



ELEVATING INSTITUTION PERFORMANCE OF SPECIAL SCHOOLS THROUGH STRATEGIC PLANNING

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Abstract:

In the current pandemic period, some activities of the work program cannot be carried out properly, there are even some activities cannot be carried out. Special school institutions as a forum for education services for children with special needs, need to make changes and improve work programs. The institution work program needs to improve to achieve an institution's vision and mission. It is necessary to change the work program through a more focused program planning. This research aims to formulate a strategic plan contained in the work program of special schools. This study uses a qualitative method with SWOT analysis. This research essential the current condition of private special school X, namely by compiling strengths, weaknesses, opportunities, and threats. To obtain current condition information from the institution, involving school supervisors, principals, teachers, and school committees by teleconference. Before analysing the current condition data of strengths, weaknesses, opportunities, and threats conducted the validity and reliability test by using Smart-structural equation modelling. From the classification results, the institution's position quadrant will be identified to obtain the institution's strategic planning work program will be obtained from this quadrant. The research results state the institution's position was in the 3rd quadrant that means institutions must develop strategic planning institutions by minimizing weaknesses to reduce threats to the institution. Special school headmasters can arrange programs based on strategic planning with horizontal and vertical coordination to achieve their goals on time according to the work program plan.

Keywords: strategic planning, positioning, quadrant, performance, work program

1. Introduction

Strategic planning is an essential thing in management. For a principal or leader of institutions, strategic planning can monitor school programs' implementation and

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priorities activities to focus emergencies on essential matters. In a pandemic situation like today, an institutional leader must change the way of working program to remains effective and is not constrained. Working online is now a part of our lives because this pandemic cannot be predicted when it will end (Carroll & Conboy, 2020). All sectors of activity were affected during this pandemic, mostly marginal sectors that require attention from the Government to continue to exist, such as informal workers who lost their jobs. They have family responsibilities in addition to living expenses as well as for their children's health and school expenses. *"The Indonesian Government has issued several policies in dealing with social impacts due to the pandemic"* (Retnaningsih, 2020).

Education services for children with special needs in Indonesia have not been optimal. The evidenced by comparing the number of public schools and *"the number of private schools for children with special needs whose ratio is still low, namely 579 state special schools and 1633 special private schools"* (Kemendikbud, 2019). Likewise, the school participation rate for children with special needs is still low compared to the population of children with special needs. *"There are 1.6 million children with special needs in Indonesia at school"* (Silviliyana et al., 2019). *"133,826 of the 1.6 million children with special needs attend public and private special schools"* (Kemendikbud, 2019). That shows that the special school's performance can still be improved, including increasing school participation rates. That can be done by improving the work program directed through strategic planning. *"That is in line with the law that every citizen is guaranteed to get an education"* (Law of the Republic of Indonesia Number 20 the year 2003 Concerning the National Education System, 2003).

To improve institutional performance based on programs that have been compiled through strategic planning is necessary to collaborate with all elements related directly or indirectly, for example, with all educational organizers, educational leaders, community leaders, religious leaders, and the mass media. The collaboration of all elements will support the implementation of strategic planning that has been prepared through the work program. Besides, *"a collaboration will create cross-opinion from various disciplines to increase vital decisions"* (Kitchen et al., 2019). *"The collaboration will help understand the program for the institution's benefit"* (Laal & Mohammad, 2012). Therefore, an institution that already has strategic planning can revise the work program every year based on the established guidelines.

The research objectives are formulated through the following research questions:

- 1) What is the current vision, mission, and goals of private special school X?
- 2) What is the current external and internal condition of private special school X?
- 3) What is the current positioning of private special school X?
- 4) What is the strategic arrangement for the implementation of private special school X?
- 5) What is the formulation of the future competitive advantage of private special school X?

An organization needs strategic planning to achieve organizational goals by the vision and mission of the organization. Thus, strategic planning is a system designed to direct organizational members' activities according to their respective duties in achieving

long-term goals through a tactical plan, an operational plan, an operational plan, and a policy (Schermerhorn, 2013). Long term goals through medium-term goals, medium-term goals can be achieved through short term goals. Short-term goals can be achieved through a work program within one year, which contains organizational activities that involve resources such as human resources, funds, and infrastructure. *“Strategic planning has a complex structure, but many organizations use it as a management tool that can provide satisfactory results”* (Neis et al., 2017; Novak, 2015). *“Strategic planning is an organizational way of achieving more productive results”* (Gürel & Tat, 2017). *“Strategic analysis is a step that must be taken in creating a work program”* (Sandybayev & Derkan, 2015).

“SWOT stands for "strengths", "weakness", "opportunities", and "threat". The SWOT strategic planning analysis is used to identify the organization's positive and negative elements” (Oh et al., 2019). *“A swot analysis evaluates environmental conditions internally and externally in an organization”* (Fooladvand et al., 2015; Ommani, 2011). *“Swot analysis consists of Internal Factor Analysis Summary (IFAS), which identifies internal strengths and weaknesses of the organization, and External Factor Analysis Summary (EFAS), which identifies opportunities and threats internally in the organization”* (Hunger, 2012; David, 2011). The following is an overview of the SWOT analysis strategy:

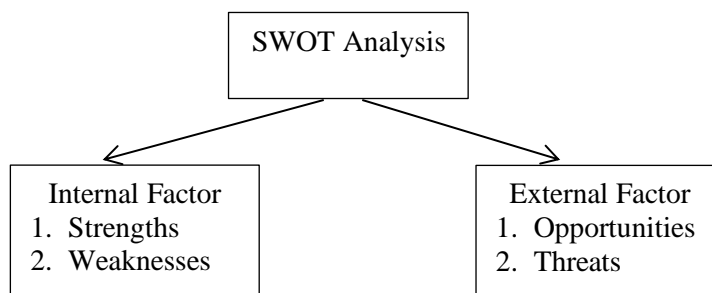


Figure 1: SWOT Analysis (source: Gürel & Tat, 2017)

