, schools need to emphasize the quality of their educators in promotional efforts, offer continuous professional development programs for teachers, use student and parent testimonials to prove that teachers remain committed to delivering quality education, and provide model classes or observation sessions for prospective students and parents to witness the teaching methods applied directly. This approach will help schools build public trust and improve their institutional image, ensuring they remain competitive in educational marketing.

Graduation standards that are inconsistent and less relevant to the job market can make a school appear less competitive in the eyes of prospective students and parents. Many parents seek schools that can guarantee their children's readiness for higher education or the workforce. Therefore, schools must highlight alumni success in continuing their education or entering the workforce as tangible proof of graduate quality, develop partnerships with industries or universities as part of their promotional appeal, and promote a skill-based learning approach to make the school appear more innovative and relevant to future needs. Additionally, introducing skill certification programs for students can increase public confidence in the quality of graduates.

Although there are weaknesses in teacher skill training, educator competence, and graduation standards, schools can address them with effective marketing strategies, such as highlighting teacher development programs as a selling point, using testimonials and alumni success stories to build trust, strengthening partnerships with industries and universities to enhance educational relevance, and leveraging digital media to showcase improvements and innovations in teaching methods. Schools can turn weaknesses into opportunities strategically, ensuring they remain attractive in educational marketing.

C. Opportunity

Collaboration: Collaboration with other parties can open opportunities to reach more people. Collaboration and competition are two opposite things, but the teacher's role in managing the class is to utilize and balance cooperation and competition between students to achieve learning goals (Wahyudi & Kurniasih, 2020).

Government support: Government policies that support psychological services can be an opportunity for the development of psychological services. The support provided by the government influences teachers' performance in utilizing technological facilities to collaborate with colleagues (Apriliani et al., 2022).

Parental support: Increasing parental awareness of the importance of psychological services can be an opportunity to develop psychological services. Parental support is essential in realizing children's educational success, and parental support and learning motivation are crucial to student learning (Saputri et al., 2022).

Psychological Services: Technological developments can be an opportunity for the development of psychological services as an effort to help realize optimal student development both individually and as a group by their human nature (Freddi Sarman et al., 2023)

Collaboration with related parties can increase access to resources such as funds, facilities, infrastructure, and expert personnel, improving education quality.

Collaboration with various stakeholders, such as government, industry, educational institutions, and non-governmental organizations, can increase access to resources supporting improving education quality. Wider access to funding, for example, allows schools and universities to develop more modern learning facilities,

provide scholarships for high-achieving and underprivileged students, and support research and innovation in education.

In addition to funding, collaboration also opens opportunities for educational institutions to obtain more adequate facilities and infrastructure. With strategic partnerships, schools and universities can develop sophisticated laboratories, digital libraries, and technology-based classrooms that support interactive and innovative learning. Good infrastructure improves comfort in the teaching and learning process and provides students with a more effective learning experience (Truong et al., 2025).

Furthermore, collaboration also allows for the involvement of experts from various fields who can contribute to curriculum development, teacher training, and student guidance. The presence of industry practitioners, academics, and professionals in the world of education can bridge the gap between theory and practice, so that graduates have skills that are more relevant to the job market's needs. Programs such as internships, industry classes, and skills-based training can be concrete solutions in creating more competitive and work-ready graduates (Nguyen et al., 2024; Zhang & Wang, 2024).

Thus, close collaboration between educational institutions and various stakeholders is essential to improving the overall quality of education. This synergy enhances resource allocation and fosters a more inclusive, adaptive, and responsive education ecosystem in response to changing times. Therefore, efforts to strengthen cooperation with various parties must be a priority in a sustainable education development strategy.

Furthermore, government and parent support can increase the education budget to improve the quality of education. Parental support can also increase parental participation in children's education, thereby increasing the effectiveness of education.

