

Analysis of Special School Principal's Ability in Implementing SWOT Strategies to Improve School Quality

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Article received : Article received : May 2022; revised : July 2022 ; accepted : July 2022

DOI : 10.17977/um025v6i32022p105

Abstract: Principals play an important role in realizing quality schools, a school principal is required to have strategic analysis and engineering management skills. This study aims to examine the ability of extraordinary school principals in determining school development strategies and management designs that support the proper implementation of the strategy. The research was conducted with a descriptive quantitative approach. The population and sample in this study were the Heads of Special Schools throughout the Province of East Java with a total sample of 108 people. The results showed that cumulatively the principals were 55.2% in the very good category, 11.1% good, 32.8% bad and 0.9% fail so it can be stated that the ability of the principal does not meet the requirements as a leader. who are able to establish strategies with SWOT analysis in an effort to improve the quality of special schools. There are 2 weak indicators, namely Information Technology Implementation, Evaluation and Follow-up. So the researcher recommends the need to increase the ability of school principals in both aspects.

Keywords: principal; strategy; SWOT

the allocation of SWOT analysis in educational institutions as an effective school-based management evaluation concept, because from this it will be known the strengths, weaknesses, opportunities, and threats in each SBM pillar (School-Based Management) which consists of (1) curriculum, (2) human resources, (3) students, (4) facilities and infrastructure, (5) finance, (6) public relations, (7) culture and school environment (Kearney, Kelsey, & Herrington, 2013). This can also be drawn towards the concept of management in special schools, which means that special schools also have the same school-based management framework, and the difference is from the perspective of substance or content within the pillars of school-based management. Therefore, the ability of school principals to apply SWOT analysis when they are leaders of institutions is considered important, because starting from this it will create awareness for all educators and education staff to maintain quality, improve quality, and develop schools so that they can remain competitive with other schools. The opinion of the researcher is in line with the opinion of the expert, it is stated that the main function of SWOT is to create awareness and planning units in accordance with the relevance of threats and organizational weaknesses, as well as developing strengths and optimizing opportunities to improve the quality of educational institutions (Valkanos, 2009). In the realm of education, especially education for all, education should be given to all levels of society, including children with special needs (Cologon, 2022). All school-age children are entitled to educational programs, meaning that students with special needs are no longer separated from other students in defining their basic rights to an educational program (Saharan & Sethi, 2011). The "Education for all" paradigm is an effort to fulfill the need for education as a human right to get a proper education. Fulfillment of educational services for children with special needs in Indonesia, through Law Number 20 of 2003 concerning the National Education System Article 5 paragraph (2) which reads "citizens who

have physical, emotional, mental, intellectual and/or social disabilities are entitled to special education. Special education is education for students who have difficulty in participating in the learning process due to physical, emotional, mental, social and/or potential intelligence or special talents. The law was then strengthened again in the Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities Article 40 paragraph (1) The Government and Regional Governments are required to organize and/or facilitate education for persons with disabilities in every path, type and level of education in accordance with his authority.

This shows that the government provides expansion of access to education for children with special needs and provides guarantees and conveniences in education, one of which is through special education. There are already available educational units for students with special needs, both at the primary and secondary education levels, namely special education units such as Special Elementary Schools (SDLB), Special Junior High Schools (SMPLB), and Special High Schools (SMALB) (Efendi, 2017). In addition to special education units, students with special needs can also study at integrated schools. Integrated schools are regular schools that accept children with special needs with the same curriculum, facilities and infrastructure for all students, which are then known as inclusive schools.

Special School (SLB) is a school for children with special needs. Special Schools (SLB) consist of several types, namely: (1) Special Schools Part A, namely SLB for the blind; (2) Special Schools Part B, namely SLB for the deaf; (3) Special School Part C, namely SLB for mentally retarded patients; (4) Special Schools Part D, namely SLB for people with disabilities; (5) Special School Part E, namely SLB for people with visual impairments; and (6) Part G special schools are special schools for people with multiple disabilities (Efendi, 2017). The government seeks to improve the quality, efficiency, and equity of education in Indonesia, thus, it is also important for the government to provide special schools for children with special needs.