An organization's positioning will be obtained after evaluating the current conditions' internal and external environmental factors at the current condition. The positions are Strength-Opportunities (S-O), Weakness-Opportunities (W-O), Weakness-Threats (W-T), and Strength-Threat (ST) (Hunger, 2012). The following are the four organizational positions:

Table 1: Two-by-Two Matrix: SWOT Analysis (Gürel & Tat, 2017)

	Strengths	Weaknesses
Opportunities	Achieve opportunities that greatly match the organization’s strengths (S-O)	Overcome weaknesses to attain opportunities (W-O)
Threat	Use strength to reduce the organization’s vulnerability to threats (S-T)	Prevent weaknesses to avoid making the organization more susceptible to threats (W-T)

A school program involves human resources, funds, infrastructure, and management to achieve the vision and mission during a specific period. The institutional achievements'

vision and mission, the work program is divided into short-term work programs (one year), medium-term work programs (three years), and long-term work programs (five years). *“The organization’s vision and mission must always be reviewed periodically and socialized to members of the organization”* (Yeager et al., 2013).

2. Methods

2.1 Research design

This research is qualitative research with SWOT analysis or the strategic management process with the special school X research sample as a model for the work program to be improved and special school Y as a comparison school with good performance.

Research instrument

The research instrument was prepared by reviewing the organization's existing vision, mission, and goals and discussing the most important part is identifying the organization’s internal and external conditions. *“Data collection can be done by reviewing previous documents, interviews, and field observations”* (Ahyyar et al., 2020).

In determining research instruments through brainstorming to collect the components of the institution's strengths and weaknesses (IFAS) and opportunities and threats (EFAS) of the special school X involved the principal, teachers, school supervisors, parent representatives, and representatives of the education office in a teleconference. Then the data obtained were compiled into a research instrument, namely IFAS and EFAS. The IFAS and EFAS classifications are linked to the eight national standards of Indonesian education.

2.2 Research data

The instruments compiled are distributed via Google form to 60 respondents consisting of 20 private special schools X teachers, 20 people from representatives of parent and student associations, ten school supervisors, and 10 staff of the education office. The research data were obtained using a Likert scale with five categories of answer choices: strongly agree, agree, neutral, disagree, and strongly disagree. The alternative answer is the value level 5 to 1 for significant statements, and then the data is tested for validation and reliability.

2.3 Validity and reliability

Before further analysis, the data were validated and tested for the test's reliability using smart-PLS; the test results were as listed in Table 2—a valid statement with the requirements of $R \geq .70$

