

## Strategy for Improving the Quality of Education in Muhammadiyah Schools

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Article History: Received on 2 September 2024, Revised on 7 October 2024,  
Published on 11 November 2024

**Abstract:** This study aims to analyze the SWOT, IFE, and EFE of Muhammadiyah Schools in Bengkulu City. The study was conducted at Muhammadiyah Schools in Bengkulu City from September to November 2023. The research methodology used includes quantitative and qualitative approaches. Quantitatively, data was obtained by distributing questionnaires via Google Form to 54 respondents and qualitatively conducting interviews with 4 respondents representing elements of Muhammadiyah education figures, Aisyiyah, lecturers, and Muhammadiyah teachers. The results of the study indicate that: 1) There are 10 indicators of strength, 9 indicators of weakness, 6 indicators of opportunity, and 5 indicators of threat in Muhammadiyah schools, and there are 12 SO, WO, ST, and WT strategies that can be applied for the progress and development of Muhammadiyah school education, 2) The value of internal factor analysis (IFE) is 2.85 with a moderate category, and the value of external factor analysis (EFE) is 2.6 with a moderate category, and 3) Muhammadiyah schools in Bengkulu city from kindergarten, elementary school/MMI, junior high school/MMTS, and senior high school/MMA are in quadrant V, namely in a condition of maintaining and maintaining. The recommended strategy for the progress and development of Muhammadiyah schools is a strategy that is aggressively penetrating the community to convince the general public that Muhammadiyah schools can be the main choice, and also a strategy for developing Muhammadiyah schools into superior schools is needed through curriculum changes, radical changes in the school's vision and mission, and improvements in internal quality, both human resources and related infrastructure.

**Keywords:** Muhammadiyah Schools, Quality Improvement Strategy, SWOT

### A. Introduction

Education is the main pillar of a nation's development, and the role of schools as educational institutions is very strategic in ensuring the quality of human resources

produced. Every educational institution, including schools, has a strategic role in determining the quality of human resources produced (Knies et al., 2024; Piwowar-Sulej, 2021). The competitive education market today can be likened to an institution that is able to clearly identify its identity and is known by the general public (Miotto et al., 2020). The quality of education is a comprehensive portrait of the actions of educational services both internally and externally that have been demonstrated by their ability to satisfy user expectations (Gulden et al., 2020). Amidst the dynamics of competition between schools and demands to continue to improve the quality of education, Muhammadiyah schools in Bengkulu City face various challenges that need to be overcome. According to data from the Central Statistics Agency (BPS), the number of schools in Bengkulu City in 2022 will be elementary schools with as many as 107 schools, junior high schools with as many as 43 schools, and senior high schools with as many as 24 schools (Statistik, 2022). The large number of elementary, middle, and high schools in the Bengkulu City area has created increasingly fierce competition. Factors such as the relatively large number of schools in a limited area and the high attractiveness of public schools are the main obstacles for private schools in general and Muhammadiyah private schools in particular in recruiting new students. Therefore, improving the quality of Muhammadiyah schools in Bengkulu City is a must in order to remain competitive, continue to exist, and provide an optimal contribution to education in the area.

SWOT (Strengths, Weaknesses, Opportunities, Threats), IFE (Internal Factor Evaluation), and EFE (External Factor Evaluation) analysis are relevant approaches to identify internal and external factors that affect the quality of education in Muhammadiyah schools in Bengkulu City. In conducting research using SWOT analysis to obtain highly accurate data, it is advisable to pay attention to external and internal aspects as key elements in implementing SWOT analysis (Phadermrod et al., 2019). With a deep understanding of strengths, weaknesses, opportunities, and threats, schools can formulate appropriate strategies to improve the quality of education (Longhurst et al., 2020; Wang & Wang, 2020). This study aims to:

1. Analyze the SWOT and SWOT matrix of Muhammadiyah schools in Bengkulu City.
2. Analyze internal factors (IFE) and external factors (EFE) of Muhammadiyah schools in Bengkulu City.
3. Find out the position of the IFE and EFE quadrants of Muhammadiyah schools in Bengkulu City.