Improving the quality of educational institutions is not only carried out at regular educational institutions but also includes educational institutions that serve children with special needs. A good education often depends on the ability of teachers, counselors, and even principals (Bennett, Specht, Somma, & White, 2020); (Lilley, 2013). The principal is the instructional leader for all programs in the school, including special education services (Dipaola, Tschannen-Moran, & Walther-Thomas, 2004). School success is largely based on school leadership, and a collaborative school climate (Renshaw, Long, & Cook, 2015); (Crockett, J.B., Billingsley, B., & Boscardin, 2018); (Frick, Faircloth, & Little, 2013).)

The principal as a key in improving the quality of education plays a very important role. Carter & Abawi, (2018); Billingsley et al., (2018) For this reason, it is necessary to develop a strategy so that the schools they lead can develop even better. One of the analytical techniques in preparing a strategic plan is a SWOT (Strength, Weakness, Opportunity, Threat) analysis. SWOT analysis is a tool used in the process of analyzing organizational conditions . SWOT analysis aims to identify organizational strengths and weaknesses as well as opportunities and challenges around the organization (Oreski, 2012). Furthermore, Benzaghta et al., (2021) state SWOT as a strategic planning technique to determine the position and strategy of organizational development.

The implementation of SWOT analysis as a tool or tools in the field of education can be described in the process of identifying the internal conditions and external conditions of the organization. This becomes a benchmark in determining the strategy for developing school quality. Principals who have SWOT analysis skills will be able to design and define strategies in order to improve quality. SWOT analysis can be stated as a basic need for a school principal, so it is necessary to do a research that is able to describe how extraordinary school principals are in analyzing their respective institutions. Researchers are of the view that if the principal is able to carry out a SWOT analysis well, it is certain that the principal has a clear strategy in the context of developing his school. However, on the contrary, if the principal does not have or lacks the ability to analyze the SWOT of his school, it is certain that the school does not have a strategic design to achieve the best quality. This research is considered important in the realm of educational leadership, whether in special schools or regular schools. These results can be allocated to measure the level of the principal's ability and also the reliability of the strategy chosen

by the principal in order to improve the quality of special schools in East Java Province. It can be said that it is important because when the results of this measurement are seen clearly, it means that from the descriptive statistical analysis, the results of this study can be used as a preliminary study to develop the ability of school principals. The ability of the principal referred to here is the ability to analyze his educational institution in terms of a SWOT analysis.

METHODS

Descriptive quantitative approach is used in this study. The population and sample in this study were the Principals of special schools throughout the Province of East Java, Indonesia. The unit of analysis is the principals of special schools in East Java based on basic education data. The population in this study amounted to 120 principals with a total sample of 108 special school principals. Determination of the sample size used by the research team is the formula for determining the Slovin sample. The research data collection instrument used a test instrument with Likert scale criteria, namely (1) not good, (2) not good, (3) good, and (4) very good. The sampling technique implemented by the researcher is purposive sampling, because the sampling is based on concrete objectives. This is because this research was conducted to measure the ability of the special school Principal in planning and establishing a school quality development strategy through a SWOT analysis. Data analysis used descriptive analysis, to provide an overview of the ability of the special school Principal in planning and establishing a strategy for developing school quality through a SWOT analysis. Data analysis in this study was assisted by using the SPSS 24.0 program.

RESULTS AND DISCUSSION

The principal's ability to conduct a SWOT analysis as a strategy to improve the quality of education in special schools is an important key. A SWOT analysis was conducted to identify various factors systematically to formulate a school development strategy. This analysis is based on logic that can maximize strengths and opportunities, but simultaneously minimize weaknesses and threats.