Furthermore, support from the government and parents plays a crucial role in improving the quality of education, especially in terms of budget provision and increasing participation in the learning process. As a policymaker, the government has the authority to allocate sufficient education funds for infrastructure development, provision of learning facilities, improving the welfare of educators, and developing a curriculum that is more relevant to the needs of the times. With a larger budget, schools and educational institutions can provide more modern facilities, develop technology-based learning methods, and increase access to education for all levels of society, including those in disadvantaged areas (C. B. Castillo et al., 2020; Cusinato et al., 2020; Tran et al., 2020).

Furthermore, synergy between the government, schools, and parents will create a more inclusive and quality education ecosystem. The government can play a role in formulating policies that encourage parental involvement, such as parenting education programs or discussion forums between parents and schools. With good collaboration between all parties, it is hoped that education will not only be the responsibility of the school alone but also become part of a shared commitment to creating a smarter, more independent, and highly competitive generation.

The role of psychologists in schools provides an opportunity to help improve students' mental health, learning achievement, and quality of life. Schools can enhance guidance and counseling services to help students solve problems through increased collaboration between teachers and parents. School psychologists can help improve collaboration between teachers and parents, thereby increasing the effectiveness of education.

School psychologists are becoming increasingly important in supporting students' academic and emotional development. With the presence of psychologists, schools have a greater opportunity to help improve students' mental health, which contributes to improved academic achievement and overall quality of life. Students who receive adequate psychological support tend to manage stress better, increase self-confidence, and build healthy social relationships with peers and teachers. In addition, appropriate psychological interventions can help students who experience learning difficulties, anxiety disorders, or other emotional problems, so that they can focus more on undergoing the learning process (Eklund et al., 2017; Panteri et al., 2021).

In addition to supporting students' mental well-being, psychologists in schools can also strengthen guidance and counseling services. With a more structured and scientifically based approach, these services can help students overcome various academic and personal challenges. For example, psychologists can provide individual or group counseling for students who experience academic stress, difficulties in social relationships, or family problems that impact the learning process. Furthermore, psychologists can also provide life skills training for students, such as emotional management, stress management strategies, and effective learning techniques (Callahan, 2020; Castillo et al., 2016).

Increasing collaboration between teachers and parents through the role of school psychologists is also a key factor in improving the effectiveness of education. Psychologists can serve as liaisons who help teachers understand the psychological conditions of students so that teachers can adjust teaching methods according to the individual needs of each student. On the other hand, psychologists can also educate parents on the best way to support children's development at home, both academically and emotionally. With the synergy between teachers, parents, and school psychologists, the education process can run more optimally, creating a learning environment that is more inclusive, supportive, and conducive to student growth.

Therefore, schools must consider procuring psychologists more widely and ensuring their roles are integrated into the education system. With a holistic and collaborative approach, psychologists' roles in schools can significantly impact student well-being and improve the overall quality of education.

In educational marketing, the identified opportunities can be a competitive advantage for academic institutions in attracting prospective students and parents. Collaborations with various stakeholders, such as the government, industries, other educational institutions, and non-governmental organizations, allow schools to expand access to resources that enhance the quality of education. From a marketing perspective, these collaborations can be highlighted as key selling points in promotional strategies, such as showcasing partnerships with industries for internship programs or collaborations with universities for higher education pathways.

Government support in education policies, particularly regarding psychological services and technology integration, is also a factor that can strengthen a school's appeal. Schools that receive government policy support can leverage it in their marketing efforts, for instance, by emphasizing financial aid programs, advanced technological facilities, or superior psychological services compared to competitors. In educational marketing, these aspects can serve as a compelling differentiation for prospective students and parents seeking schools with more comprehensive facilities and services.

Additionally, the growing awareness among parents about the importance of education and psychological services presents a significant opportunity in educational marketing. Schools can adopt a more personalized marketing approach by organizing parenting seminars, educational workshops, and discussion forums involving parents. This strategy increases parental engagement and fosters their loyalty to the school. Moreover, testimonials from parents and students who have benefited from the school's psychological services and learning system can be practical marketing tools.