Muhammadiyah School is an educational institution under the auspices of the Muhammadiyah organization, an Islamic organization in Indonesia founded in 1912 by KH Ahmad Dahlan (Maimori et al., 2022; Sudarmin et al., 2024). This organization aims to spread Islamic teachings and advance society through various fields, including education (Aprillianti et al., 2022). Muhammadiyah School has long historical roots along with the establishment of Muhammadiyah. Kiai Dahlan and

his students founded the first modern Muhammadiyah school in 1911 (Khoirudin et al., 2020). This Madrasah Ibtidaiyah Diniyah Islamiah is said to be the forerunner to the birth of the Madrasah Mu'allimin Muhammadiyah Yogyakarta. Over time, this organization has grown and established various educational institutions, including kindergartens, elementary schools, junior high schools, and senior high schools (Datuk & Arifin, 2024; Muryadi et al., 2023). In Bengkulu City, there are 27 Muhammadiyah schools, including kindergartens, elementary schools, junior high schools, and senior high schools. The following is the number of students at Muhammadiyah Schools in Bengkulu City, with a total of 2582 students.

**Table 1. Number of Students at Muhammadiyah Schools in Bengkulu City**

No.	School Name	Number of Students
1.	TK 'Aisyiyah I	46
2.	TK 'Aisyiyah II	25
3.	TK 'Aisyiyah III	12
4.	TK 'Aisyiyah IV	19
5.	TK 'Aisyiyah V	12
6.	TK 'Aisyiyah VI	20
7.	TK 'Aisyiyah VII	25
8.	TK 'Aisyiyah VIII	57
9.	TK 'Aisyiyah IX	32
10.	TK 'Aisyiyah X	50
11.	TK 'Aisyiyah XI	
12.	TK Seroja 'Aisyiyah	10
13.	TK Nurul Fathanah	12
14.	TK Muslifa	18
15.	SD Muhammadiyah 1	107
16.	SD Muhammadiyah 2	47
17.	SD Muhammadiyah 5	54
18.	SMP Muhammadiyah Terpadu	78
19.	SMAM 1 Boarding School	65
20.	SMA Muhammadiyah 4	304
21.	SMKS 9 Muhammadiyah	45
22.	SMK Agro Maritim	26
23.	MI Muhammadiyah	188
24.	MTS Muhammadiyah Soeprapto	65
25.	MTS Muhammadiyah Mubaraak	77
26.	MA Muhammadiyah Soeprapto	21
27.	MA Muhammadiyah Kreatif Mubaraak	45
<b>Total Murid</b>		<b>2582</b>

This research is expected to provide a significant contribution in developing effective, resilient, and continuous improvement-oriented strategies to improve the quality of education in Muhammadiyah schools in Bengkulu City.

## **B. Methods**

This research was conducted at Muhammadiyah Schools in Bengkulu City from September to November 2023. The research methodology used includes quantitative and qualitative approaches. Quantitatively, data was obtained by distributing

questionnaires via Google Form to 54 respondents and qualitatively conducting interviews with 4 respondents representing elements of Muhammadiyah education figures (Dr. Adi Asmara, M.Pd.) and Aisyiyah (Yuslidar, S.Pd.), lecturers (Dr. Reni Kusmiarti, M.Pd.), and Muhammadiyah teachers (Rita Eka Zahara, SPd.). Data analysis involved an in-depth evaluation of internal and external indicators in formulating strategies to improve school quality. Identification of internal factors using the IFE (Internal Factor Evaluation) matrix analysis technique, while external factors were identified using the EFE (External Factor Evaluation) matrix.

After conducting SWOT, IFE, and EFE analysis, triangulation was conducted. This triangulation is an effort to verify the validity of data or information obtained by researchers from diverse perspectives by reducing as much bias as possible that may arise during the data collection and analysis process. The stages in creating a SWOT are identifying the strengths, weaknesses, opportunities, and threats of Muhammadiyah schools in Bengkulu City. After this identification stage, the next step is to create a SWOT matrix. This matrix maps the strengths, weaknesses, opportunities, and threats simultaneously, which can help Muhammadiyah schools develop SO, ST, WO, and WT strategies. Next, IFE and EFE analysis is carried out with the following stages:

1. Identifying internal factors consisting of strengths and weaknesses.
2. Determining the value or weight of each internal factor (strengths and weaknesses) from a value weight of 1.0 (very important) to a weight of 0.0 (not important).
3. The total weight of all strengths and weaknesses is 1-4. Determining the rating of each issue of each strength and weakness factor by placing a ratio of 1 - 4 (1: very weak and 4: very strong). The rating is based on the company-based factor, namely the factor of influence on the long-term organization.
4. The weighted value is the multiplication of weight and rating.
5. For the weighting and rating of the EFE matrix, it is the same as the IFE matrix using external factors, namely opportunities and threats.
6. Determination of the IFE and EFE quadrants