Principals play an important role in realizing quality schools, a principal is required to have strategic analysis and management engineering skills. Based on the research that has been done, the data obtained by the principal's ability in the SWOT analysis are as follows:

Table 1. Results of descriptive analysis

Code	Category	Freq	%
4	Very good	92	85.2%
3	Good	12	11.1%
2	Fair	3	2.8%
1	Poor	1	0.9%

Note: N = 108

Table 2. Results of Descriptive Analysis of Each Component

Component	Category	Freq	%	Information
School Planning Support	Very Good	58	53.7%	Very Good
	Good	11	10.2%	
	Fair	12	11.1%	
	Poor	27	25.0%	
School Human Resources	Very Good	58	53.7%	Very Good
	Good	21	19.4%	
	Fair	8	7.4%	
	Poor	21	19.4%	

Component	Category	Freq	%	Information
School Culture and Climate	Very Good	42	38.9%	Very Good
	Good	31	28.7%	
	Fair	16	14.8%	
	Poor	19	17.6%	
Students (for new student admissions, placements, and student capacity building)	Very Good	31	28.7%	Good
	Good	46	42.6%	
	Fair	8	7.4%	
	Poor	23	21.3%	
Academic Supervision	Very Good	63	58.3%	Very Good
	Good	22	20.4%	
	Fair	14	13.0%	
	Poor	9	8.3%	
Information Technology Implementation	Very Good	26	24.1%	Good
	Good	51	47.2%	
	Fair	20	18.5%	
	Poor	11	10.2%	
Evaluation and Follow-up	Very Good	16	14.8%	Fair
	Good	29	26.9%	
	Fair	42	38.9%	
	Poor	21	19.4%	
Curriculum Development and Learning Activities	Very Good	27	25.0%	Good
	Good	56	51.9%	
	Fair	17	15.7%	
	Poor	8	7.4%	

Note: N = 108

Based on these data, 55.2% school principals are in the very good category, 11.1% good, 32.8% fair and 0.9% poor so it can be stated that the average principal's ability does not meet the requirements as leaders who are able to set strategies with SWOT analysis in an effort to improve the quality of exceptional schools. There are 2 weak indicators, namely Information Technology Implementation, Evaluation and Follow-up. So the researcher recommends the need to increase the ability of school principals in both aspects.

Speciak Schools are educational institutions dedicated to serving students with disabilities. The findings of this study illustrate that extraordinary school principals throughout East Java have diverse abilities in carrying out a SWOT analysis and analyzing school conditions, each of which 83% of principals are able to carry out internal analysis of school conditions, but in analyzing external school conditions it is still relatively low. also related to technology development and evaluation as well as follow-up evaluation results are low. Based on this, it is necessary to strengthen in terms of analyzing the external conditions of the organization to increase the ability of school principals.

Schools are required to provide quality education for all students, including those with disabilities (U.S, 2015). Principals are expected to be able to foster a school environment that supports the potential of all children to develop well by implementing appropriate programs to provide services to students with disabilities (Benz, Linstrom, & Yovanoff, 2000; Brownell et al., 2003; Klinger et al., 2001).). However, this goal may be difficult to achieve if the principal does not have sufficient competence in conducting SWOT. Because a SWOT analysis can be stated as a basic need for a school principal. Principals who have SWOT analysis skills will be able to design and define strategies in order to improve quality. Incompetent principals who are not prepared will face challenges in making decisions

to support teachers and students with disabilities to develop better (Pazey & Cole, 2013); (Sansosti, Noltemeyer, & Goss, 2010). It is recommended that principals “focus on fundamental instructional issues, demonstrate strong support for special education, and provide ongoing support for professional development”, one of which can be achieved through SWOT skills.