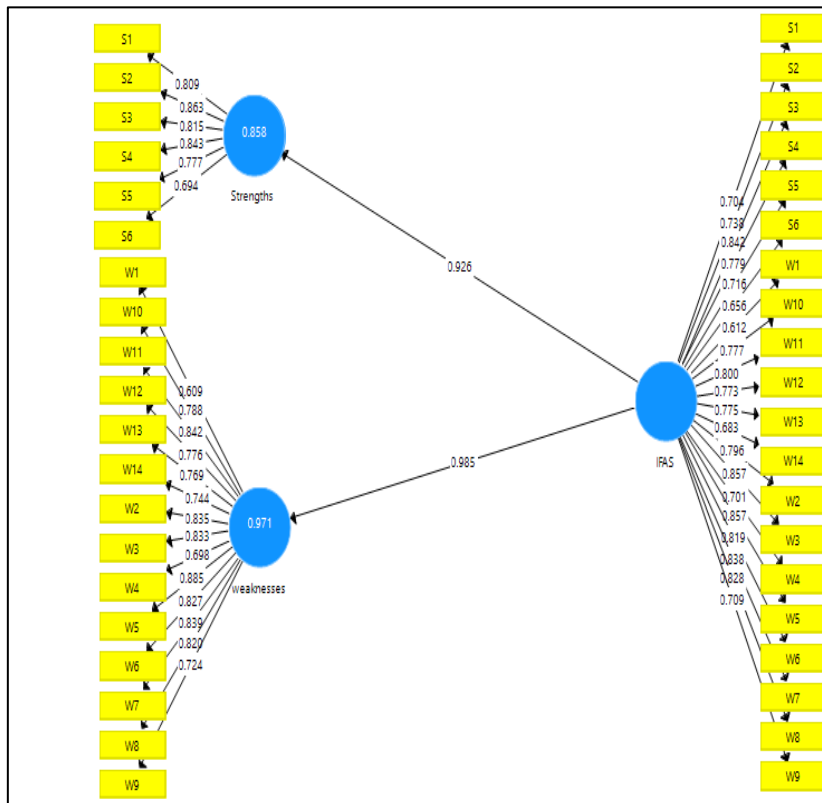


Figure 2: IFAS validation

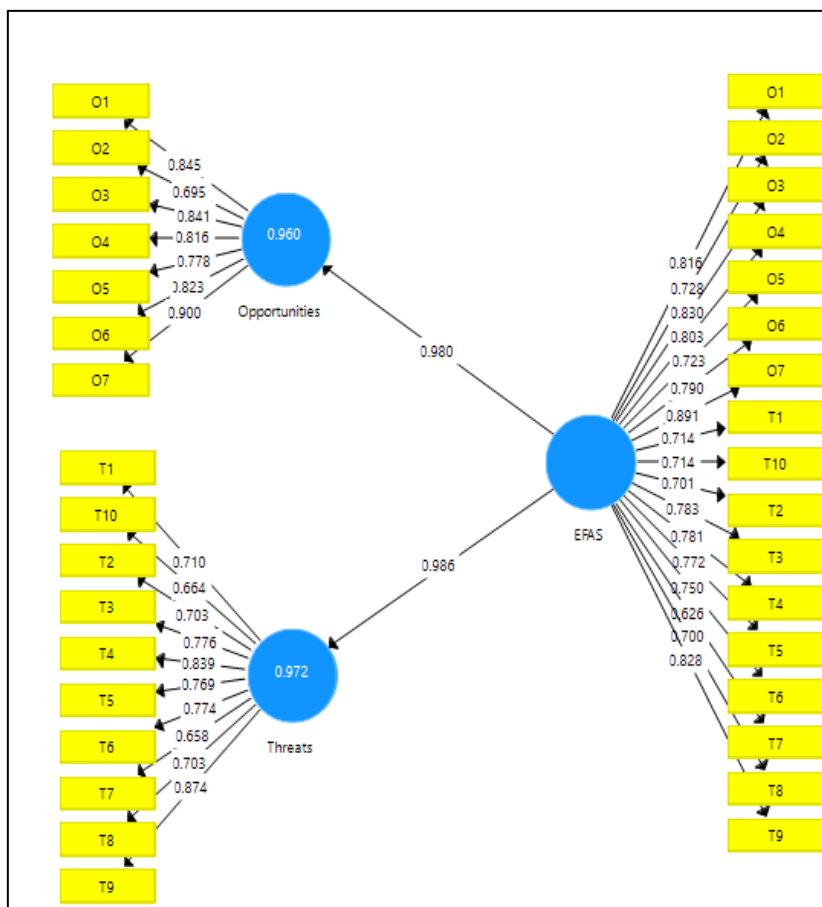


Figure 3: EFAS validation

IFAS and EFAS test validation results based on Smart-PLS bootstrapping the strengths indicator with $R \geq .70$, which means that of the six statements, five are valid, and one is invalid namely the statement "S6: Strategic school location". The results of the validation of weaknesses show that of the 14 questions, there are 12 valid statements and two invalid statements, namely "W1: The number of permanent employees is still insufficient." and "W14: Lack of area for school practice, e.g., for a workshop". All ten statements from opportunities indicators are valid, while in threats, there are seven statements with six valid and one invalid, namely "T8: Disbursement from the government is often late."

Figure 2 shows the validation results of the strengths indicator with $R \geq .70$, which means that of the six statements, five are valid, and one is invalid namely the statement "Strategic school location." The public generally understands the strategic location as the location through which public transportation passes. The results of the validation of weaknesses show that of the 14 questions, there are 12 valid statements and two invalid statements, namely "The number of permanent employees is still insufficient." The shortage of permanent staff can be overcome with honorary employees so that the total number of employees at the school is sufficient. Simultaneously, the statement "Lack of area for school practice, e.g., for a workshop" is invalid because the principal can arrange to use the room or other facilities for the workshop. All ten statements from opportunities indicators are valid, while in threats, there are seven statements with six valid and one invalid, namely "Disbursement from the government is often late." That related to the government budget disbursement system, which basically will be accepted by schools.

Table 2: Reliability

Variables	N	Cronbach's Alpha	Composite Reliability	Average Variance Extracted	P-Value	Result
Strength	6	.952	.958	.621	.000	reliable
Weaknesses	14	.962	.966	.587	.000	reliable
Opportunities	7	.915	.933	.666	.000	reliable
Threats	10	.912	.927	.563	.000	reliable

Three types of reliability statistics calculation results, Table 3 states that all four latent variables, namely strength, weaknesses, opportunities, and threats, have the Cronbach's alpha $r \geq .70$, composite reliability $r \geq .70$, and Average Variance Extracted (AVE) $r \geq .50$. That indicates that the indicators already meet discriminant validity criteria so that data analysis can continue.

3. Results

Some of the steps in developing strategic planning are: rereading the vision, mission, and objectives; analyze external and internal conditions; determine the institution's positioning; determine the implementation strategy; and formulating competitive advantages. *"Vision and mission is a guideline that shows the organization's direction at a specific time to achieve success, and each organization has a different vision and mission"*

formulation" (Shilpa & Parimoo, 2016; Darbi, 2012). The Private Special School realizes excellent education services for children with special needs based on faith and piety. With a mission: to provide education following one's potential; provide character education; provide skills education according to their interests and talents; develop self-confidence; civic education. The objectives of the X Private Special School are: to organize learning activities; providing skills education; providing character education, for example, how to practice worship; self-help education. This statement answers research question number 1, namely: What are the current vision, mission, and goals of private SLB X?

3.1 Analyze internal and external conditions

The internal conditions that will be analyzed are the organization's strengths and weaknesses, and the external conditions that will be analyzed are the organization's opportunities and challenges. *"Strengths are more beneficial than others; weaknesses are not beneficial when compared to others, opportunities are positive characteristics for organizational activities, and threats are negative characteristics for organizational activities"* (Gürel & Tat, 2017; Katsioloudes, 2002).

Based on the results of the analysis of the validation and reliability of the internal and external conditions of the organization, the strengths, weakness, opportunities, and threats are compiled as in Table 3 and Table 4, which are also the answers to research question number 2, namely: what are the external and internal conditions of SLB private X today?

Table 3: Identify strengths and weaknesses

Strength	Weaknesses
S1 Management school principal is satisfactory. S2 Area for school development S3 High teacher motivation S4 High teacher discipline S5 High teacher dedication S6 There is a counseling guidance teacher.	W1 Teacher welfare is still lacking. W2 Lack of suitably qualified teachers W3 The Number of students is relatively small. W4 Do not have health personnel. W5 The facilities for practicing life skills are still lacking. W6 Lack of infrastructures for sports activities W7 No cafeteria in the school area W8 No parking area W9 There is no teacher dormitory. W10 No student dormitories W11 Institutional achievements

Table 4: Identify opportunities and challenges

Opportunities	Challenges
O1 Board support is relatively high O2 The school supervisor's attention is relatively high O3 The Smart Card Jakarta O4 Government policy that supports quality improvement effort of the school O5 The Government subsidizes School fees O6 Supported by School Committee	T1 Insufficient number of donors T2 Bullying against children with special needs T3 There are no job vacancies for children with special needs. T4 Pandemic Covid-19 T5 Low economic ability of parents T6 some members of the community do not want to send their children with special needs to school.