**Figure 1. IFE & EFE Quadrant (David, 2011)**

## C. Results and Discussion

### Respondent Characteristics

Based on the questionnaire results, the characteristics of 54 respondents can be seen in the table, including gender, age, last education, type of job, and region of origin. The respondent data is mostly represented by elements of the Muhammadiyah/Aisyiyah Regional Leadership as much as 42%, lecturers 35.1%, Muhammadiyah school teachers 9.3%, non-Muhammadiyah school teachers 5.6%, employees 1.9%, and others 5.6%. PWM/PWA has PAUD and Dikdasmen assemblies that accompany and coordinate Muhammadiyah schools from kindergarten to high school. There are school teachers from Muhammadiyah schools (9.3%) and non-Muhammadiyah teachers (5.6%). Respondents who work as non-Muhammadiyah teachers are also Muhammadiyah members. All 54 respondents are members of the Muhammadiyah organization with various professions. The last educational background of the respondents was mostly Masters (42.6%), followed by Doctoral (38.9%), and Bachelor's (18.5%). This is because most of the respondents work as lecturers and school teachers. This also shows that Muhammadiyah members have quality educational backgrounds, many of whom are already undergraduates and postgraduates (S2, S3).

Furthermore, to obtain more in-depth data and information related to the SWOT analysis, using 4 sources representing elements of Muhammadiyah education figures, Aisyiyah, lecturers, and Muhammadiyah teachers. Based on respondent data, the 10 indicators of Muhammadiyah school strengths are arranged from the highest percentage to the lowest percentage. Respondents who chose strength indicator no. 1 were 75.9%, indicator no. 2 was 75.9%, indicator no. 3 was 70.4%, and no. 4 was 68.5%. Respondents who chose weakness indicator no. 1 were 79.6%, indicator no. 2 was 72.2%, indicator no. 3 was 70.4%, and no. 4 was 66.7%. Respondents who chose opportunity indicator no. 1 were 79.6%, indicator no. 2 was 64.8%, indicator no. 3 was 61.1%, and no. 4 was 59.3%. Respondents who chose threat indicator number 1 were 90.7%, indicator number 2 was 46.3%, indicator number 3 was 37%, and indicator number 4 was 37%.

**Table 2. SWOT Matrix Analysis**

<b>Strength (S-Strength)</b>	<b>Weaknesses (W-Weakness)</b>
1. Strengthening of religion and integration of Islamic values in daily activities.	1. Inadequate level of teacher and staff welfare
2. Muhammadiyah schools have a national network under the Muhammadiyah organization	2. Relatively small number of school students
3. Islamic-based education	3. Limited financial resources
4. Education costs are relatively affordable	4. Limited human resources (teachers and education personnel)
5. Strategic location	5. Limited infrastructure
	6. Limited access and use of technology that can affect the

**Opportunities (O-  
Opportunities)**

1. The community is aware of the importance of religious education; Muhammadiyah Islamic schools can be the main choice.
2. Forming networks with other educational institutions can open the door to resource exchange and joint development.
3. Developing special programs or extracurricular activities can increase the school's appeal to students and parents.

4. Integrating modern technology into the learning process can improve the quality of education and attract student interest.
5. Cooperation with stakeholders and businesses can open up opportunities for additional funding, support, or mutually beneficial cooperation programs.
6. Muhammadiyah residents who are quite potential and Muhammadiyah branding that is already well-known

6. Scholarships are available
7. Availability of good infrastructure
8. Support from parents and Muhammadiyah members can help in school governance and management
9. Development of an Islamic curriculum
10. Availability of qualified teachers and staff can have a positive impact on the quality of education.

**SO**

1. Improving the integration of Islamic values through the integration of national curriculum and Islamic curriculum (S1, S2, S3, S9, O1, O3, O4, O6)
2. Utilization and development of the Muhammadiyah national network to improve competence in education and IT (S2, O2)
3. Development of cooperation to improve teaching and learning process and teacher competence (S6, S7, S8, S10, O2, O5)

- integration of technology in learning.
7. The curriculum is not diverse enough so that it can hinder the development of creativity and student interest.
  8. Lack of commitment and militancy of the organization's members
  9. Lack of discipline of educators and education personnel

**WO**

1. Expanding networks, cooperation with stakeholders, and promotion through social media and Muhammadiyah networks (W1, W2, W3, W4, W6, O2, O4, O5, O6)
2. Convincing parents to enroll their children through curriculum guarantees and activities that interest prospective students, such as sports, arts, and tahfidzh as the school's flagship (W2, W7, O1, O3)
3. Strengthening the ideology of educational staff to increase love and passion for the struggle for Muhammadiyah schools (W8, W9, O2).