After discussing in general the review of each point, the research team will provide a detailed discussion of the points of support for school planning to the last point, namely curriculum development. In terms of school planning support, the ability of the SLB principal in SWOT analysis in this field shows very good criteria. The researcher’s view on this is indeed a matter that is the main goal of the SWOT analysis, namely developing educational planning in schools based on performance in the previous year. The statement provides a generalization, if indeed the SWOT analysis should be implemented in educational planning very well, because this is a basic thing that must be possessed by school principals in terms of their competence as leaders of educational institutions. In line with the expression conveyed by Sallis (2014), that the main allocation of SWOT in fulfilling quality is as an analysis of last year’s performance, which then the results of the analysis can be used as planning material for the following year. The conclusion of the researcher based on the expert’s explanation, if a school principal is able to analyze SWOT well in the planning section is a basic thing, the principal can only be said to be outstanding if in other points he can implement SWOT to be adaptive, not only for educational planning.

The second point in the explanation of table 2 is the school’s human resources. Based on the results, it is said that the points get a very good score. This means that the application of SWOT in all the implementation of human resource management in the place of this research can be carried out optimally. The management implementation process referred to here is (1) recruitment, (2) orientation, (3) career development, and (4) retirement. In line with the expert’s expression, if the implementation of human resources in an educational institution is optimal, it can be seen from the output of school culture which tends to be productive and has a developing work climate (Akhmad, 2017). Furthermore, the reflection of the expert’s exposure is marked by the orientation of HR that leads to the development of a quality career path that is not stagnant. The effect of implementing SWOT in human resources this time is clear, which brings very good value. This very good value when examined, SWOT has a role as an analyzer of recruitment, employee orientation, career development, and retirement or termination of employment. As a result, in each new period the recruitment process to termination of employment will experience continuous growth or develop with quality continuously which leads to the ownership of quality human resources in an institution.

The third point in the results of this article is the school culture and climate which is considered to have very good results. School culture and climate are shared attitudes that exist in educational institutions, where (1) communication patterns, (2) goal achievement patterns, (3) performance patterns, and (4) problem solving patterns become the main indicators. The researcher’s opinion is in line with the opinion expressed by Burhanuddin & Supriyanto (2018), if school culture and climate tend to be interpreted as certain characteristics of an institution in achieving goals and solving problems. Can be projected, activities derived from SWOT, including analysis of strengths, weaknesses, opportunities, and threats to the pattern of achieving goals and solving problems in an institution. This creates a causal relationship, in the form of communication patterns, goal achievement patterns, performance patterns, and institutional problem solving patterns from year to year, and leads to the achievement of a positive dynamic organizational culture. This has been proven from this research which measures the results of institutional culture very well. It should be emphasized, if a positive dynamic organizational culture is a pattern of achieving goals and problem solving among human resources that is (1) constructive, (2) participatory, and (3) democratic, and a work orientation that is more concerned with results than prolonged unimportant discussions (Maxwell, 2003). Reynolds, Lee, Subasic, & Bromhead, 2017).

The fourth point from the results of this study is students or student management, which produces good grades. These results lead to generalizations, although getting a good score, but still can not be said to be optimal. In special education, this arises because the SWOT applied is not adaptive or the SWOT design has not accommodated special education students with various backgrounds. SWOT adjustment to be applied in the management of special education students is the solution, so that the

learning outcomes that will be obtained are also optimal. SWOT adjustments for students, of course, are not the same as other points that do not need SWOT modification, which means that they can be implemented as a unit. In contrast to student SWOT, which can be adapted according to the group, or even implemented individually to optimize the application of SWOT in student management. The opinion of this researcher is supported by experts, it is emphasized that the application of SWOT for the quality of students can be carried out by adopting delegation unit analysis (Daryanto, 2017). Delegation unit analysis is a delegation to a management unit that cannot be carried out on a macro basis, but the analysis technique applied must be sub-unit or even individual. The implication is that if this is drawn in SWOT for students, the principal can form a special team that can analyze students' SWOT in sub-units, so that the results produced are more detailed. The researcher's projections, that the implemented SWOT is still for macro or educational institutions at large, and has not been implemented in sub-units.