O7 A safe environment, free of drug	T7 Very minimal public places provide facilities for children with special needs. T8 Internet network is not stable for online learning. T9 The fee for the shuttle is quite expensive.
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Internal identification of internal environmental factors for SLB Private X is grouped into “*human resources, infrastructure, and institutional performance*” (Hunger, 2012). The key factors that have been identified are assigned levels from low (L), medium (M), and high (H) comparing the 2019/2020 and 2020/2021 work programs. Determining the level of each factor is based on the decision of the plenary meeting of the stakeholders. Analysis development is a comparison of the identification of environmental factors with competitors as competitors. To improve private special school X performance, competitors, namely private special school Y, must have better performance.

The results of the comparative evaluation between the two schools are shown in Table 5.

Table 5: Synthesis Internal Environmental Factors

No	Key success factors	2019/2020			2020/2021			Competitor (SLB Y)			Result	
		H	M	L	H	M	L	H	M	L	S	W
A. Human Resources												
1	Principal Management		v		v				v			v
2	Teacher’s motivation	v			v			v				v
3	Teacher’s discipline	v			v				v			v
4	Teacher’s dedication		v		v				v			v
5	Teacher’s welfare		v		v				v			v
6	Suitably qualified teachers		v			v		v				v
7	Counseling teacher		v		v				v			v
8	Health workers			v			v		v			v
B. Infrastructure												
1	Life skill practice facility			v		v		v				v
2	Infrastructure for sport activities			v			v		v			v
3	Cafeteria in the school area			v			v		v			v
4	Parking area			v			v		v			v
5	Teachers’ dormitory			v			v		v			v
6	Students’ dormitory			v			v		v			v
7	Area for school development	v				v			v			v
C. Performance of institutions												
1	Institutional achievements			v					v			v
2	The number of students			v			v		v			v

The Synthesis of Internal Environmental Factors for SLB private X shows seven strengths and ten weaknesses. Thus, the IFAS factor consisted of seven strengths (S) and ten weakness factors (W). The identification factors of private special school X's external environmental factors are grouped into “*sources of politics and law, economics, socio-cultural, technology infrastructure, and institutional performance*” (Hunger, 2012). These variables are given levels from low (L), medium (M), and high (T). Private SLB X is analyzed to

determine the probability of success that will result in opportunities or challenges for the organization by considering: the probability of success, attractive power, the probability of happening, and a damaged power, as seen in Table 6.

Table 6: Synthesis External Environmental Factors

No.	Key success factors	Probability of Success			Attractive Power		Probability of Happening			A Damaged Power		O	T
		H	M	L	H	M	H	M	L	H	M		
		A Political and law											
1	O1 Board of education's support is relatively high		v		v		v				v		v
2	O2 The school supervisor's attention is quite high	v			v		v				v		v
3	O3 The Smart Card Jakarta	v			v			v		v			v
4	O4 Government policy that supports quality improvement effort of the school	v			v		v			v			v
5	O5 School fees are subsidized by the Government	v			v		v			v			v
B. Economy													
1	T5 Low economic ability of parents			v		v	v			v			v
2	T6 some members of the community do not want to send their children with special needs to school			v		v	v			v			v
3	T7 Payment for shuttle vehicles is quite expensive			v		v	v			v			v
C. The Socio-Cultural													
1	O6 Supported by School Committee	v			v			v		v			v
2	O7 A safe environment, free of drug		v			v	v			v			v
3	T1 Lack of donors	v				v	v			v			v
4	T2 Bullying against children with special needs	v			v		v			v			v
5	T3 There are no job vacancies for children with special needs	v			v		v			v			v
6	T4 Pandemic Covid-19	v			v		v			v			v
7	T7 Public places that provide facilities for	v			v				v	v			v

children with special needs are minimal						
D	Technology					
1	Internet network for online learning is not stable	v	v	v	v	v

The external Synthesis of Environmental Factors SLB Private X shows seven opportunities (O) and nine threats (T) of the organization. Thus, the IFAS factor consists of a total of seven strengths and nine weaknesses. Based on the internal and external synthesis, the order of strengths and weaknesses is changed as Table 7 and Table 8.

Table 7: Identify strengths and weaknesses

Strength	Weaknesses
S1 Principal Management	W1 Qualified teacher
S2 Teacher motivation	W2 Health worker
S3 Teacher discipline	W3 Life skill practice facilities
S4 Teacher dedication	W4 Infrastructures for sports activities
S5 Teacher welfare	W5 Cafeteria in the school area
S6 Counseling guidance teacher	W6 parking area
S7 Area for school development	W7 Teacher's dormitory
	W8 Students' dormitories
	W9 institutional performance
	W10 Number of students

Table 8: Identify opportunities and challenges

Opportunities	Threats
O1 Board of education support	T1 Parents' economic abilities
O2 School supervisors attention	T2 Some parents do not want to send their children with special needs to school.
O3 The Smart Card Jakarta	T3 The fee for the shuttle is quite expensive.
O4 Government policy that supports quality improvement effort of the school	T4 Number of donors
O5 The Government subsidizes School fees.	T5 Bullying against children with special needs
O6 Supported by School Committee	T6 job vacancies for children with special needs
O7 A safe environment, free of drug	T7 COVID-19
	T8 Public places that provide facilities for children with special needs
	T9 Internet network for online learning is unstable.

3.2 Determining the positioning of the institution

"The institution's positioning is necessary to identify its strategic issues, namely, strengths, weaknesses, opportunities, and threats" (Bryson, 2018). The identify strategic issues facing organizational strengths; a comparison is made between the two components of strength, for example: if the management of the principal is more important than the S2 of teacher motivation, then the box under S2 is marked (x), but if the motivation of the teacher is more important than management school then under the box S2 is given a mark (0). Thus, it is carried out in the same way, in determining which component is more important, namely it is decided based on a plenary meeting which presents representatives of school

supervisors, principal representatives of teachers, and experts from universities. The determining rank of strength sees Table 9.