The increasing development of psychological services can also be a competitive advantage in educational marketing. Schools with qualified psychologists and strong counseling services can highlight them in their promotional strategies as part of a holistic approach to student development. With rising public awareness of mental health, psychologists in schools can serve as an additional attraction for prospective students and parents seeking a more supportive educational environment.

Overall, educational marketing strategies must effectively package these opportunities into clear and engaging communication with the public. Academic institutions can strengthen their image and enhance their attractiveness amid growing competition by emphasizing strategic collaborations, government support, parental involvement, and psychological services.

D. Threat

Local Culture: Poorly preserved local culture can easily be replaced by a new culture from outside. This can happen because new cultures are usually more modern and attractive to society. Local content is educational material that highlights local communities' potential and unique qualities. The goal is to help students understand the potential of the area where they live (Asdarina et al., 2023).

Internet access that takes sources from other institutions: The Internet can be used to disseminate inaccurate or dangerous information, including information that can damage local culture. With the development of technology, several negative things can harm someone when using technology, primarily to communicate on the internet (Hamdani et al., 2023)

Local culture poses a threat because the flow of information can lead to disculture, potentially undermining the local community's trust in the institution. So local culture, which should be an identity, is very vulnerable to being eroded by modernization.

Local culture is one of the threats in the era of globalization, mainly because the rapid flow of information can result in the loss of cultural identity or what is known as disculture. This process occurs when dominant foreign cultures increasingly marginalize local values and traditions. Modernization and advances in information technology are accelerating this cultural shift. Hence, society, especially the younger generation, tends to adopt a global lifestyle that is not necessarily in line with local wisdom. In addition, this change can also create negative perceptions from the community towards educational institutions, especially if these institutions are considered to play a lesser role in preserving regional culture. Local culture should be part of a unique identity that enriches diversity and strengthens national identity. Therefore, there needs to be a systematic effort in education to maintain and develop local culture to remain sustainable amidst the flow of globalization. Furthermore, research states that local culture-based education is a learning paradigm that combines local cultural wisdom and values into the curriculum of educational practices (Sartika et al., 2024).

What is very urgent is that internet access, which is a source of knowledge and databases, is very vulnerable to leaks because the network access used by schools comes from other institutions.

Meanwhile, the most urgent thing in education today is the security of internet access, which functions as the primary source of knowledge and a database. Vulnerability to data leaks is a serious problem, mainly since many schools still rely on internet networks provided by other institutions, such as local governments or

commercial service providers. This dependence often means schools do not have complete control over the security system implemented, increasing the risk of data misuse or hacking. If not handled seriously, this information leak can threaten the privacy of students and educators and impact the continuity of the digital learning process. Therefore, educational institutions must develop a more secure network infrastructure, such as implementing encryption systems, strong firewalls, and cybersecurity training for educators and students. With these steps, schools can minimize the risk of data leaks and ensure that internet access can be optimally utilized to support learning.

In educational marketing, local culture plays a strategic role as a differentiating factor that can enhance the appeal of an academic institution. When integrated into the curriculum, the uniqueness of local culture can serve as an added value for prospective students and parents who seek an education rooted in local wisdom. However, the most significant challenge is ensuring that local culture remains integral to the institution's identity amidst globalization. Rapid modernization and technological advancements pose a risk of diminishing traditional values, making younger generations more inclined toward foreign cultures that dominate the digital space. Therefore, schools and universities must adapt their marketing strategies by highlighting culture-based programs as a competitive advantage that other institutions may not offer. For example, they can introduce local content programs that teach region-specific skills, traditional arts, or indigenous values as an integral part of the learning experience.

Additionally, another factor influencing educational marketing is internet access, which relies on external institutions. While the internet offers vast opportunities for expanding access to information and online learning, dependence on third-party infrastructure presents risks, particularly regarding data security and control over the content consumed by students. Data breaches and the spread of inaccurate information can undermine public trust in educational institutions. In educational marketing, trust is a key element that influences the decision-making process of prospective students and parents when selecting an institution. Therefore, schools and universities must invest in stronger cybersecurity systems and develop independent digital infrastructure to protect student and faculty data. Moreover, they should educate students and educators on digital ethics and critically assessing information, helping institutions maintain their reputation and credibility.