The fifth point is academic supervision, which is considered very good. The researcher's view on this matter, especially in the practice of implementing academic supervision, can be said to be optimal. The characteristics of good academic supervision are (1) according to the needs of the teacher, (2) low elements of snoop supervision, and (3) providing constructive feedback (C. D. Glickman, Gordon, & Gordon, 2013). The implication of the SWOT analysis that is applied is that academic supervision experiences continuous improvement. The continuous improvement is marked by the implementation of optimal academic supervision. Based on the three characteristics that have been mentioned as optimal indicators of academic supervision, the researcher would like to emphasize related to snoop supervision, because it is quite foreign compared to the first and third indicators. Snoop Supervision is a supervision process that is not carried out through the stages of (1) pre conference, (2) observation, and (3) post conferences, and is only carried out with the aim of scaring the teacher (C. Glickman & West Burns, 2021). As a result, teachers will be afraid when supervision is about to be carried out. Researcher projections due to SWOT, snoop supervision are included in the radar threat. The implication of this is reflected in the results of excellent academic supervision and the content of academic supervision indicators in accordance with the theoretical basis is achieved. Without a SWOT analysis, it is certainly difficult for institutions to optimize the implementation of macro academic supervision.

The sixth point is the implementation of technology and information, with good results. Technology and information are the biggest factors in developing educational institutions in the 21st century era (Shahroom & Hussin, 2018). The researcher's view is that to create optimal information technology in an educational institution it cannot be carried out only using a SWOT analysis by the principal. But by eliminating the generation gap in educational institutions. The generation gap is a condition where human resources in an institution tend to be unable to follow the direction of the times (Sulistiani, Suminar, & Hendriani, 2019). In this context, of course, human resources are less than optimal in following the ability to manage technology and information. The conclusions that can be given by the research team regarding this point are by carrying out recruitment that specifically handles the IT department, as well as providing training and development to old HR so that the generation gap problem can be resolved.

The seventh point is the evaluation and follow-up to get a poor score category. There are several factors that cause evaluation and follow-up to be carried out poorly, namely (1) denial culture, (2) excessive satisfaction with achieving goals, and (3) communication failure (Annas, 2017). Denial culture is the attitude of HR and leaders in institutions who tend to reject mistakes and hold fast to their opinions. This is often a general problem in various agencies, causing quality improvement to be hampered. Researchers assume that the denial culture is the same as excessive satisfaction with organizational achievements, so benchmarks are not carried out with other organizations (Joseph, Rajendran, & Kamalanabhan, 2010). As a result, the evaluation and follow-up were delayed. Finally, regarding communication failure, it means that individuals fail to understand the intent and purpose of the discussion or order (Zulkarnain & Sumarsono, 2018). The communication failure caused the evaluation and follow-up process to go according to plan. It can be concluded from the various explanations above, if the SWOT analysis has not been optimally carried out in the evaluation and follow-up section, and improvements are needed from the institution so that the culture of denial and communication failure can be overcome.

The last point is the development of curriculum and learning that get good grades. Although this is not optimal, what can be underlined is that the SWOT analysis can be projected to have been implemented for the curriculum and learning in this research place. One thing that can be used as a solution if the results obtained are felt to be less than optimal, namely recruitment criteria that are oriented towards new teachers with science communicator abilities. Science communicator is a teacher who is not only able to master theory, but also can communicate easily known material to his students (Zadina, 2014). Thus, it can be concluded that the point of curriculum development and learning is an important factor and the estuary of all processes, so that the principal is obliged to strive for optimizing the curriculum and learning in each educational unit led by him.

CONCLUSIONS AND SUGGESTIONS

In general, suggestions based on the findings of this study show important implications as input for policy makers, researchers in the field of education, and school administrators on how a school principal must be prepared and equipped with certain basic competencies in order to develop the school he leads. In addition, this study obtained important findings about how principals view their leadership practices in special education so as to improve student learning through effective school leadership. Special suggestions for other researchers, this research should be used as a preliminary study to overcome the various gaps that exist in this research, which can projectively be resolved through development research or deepening each existing phenomenon through a qualitative research design.

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