<b>Threats (T-Threats)</b>	<b>ST</b>	<b>WT</b>
1. Competition from other schools can reduce the number of applicants and harm the growth of the school.	1. Improve the quality of Islamic-based learning (S1, S3, S7, S8, S9, S10, T1, T2, T4)	1. Socializing the school's superior programs to prospective students and parents and the existence of a superior school curriculum (W2, W7, T1, T2, T4)
2. Changes in national education policy can affect the structure or curriculum of the school.	2. Provide affordable fees and increase scholarship programs (S4, S6, S8, T1, T3).	2. Increasing cooperation with local governments and Muhammadiyah charitable organizations to obtain support related to infrastructure, human resources, and promotion (W1, W3, W4, W5, W6, T3, T4, T5)
3. The large number of people with relatively low welfare levels can make it difficult for parents to pay school fees.	3. Create promotions through offline media such as billboards, banners at school gates, and promotions through social media (S2, S5, T1, T4, T5).	3. Recruiting educators who meet the criteria and improving the competence of existing educators (W4, W8, W9, T2)
4. Social and cultural challenges, such as differences in views on religion or values, can affect community acceptance and support.		
5. The negative influence of social media or technology can affect the image of the school or raise detrimental issues.		

**Table 2. IFE Matrix Analysis**

<b>No.</b>	<b>Internal Indicators</b>	<b>Weight</b>	<b>Rating</b>	<b>Score</b>
	<b>Strength</b>			
1.	Strengthening religious beliefs and integrating Islamic values into daily activities.	0.08	4	0.32
2.	Muhammadiyah schools have a national network under the Muhammadiyah association	0.08	4	0.32
3.	Islamic based education	0.07	4	0.28
4.	Education costs are relatively affordable	0.06	4	0.24
5.	The location is quite strategic	0.05	4	0.2
6.	Scholarship	0.04	4	0.16
7.	Availability of fairly good infrastructure	0.04	4	0.16
8.	Parental and community support can help in school management and the learning process.	0.03	3	0.09
9.	The development of Islamic curriculum	0.03	3	0.09
10.	The availability of qualified teachers and staff can have a positive impact on the quality of education.	0.03	3	0.09
	<b>Weakness</b>			
1.	The level of welfare of teachers and staff is still inadequate	0.08	2	0.16

2.	The number of school students is relatively small	0.07	2	0.14
3.	Limited financial resources	0.07	2	0.14
4.	Limited human resources (teachers)	0.06	2	0.12
5.	Infrastructure limitations	0.05	2	0.1
6.	Limited access and use of technology that can affect the integration of technology in learning	0.04	2	0.08
7.	The curriculum is not diverse enough so it can hinder the development of students' creativity and interests.	0.04	2	0.08
8.	Lack of commitment and militancy among members of the association	0.04	1	0.04
9.	Lack of discipline among educational staff	0.04	1	0.04
		1		2.85

**Table 3. EFE Matrix Analysis**

No.	External Indicators	Weight	Rating	Score
	<b>Opportunity</b>			
1.	The community is aware of the importance of religious education, Muhammadiyah Islamic schools can be the main choice.	0.12	3	0.36
2.	Forming a network or consortium with other educational institutions can open the door to resource exchange and joint development.	0.11	3	0.33
3.	Developing special programs or extracurricular activities can increase the school's appeal to students and parents.	0.08	3	0.24
4.	Integrating modern technology into the learning process can improve the quality of education and attract student interest.	0.08	3	0.24
5.	Cooperation with local communities and businesses can open up opportunities for additional funding, support, or mutually beneficial cooperation programs.	0.07	2	0.14
6.	Muhammadiyah members who are quite potential and Muhammadiyah branding that is already well-known	0.07	2	0.14
	<b>Threats</b>			
1.	Competition from other schools can reduce enrollment and harm school growth.	0.11	3	0.33
2.	Changes in national education policy can affect school structure or curriculum.	0.1	3	0.3
3.	A large number of people with relatively low levels of welfare can make it difficult for parents to pay school fees.	0.09	2	0.18
4.	Social and cultural challenges, such as differences in religious views or values, can affect community acceptance and support.	0.09	2	0.18
5.	Negative social media or technology influences can affect a school's image or raise negative issues.	0.08	2	0.16
	Total Number	1		2.6