Thus, educational marketing does not solely rely on engaging communication strategies and on how institutions demonstrate their commitment to preserving and developing local culture while ensuring secure and high-quality digital access. Educational institutions that successfully balance cultural preservation with the wise use of technology will have a competitive edge in attracting students and building a positive image amid increasing competition.

E. Quantitative Strategic Planning Matrix

The final stage in strategy formulation is the decision stage. The tool used at the decision stage in this research is the QSPM matrix. This QSPM matrix will select priority strategies recommended to SMA Telkom Cirebon. The TAS value determines the prioritized strategy: the highest total attractiveness score. The TAS value is obtained by multiplying the weight of each internal and external factor by the attractiveness score (AS). The attractiveness score was obtained from brainstorming between researchers and school principals, who are key decision-makers. The QSPM matrix that researchers have prepared can be seen in Table 6.

Table 6. Quantitative Strategic Planning Matrix

Key Factor	**Standard Weight**	**Alternative Strategy**											
		Strategy 1		**Strategy 2**		**Strategy 3**		**Strategy 4**		**Strategy 5**		**Strategy 6**	
		AS	***TAS***	***AS***	***TAS***	***AS***	***TAS***	***AS***	***TAS***	***AS***	***TAS***	***AS***	***TAS***
Strength													
Leadership	0.171	4	0.684	3	0.51	2	0.34	3	0.51	3	0.51	3	0.51
Facilities and Infrastructure	0.171	4	0.684	3	0.51	2	0.34	3	0.51	3	0.51	3	0.51
School Program	0.162	3	0.486	3	0.49	3	0.49	3	0.49	3	0.49	3	0.49
School Services	0.171	3	0.513	2	0.34	3	0.51	2	0.34	2	0.34	2	0.34
Weakness													
Skill-Based Training	0.162	2	0.324	4	0.65	2	0.32	4	0.65	3	0.49	3	0.49
Teacher	0.171	2	0.342	4	0.68	2	0.34	4	0.68	3	0.51	2	0.34
Graduate Standards	0.171	3	0.513	3	0.51	2	0.34	3	0.51	3	0.51	3	0.51
Opportunity													
Collaboration	0.166	2	0.332	4	0.66	2	0.33	4	0.66	3	0.5	3	0.5
Government Support	0.166	2	0.332	4	0.66	3	0.5	3	0.5	3	0.5	3	0.5
Parental Support	0.181	3	0.543	3	0.54	2	0.36	2	0.36	4	0.72	2	0.36
Psychological Support	0.156	2	0.312	3	0.47	2	0.31	3	0.47	2	0.31	2	0.31
Threat													
Local Culture	0.151	2	0.302	3	0.45	2	0.3	3	0.45	2	0.3	3	0.45
Internet Access	0.176	2	0.352	2	0.35	3	0.53	3	0.53	3	0.53	2	0.35
			5.719		6.84		5.03		6.67		6.23		5.67

In the QSPM matrix above, strategy 4, namely 1, is the prioritized alternative. Strong leadership can help organizations develop strategies to overcome local cultural challenges and utilize good access to cooperation with other agencies. The Quantitative Strategic Planning Matrix (QSPM) provides a structured method to evaluate and prioritize alternative strategies based on their ability to leverage strengths, minimize weaknesses, capitalize on opportunities, and mitigate threats. By analyzing the total attractiveness scores (TAS) in the table, it is evident that Strategy 2 (TAS: 6.84) ranks the highest, followed closely by Strategy 4 (TAS: 6.67) and Strategy 5 (TAS: 6.23). This suggests that Strategy 2 has the most significant potential impact in addressing key factors that influence organizational success.