Table 9: Determining the rank of strengths

No.	Strengths	1	2	3	4	5	6	7	Total
		S1	S2	S3	S4	S5	S6	S7	X
1	S1 Principal management		x	x	x	x	x	x	6
2	S2 Teacher's motivation			x	x	0	x	x	4
3	S3 Teacher's discipline				x	0	0	x	2
4	S4 Teacher's dedication					0	0	x	1
5	S5 Teacher's welfare						x	x	2
6	S6 Counselling guidance teacher							x	1
7	S7 Area for school development								0
	Vertical Blank (0)	0	0	0	0	3	2	0	
	Horizontal Cross (X)	6	4	2	1	2	1	0	
	Total	(6)	(4)	(2)	(1)	(5)	(3)	(0)	
	Rank	1	3	5	6	2	4	7	

Based on determining the rank of strengths, there is a change in the order of strength, namely: principal management (6); Teacher's welfare (5); Teacher motivation (4); Counselling guidance teachers (3); Teacher discipline (2); Teacher dedication (1), and Area for school development (0)

3.3 Weaknesses

Finding out the determination in the level of weaknesses is carried out in the same way, namely if the W1 teacher who fits the qualifications is more important than the W2 health worker, then the box under the W2 is marked (x), and vice versa, if W2 a health worker it's more important than under W2 box is marked (O). The determination rank of weaknesses can be seen in Table 10.

Table 10: Determining the rank of weaknesses

No.	Weaknesses	1	2	3	4	5	6	7	8	9	10	Total
		W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	
1	W1 Suitably qualified teachers		x	x	x	x	X	x	x	x	0	8
2	W2 health workers			x	x	x	X	0	0	x	x	6
3	W3 Infrastructure for practicing life skill				x	x	X	x	x	x	x	7
4	W4 Infrastructures for sports activities					x	X	x	x	x	0	5
5	W5 Cafeteria in the school area							0	0	0	0	0
6	W6 Parking area							0	0	0	0	0
7	W7 Teacher's dormitory								0	x	0	1

8	W8 Students' dormitory									x	0	1
9	W9 Institutional achievements										0	0
10	W10 Number of students											0
	Vertical Blank (0)	0	0	0	0	0	1	3	4	2	7	
	Horizontal Cross (X)	8	6	7	5	0	0	1	1	0	0	
	Total	(8)	(6)	(7)	(5)	(0)	(1)	(4)	(5)	(2)	(7)	
	Rank	1	4	2	5	10	9	7	6	8	3	

Based on the determination of weaknesses' rank, there is a change in the order of weaknesses, namely: Teachers who meet the qualifications (8), means of life skill practice (7), number of students (7), health workers (6), infrastructure for sports activities (5), dormitories students (5), teacher dormitories (4), institutional performance (2), a parking area (1), and cafeteria in the school area (0).

3.4 Opportunities

The determination in the level of opportunities is carried out in the same way. For example, if O1 the support of the education board is more critical than O2 The attention of the school supervisor, then the box under the O2 is marked (x), and vice versa, if the attention of the school supervisor is more critical than the support of education board, then below the O2 box is marked (O). For determining the rank of Opportunity, see Table 11.

Table 11: Determining the rank of opportunity

	Opportunity	O1	O2	O3	O4	O5	O6	O7	X
1	O1 Education council support		0	0	0	0	0	0	0
2	O2 The attention of the school supervisor			0	x	0	x	x	3
3	O3 The Smart Card Jakarta				x	x	x	x	4
4	O4 Government policy that supports quality improvement effort of the school					0	x	x	2
5	O5 Government subsidized tuition fees						x	x	2
6	O6 Supported by School Committee							0	0
7	O7 A safe environment, free of the drug								0
	Vertical Blank (0)	0	0	2	1	3	1	2	
	Horizontal Cross (X)	0	3	4	2	2	0	0	
	Total	(0)	(3)	(6)	(3)	(5)	(1)	(2)	
	Rank	7	3	1	4	2	6	5	

Based on determining the rank of opportunities, there is a change in the sequence of opportunities, namely: The Smart Card Jakarta (6), Government-subsidized school fees (5), school supervisors attention (3), Government policy that supports quality improvement effort of school (3), A safe environment, free of the drug (2), Supported by the School Committee (1), and support of the education council (0).

3.5 Threats

Determination of the level of challenges is determined in the same way as the following: for example, if T1 the economic ability of parents is more important than T2, some members of the community do not want to send their children with special school needs at T2 box below then marked (X), if T2, some community members do not want to send their children with special needs to school is more important than a box labelled under the O2 (O). In determining the rank of challenges, sees Table 12.

Table 12: Determining the rank of threats

No.	Challenges	1	2	3	4	5	6	7	8	9	Total
		T1	T2	T3	T4	T5	T6	T7	T8	T9	x
1	T1 Parents' economic ability		x	x	0	0	x	0	0	0	3
2	T2 some parents do not want to send their children with special needs to school			x	0	0	0	0	0	X	2
3	T3 Payment for shuttle vehicles is quite expensive				0	0	0	0	0	0	0
4	T4 Number of donors					1	1	0	1	1	4
5	T5 Bullying against children with special needs						1	0	1	1	3
6	T6 Job vacancies for children with special needs							0	0	0	0
7	T7 Pandemic COVID-19								1	1	2
8	T8 Public places that provide facilities for children with special needs									1	1
9	T9 Internet network for online learning										0
	Vertical Blank (0)	0	0	0	3	3	2	6	4	3	
	Horizontal Cross (X)	3	2	0	4	3	0	2	1	0	
	Total	(3)	(2)	(0)	(7)	(6)	(2)	(8)	(5)	(3)	
	Rank	5	7	9	2	3	8	1	4	6	

Based on determining the rank of threats, there is a change in the order of threats, namely: Pandemic COVID-19 (8), Number of donors (7), Bullying of children with special needs (6), Public places that provide facilities for children with special needs (5), Economic abilities of parents (3), internet network for learning OL (3), some parents do not want to send their children with special needs to school (2), job vacancies for children with special needs (2), and the payment for shuttle vehicles are quite expensive (0).