The IFE and EFE matrices are designed based on two key elements, namely the total score of EFE weight points on the X axis and the total score of IFE weight points on the Y axis (Haekal, 2022). Based on the results of the Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) evaluations, it shows that Muhammadiyah schools are in quadrant V in the IFE-EFE matrix, known as the "Guard and Maintain" quadrant; this indicates an optimal balance between the internal strengths of the school and the external opportunities available. Muhammadiyah schools that are in the guard and maintain position require a strategy that is aggressively penetrating the community to convince the general public that Muhammadiyah schools can be the main choice and need a strategy to develop Muhammadiyah schools into superior schools. Deas (2018) and Aburizaizah et al. (2019) states that school quality is based on student achievement academically, principal performance, performance of educators and education personnel, and modern technology.

In more detail, internal strengths and external opportunities such as religious values, national networks, Islamic-based education, relatively affordable education costs, the importance of religious education, the development of special programs, and others can be managed effectively to maintain competitive advantage (Abbas et al., 2024; Sabariah et al., 2023). On the other hand, internal weaknesses and external threats, such as a small number of students, limited financial resources and limited human resources, limited infrastructure, competition with state schools, and others, can not only be overcome but also managed strategically. This is supported by Hafifuddin et al. (2021) statement that Muhammadiyah schools need to improve their quality so as to produce militant cadres and achieve academically.

Defense and strengthening strategies are important in this context, where managing this balance will support the continuity and existence of Muhammadiyah schools in Bengkulu City. Muhammadiyah Schools in Bengkulu City can take advantage of existing opportunities while overcoming any challenges that arise. Awareness of the position of the "guard and defend" quadrant can also encourage schools to continue to improve and develop themselves so that Muhammadiyah schools remain relevant in a dynamic educational environment. Strategies that can be carried out by Muhammadiyah Schools in Bengkulu City are: 1) Increasing the integration of Islamic values through the integration of the national curriculum and the Islamic curriculum; 2) Utilizing and developing the Muhammadiyah national network to improve competence in the fields of education and information technology; 3) Developing cooperation to improve the teaching and learning process and improving teacher competence; 4) Expanding networks, cooperation with stakeholders, and promotion through social media and Muhammadiyah networks; 5) Convincing parents to enroll their children through guarantees of curriculum and activities that interest prospective students, such as sports, arts, and tahfidzh as the school's flagship; 6) Strengthen the ideology of educational staff to increase love and passion for the struggle for Muhammadiyah schools; 7) Improve the quality of

Islamic-based learning; 8) Provide affordable costs and increase scholarship programs; 9) Create promotions through offline media such as billboards, banners at school gates, and promotions through social media; 10) Socialize the school's superior programs to prospective students and parents and the existence of a superior school curriculum; 11) Increase cooperation with the local government and Muhammadiyah charitable efforts to obtain support related to infrastructure, human resources, and promotion; and 12) Recruitment of educators who meet the criteria and increase competence for educators.

#### **D. Conclusion**

Based on the results of the analysis and discussion, it can be concluded that:

1. There are 10 indicators of strength, 9 indicators of weakness, 6 indicators of opportunity, and 5 indicators of threat in Muhammadiyah schools, and there are 12 SO, WO, ST, and WT strategies that can be applied for the progress and development of Muhammadiyah school education;
2. The value of the internal factor analysis (IFE) is 2.85 with a moderate category, and the value of the external factor analysis (EFE) is 2.6 with a moderate category; and
3. Muhammadiyah schools in Bengkulu City from Kindergarten, Elementary School/MI, Junior High School/MTS, and Senior High School/MA are in quadrant V, namely in a condition of maintaining and sustaining.

#### **E. Acknowledgement**

The author team would like to thank the Muhammadiyah Regional Leadership and Muhammadiyah University of Bengkulu for facilitating the national seminar and publication of the proceedings in the framework of the 111th Milad Muhammadiyah in Bengkulu Province. Hopefully the results of this study are useful and provide real contributions to the progress and development of education in Muhammadiyah schools in Bengkulu City.

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