The strengths of the organization, particularly in leadership (0.684 TAS), facilities and infrastructure (0.684 TAS), and school programs (0.486 TAS), play a critical role in determining the best strategy. Strong leadership is a key enabler for implementing strategic initiatives effectively, ensuring that policies and programs are well-executed. Facilities and infrastructure also support educational activities, making them essential to any strategy's success. Notably, Strategy 1 utilizes these strengths to the highest degree. Yet, its overall attractiveness score (5.719) is lower than that of Strategies 2 and 4, indicating that while infrastructure and leadership are essential, other factors contribute more significantly to overall strategic effectiveness.

Among the identified weaknesses, skill-based training (0.324 TAS in Strategy 1 and 0.65 TAS in Strategy 2) and teacher quality (0.342 TAS in Strategy 1 and 0.68 TAS in Strategy 2) stand out as crucial areas for improvement. Strategy 2 effectively addresses these concerns by prioritizing teacher training and competency development. This is evident from the higher TAS values in this category compared to other methods. By focusing on upskilling teachers and improving training programs, Strategy 2 ensures that students receive high-quality education aligned with industry demands. Additionally, graduate standards are consistently rated across strategies, indicating that while this factor is essential, it does not significantly differentiate between strategic alternatives.

Opportunities such as collaboration (0.66 TAS in Strategy 2 and 4), government support (0.66 TAS in Strategy 2), and parental support (0.54 TAS in Strategy 2 and 0.72 TAS in Strategy 5) play an essential role in determining the success of a strategy. Strategy 2 effectively utilizes external collaboration and government support, making it well-positioned to capitalize on available resources and policies that support education. Meanwhile, Strategy 5 maximizes parental support, which benefits student engagement and motivation. However, the lower total TAS of Strategy 5 (6.23) suggests that while parental support is valuable, it may not be as influential as other factors such as leadership, teacher quality, and collaboration.

Local culture and internet access pose challenges that must be managed effectively. Strategies 4 and 2 are powerful in addressing these threats. Strategy 4 (TAS: 6.67) leverages leadership and collaboration to navigate cultural barriers, ensuring policies and programs are adapted to the local context. Meanwhile, Strategy 2 (TAS: 6.84) effectively integrates internet access solutions into its approach, recognizing the importance of digital infrastructure in modern education. While other strategies also acknowledge these threats, their lower overall attractiveness scores suggest they may not be as comprehensive in addressing these challenges.

Based on the QSPM analysis, Strategy 2 is the most effective choice, primarily due to its strong focus on teacher quality, skill-based training, and collaboration with external stakeholders. These factors ensure the organization can develop a sustainable, high-quality education system. Strategy 4, while slightly behind, offers a strong alternative by leveraging leadership and external partnerships, making it a viable option for institutions prioritizing long-term institutional stability. Strategy 5, although it emphasizes parental support, is less impactful overall, as it does not address key weaknesses as effectively as Strategies 2 and 4.

In conclusion, Strategy 2 is the most suitable option if the organization aims to improve teacher competency, training programs, and external collaboration. However, if the goal is to build a strong leadership-driven institution with effective partnerships and cultural adaptability, Strategy 4 could also be considered a strategic alternative.

IV. Conclusion

Based on the SWOT Analysis of School Competitiveness at SMA TELKOM Cirebon, several strategic recommendations have been identified to enhance the school’s performance and competitiveness. The SO strategy suggests that SMA TELKOM Cirebon should upgrade its infrastructure and programs to foster greater collaboration, consistently implement the Student Skills Development Program, and allocate sufficient budgets to improve school services. The WO strategy emphasizes expanding the school's collaboration network with communities, companies, and training organizations; encouraging educational personnel to participate in training and seminars; and organizing career guidance and soft skills programs to better prepare students. The ST strategy highlights the importance of strong leadership in addressing cultural challenges, improving the security of information systems, fostering a culture of data privacy, and conducting cybersecurity training for staff and students. Lastly, the WT strategy recommends understanding and adapting to local cultural values, using culturally tailored training methods, involving staff in

training development, enhancing the quality of learning to align with industry needs, and providing access to independent internet and information systems to overcome both weaknesses and threats.

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