3.6 Internal Factor Analysis Summary (IFAS)

The next stage is to evaluate “internal factors using a strategic management tools matrix to evaluate an organization’s strengths and weaknesses” (Ommani, 2011). After that, it is given a weighting and rating on the strengths and weaknesses. The of weightings on strengths and weaknesses is one while for ratings between 1 to 5, it means 1 (very weak), 2 (weak) 3 (quite strong), 4 (strong), and 5 (very strong), “while for ratings of weaknesses it is given a negative sign” (Hunger, 2012). The order of strengths and weaknesses (IFAS list) from the results obtained previously is written into the following matrix. Sees Table 13.

Table 13: Internal Factor Analysis Summary (IFAS)

No.	Internal factor	Weights	Rating	Weights x Rating
	The Strength of:			
1	School principal management	.09	5	.45
2	Teacher's welfare	.08	4	.32
3	Teacher's motivation	.07	4	.28
4	Counselling guidance teacher	.06	4	.24
5	Teachers' discipline	.05	3	.15
6	Teachers' dedication	.04	3	.12
7	Area for school development	.03	3	.09
	The amount of strength	.42		1.65
	Internal factor	Weights	Rating	Weights X Rating
	The Weaknesses of:			
1	Suitably qualified teachers	.08	-5	-.40
2	Life skill practice facility	.07	-5	-.35
3	The Number of students	.07	-5	-.35
4	Health workers	.06	-4	-.24
5	Infrastructures for sports activities	.06	-4	-.24
6	Students' dormitory	.06	-4	-.24
7	Teachers' dormitory	.06	-4	-.24
8	Institutional achievements	.05	-3	-.15
9	Parking area	.04	-3	-.12
10	Cafeteria in the school	.03	-2	-.06
	The Number of weaknesses	.58		-2.39
	Strength + weaknesses	1		-.74

The results of the analysis using the strategic management tools matrix show that IFAS with 7 strength factors and 10 weakness factors resulted in the amount of strength internal factor analysis of 1.65, while the amount of weaknesses internal factor analysis was 2.39. This shows that the power of the weakness factor is greater than the strength factor by a difference of .74. This means that the X private special school institution has a dominant factor in factor weaknesses.

3.7 External Factor Analysis Summary (EFAS)

“Internal factors are evaluated using a strategic management tools matrix to evaluate the strengths and weaknesses of an organization” (Ommani, 2011). After that, the strengths and weaknesses are given a weighting and rating. *“The Number of weightings on strengths and weaknesses is 1 while for ratings between 1 to 5, it means 1 (very weak), 2 (weak) 3 (strong enough), 4 (strong), and 5 (very strong)”* (Hunger, 2012), while the rating for threats is given a negative sign. The order of opportunities and threats (EFAS list) results obtained previously is written into the following matrix. The result is as shown in table 16.

Table 16: External Factor Analysis Summary (EFAS)

No	External factor	Weights	Rating	Weights X Rating
The opportunities of:				
1	The Jakarta Smart Card	0.07	5	0.35
2	Government subsidized school fees	0,07	5	0,35
3	The attention of the school supervisor	0,06	4	0,24
4	The government policy of supporting quality	0,0'6	4	0,24
5	A safe environment, free of drug	0,06	4	0,24
6	Supported by School Committee	0,06	3	0.18
7	Education council support	0,06	3	0,18
Amount of Opportunities		0,44		1.78
The Threats of:				
		Weights	Rating	Weights X Rating
1	Pandemic COVID-19	0,08	-5	-0,4
2	Number of donors	0,08	-5	-0,4
3	Bullying of children with special needs	0,07	-4	-0,28
4	Public places that provide facilities for children with special needs	0,07	-4	-0,28
5	Parents' economic ability	0,06	-4	-0,24
6	Internet network for online learning	0,06	-4	-0,24
7	Some parents do not want to send their children with special needs to school	0,05	-3	-0,15
8	Job vacancies for children with special needs	0,05	-3	-0,15
9	Payment for shuttle vehicles is quite expensive	0,04	-3	-0,12
Amount of Threats		0,56		-2,26
Opportunities + Threats		1		-0.48

The analysis result using the strategic management tools matrix shows that EFAS with seven opportunities and nine threat factors results in the number of opportunities external factor analysis of 1.78, while the amount of threats external factor analysis is 2.26. That shows the power of factor threats is greater than the factor opportunities with a difference of .48, meaning that the private SLB X institution has a dominant factor in the factor threats.

The positioning of private SLB X will be known based on the analysis of IFAS and EFAS, as shown in Table 17.

Table 17: Result of IFAS and EFAS

IFAS		EFAS	
Strength	1.65	Opportunities	1.78
Weaknesses	-2.39	Threats	-2.26
The resultant	-0.74	The resultant	-.48

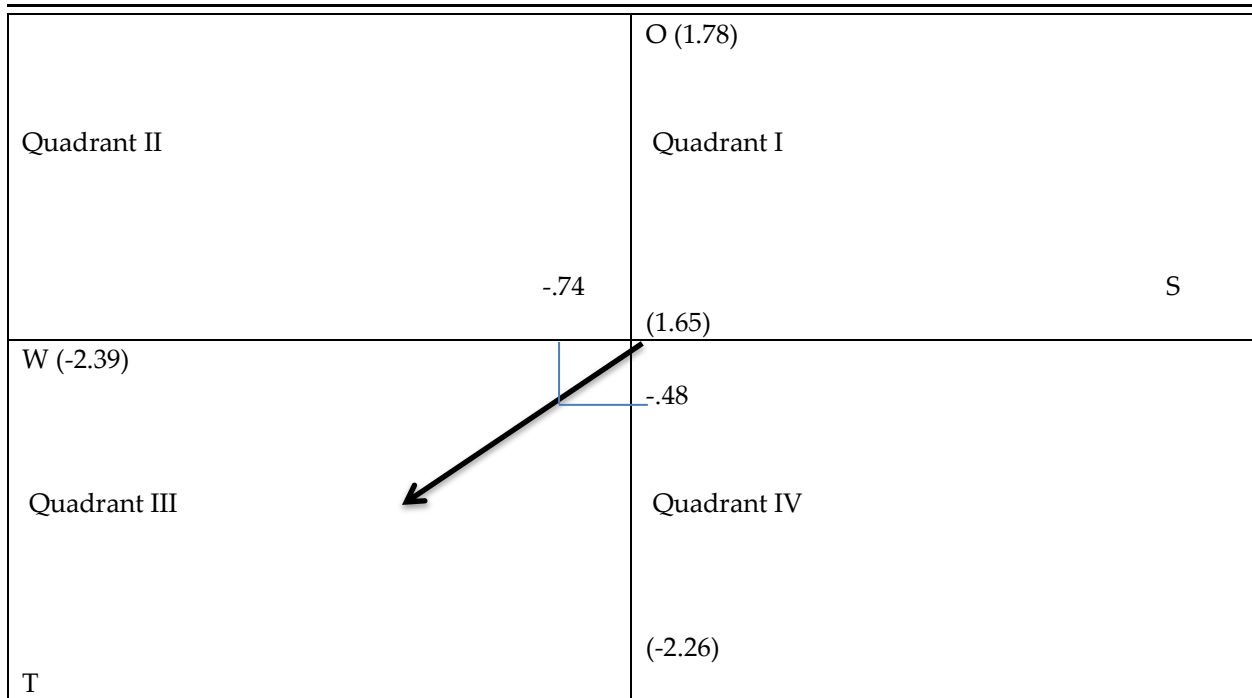


Figure 4: The Positioning of Private Special School X

Thus, the IFAS and EFAS compilation results produce the resultant IFAS = -0.74 and EFAS = -0.48. In the Cartesian image, the IFAS axis is strengths marked '+' and weaknesses marked '-' while the EFAS axis is opportunities marked '+', and threats marked '-' then the resultant filled into a Cartesian diagram, as shown in Figure 2.

The analysis results show that private special school X is in the third quadrant position with the weaknesses and threats that dominate the current institutional conditions. These results answer research question number 3, namely, how is the current positioning of private SLB?

3.8 Determine the implementation strategy

Based on the Cartesian diagram, it is found that the positioning of private SLB X is in quadrant III, meaning that weaknesses and threats still dominate the current position of the institution. Thus, *"the strategies used in improving institutional performance are: Preventing weaknesses to avoid the organization's vulnerability to threats (W-T)"* (Gürel & Tat, 2017); (Wheelen & Hunger, 2012). Strategic planning focuses on minimizing weaknesses and avoid threats, while other factors can be ignored because they are not dominant.

A list of weaknesses and threats from private SLB X will be the basis for consideration in formulating strategic programs as listed in Table 18.

Table 18: A list of Opportunities and Weaknesses of state vocational high school

Weaknesses (W)	Threats (T)
W1 Qualified teacher	T1 COVID-19
W2 A means of practicing life skills	T2 Number of donors
W3 Number of students	T3 Bullying against children with special needs
W4 Health worker	T4 Public places that provide facilities for children with special needs
W5 Infrastructures for sports activities	T5 The economic ability of the parents
W6 Student dormitories	T6 Internet network for online learning
W7 Teacher dormitory	T7 some members of the community do not want to send their children with special needs to school.
W8 Institutional achievements	T8 Job vacancies for children with special needs
W9 Parking area	T9 The fee for the shuttle is quite expensive
W10 Cafeteria in the school	

Based on the list of weaknesses and threats, the researcher then compiles an implementation strategy formulation by considering some of these issues, and this formula answers question number 4, namely: What is the strategic structure for implementing SLB X private? There are five main strategies, namely:

Firstly: how to increase human resources, which are the primary personnel in private special school X, such as teacher qualifications and health workers to support work programs. How the leadership's efforts to seek funds to provide scholarships to teachers and procurement of medical personnel, namely by proposing for activities submitted to the Government, private sector, or prospective individual donors.

Secondly, how are the stakeholders' efforts in increasing the number of students to support government programs to increase school enrolment rates? This program can be supported by stakeholder efforts to socialize special schools in the global community. To reduce bullying against children with special needs, stakeholders can understand parents to send their children special needs to school without hesitation. That also requires government support with regulations so that the poor are given full subsidies for their children's school needs, especially during the COVID-19 pandemic, many parents lost their jobs due to the pandemic's impact.

Thirdly, how stakeholders to improve or procure private special school X facilities such as facilities for practicing life skills, sports, teacher dormitories, student dormitories, parking areas, and cafeteria. That is important to pay attention to the comfort of teaching and learning activities and support the community's comfort of the community visiting the institution. Teachers and parents do not need to spend money on expensive shuttle transportation for children with teacher and student dormitory.

Fourthly, how the stakeholders improve regarding special school achievement about non-academics such as life skills, independence, or special skills, the Government needs to support by making employment regulations for SLB graduate students.

Fifthly, another component that the Government must pay attention to is public facilities, including increased access to online learning. That is beyond the reach of school institutions, and the Government is expected to make regulations to facilitate public places with facilities for children with special needs.

3.10 The competitive advantage work program

In implementing the work program, two operational strategies need to be carried out, first is to carry out horizontal coordination in program planning and implementation, and second, vertical coordination by planning proposed program activities that require follow-up at the top level (Vally & Daud, 2015); (Rawung, 2015); (Moradi et al., 2013). The following is a private X SLB work program based on the strategic guideline for implementing school programs in the school year 2021/2022. These programs answer research question number 5: What is the formulation of the upcoming work program for private special school X? The following is a work program formulation based on the five strategic formulas in Table 19.

Table 19: First-year work program 2021/2022

Program	Activities	Involvement	Goal
1. Precondition	<ul style="list-style-type: none"> - Disseminating the vision, mission, goals, and school program - Inhouse training 	<ul style="list-style-type: none"> - Principals, school supervisors, school committees, - Teachers & Employees - Experts from university 	<ul style="list-style-type: none"> - Socialization - Increase the ability of teachers in teaching and handling classroom problems
2. Routine	<ul style="list-style-type: none"> - Teaching and learning activities - Students; Training 	<ul style="list-style-type: none"> - Teacher and student - Trainers and students 	<ul style="list-style-type: none"> - Teaching and education - Improved student skills
3. Strategic planning	<ol style="list-style-type: none"> 1. Finding sources of proposed funding from governments, companies, or philanthropists 2. Socialization to be understanding the community about children with special needs, bullies, and the existence of special schools. 3. Proposing infrastructure needs that the school cannot finance to the Department of Education 4. Improve institutional performance through Life skill training, independence, or special skills 5. Procurement and improvement of public 	<ul style="list-style-type: none"> - Principals and school committees - Local government, education office, all stakeholders - Principals and school committees - Principals, teachers, trainers, and administrative staff - Local Government, education office 	<ul style="list-style-type: none"> - Availability of funding sources for scholarships to upgrade teacher qualifications and procure medical personnel - Increase school enrolment rates - Improve and equip: practice room, teacher dormitory, student dormitory, parking area, and cafeteria. - Improve student competence - Living comfort and socialization of children with special needs

	facilities, including increased internet access for online learning		
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3.11 Next year's work program

Preparation of work programs for the 2022/2023 school year and programs for the following years based on previous program achievements. Therefore, the institution must assess and evaluate previous programs, for example, have the people responsible for their work carried out activities according to the target or not? If it does not meet the target, then the activity is listed again as the following year's activity. *"The primary keys in strategic management are planning, implementation, and evaluation"* (Kabeyi, 2019). Likewise, *"gaps in implementing work programs will affect achieving the strategic plan"* (Dharyanti et al., 2019). *"Program evaluation aims to collect information on activities that have been implemented as a basis for consideration of the next program"* (Munthe, 2015). *"Effective evaluation requires clear indicators"* (Kusmanto et al., 2014). *"Coordination can improve time efficiency"* (Morlian, 2016). Leaders need to identify weaknesses in previous programs, whether these weaknesses are due to lack of coordination with related parties or whether we need the strength of other people in power who improve coordination.

4. Discussion and Suggestion

Private SLB X's positioning based on swot analysis is in quadrant III, meaning that the dominant factors affecting the institution's current performance are weaknesses and threats. In this position, the management of an institution is complicated to survive. Strategic planning is expected to improve these situations and conditions. *"Success in implementing strategic planning requires strong commitment and leadership"* (Ugboro et al., 2011). With the implementation of a competitive advantage work program, it is expected to increase its position. If this institution can turn weaknesses into strengths, then it can get positioning in the fourth quadrant. In the next stage, the threats change into opportunities, and the final result is in the quadrant I position with strengths and opportunities as the dominant factors. That is a long-term goal. Another possibility is that threats will increase first to opportunities from weaknesses to strengths, and this will not be a problem because gradually, the organizations' final goal is in the quadrant I position.

Previously relevant research with swot analysis was management at *"Muhamadiyah university, based on swot analysis in quadrant IV"* (Sakdiah & Arpenas, 2018). Meanwhile, other research identifies strengths, weaknesses, opportunities, and threats in *"Lifelong Learning Education Using Online Collaborative Mind-Mapping, concluding that lifelong learning requires strength"* (Kamrozzaman et al., 2018). The next research identified *"strengths, weaknesses, opportunities, and threats at inclusive schools in Indonesia with a SWOT analysis"* (Anshory, 2018; Satria & Shahbana, 2020). In general, in previous studies with SWOT analysis to identify strengths, weaknesses, opportunities, and threats, the results obtained were not validated, and the reliability tests were carried out. This study validates the results of identifying strengths, weaknesses, opportunities,

and threats and performs reliability tests using Smart-PLS (partial least squares), and it turns out that there are four invalid statements so that invalid questions are not continued for analysis. That is the novelty of this research, which results in a more accurate analysis than previous studies.

4.1 Implication

Theoretically, research using SWOT analysis in improving work programs will enrich research treasures in management. The research results on improving the quality of programs at larger institutions with SWOT analysis will be more accurate if accompanied by validity and reliability tests to identify strengths, weaknesses, opportunities, and threats as research instruments. *"The validity and reliability of research instruments can be done by statistical calculations"* (Taherdoost, 2016).

The practical implication is that the use of SWOT analysis in an institution the strategic planning in improving the work program is highly recommended. Swot analysis directly and cumulatively collects the thoughts of groups of people who have experience in their fields. Besides, several institutions in Indonesia already have the habit of making work programs by copying and pasting the previous program, so that the preparation of work programs is a routine job that has no updating with not optimal results. Such a mindset must be changed so that every work program must have a gradual increase in institutional performance by implementing strategic planning with SWOT analysis. The key to success in implementing strategic planning implementation is a high commitment from all stakeholders involved. *"Commitment influences improving institutional performance"* (Loan, 2020). Likewise, *"the management function must be carried out consistently by a leader, namely planning, organizing, leading, and controlling"* (Schraeder et al., 2014).

5. Conclusion

The preparation of a work program through strategic planning in this study resulted in private special school in the III area. This position results from the analysis of the current condition, which has two dominant factors: weaknesses and threats. To achieve a quadrant I or two dominant factors on strengths and opportunities, institutional improvements can be gradually carried out. To build success in this direction, SLB private X needs to build partnerships with competitor schools to follow in the footsteps of success. Intense vertical coordination is also needed to accelerate the achievement of proposals the institution cannot fun. Likewise, horizontal coordination can build independence in achieving success, for example, by finding donors through approaches to entrepreneurs and community leaders as an alternative that institutions can do.

Conflict of interest statement

The authors declare no conflicts of interests.

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