

SWOT analysis of educational facilities and infrastructure for enhancing language literacy at State Islamic Elementary School 1 Malang: Challenges and opportunities

Firdausi Nurharini^{1*}, Laili Mas Ulliyah Hasan², Kunti Nadiyah Salma³, Syifaul Adhimah², Nabila Shidqiyyah⁴

¹Elementary School Teacher Education, Faculty of Education Department, Universitas Trunojoyo Madura, Indonesia

²Arabic Education, Sekolah Tinggi Ilmu Bahasa Arab dan Dakwah Masjid Agung Sunan Ampel Surabaya, Indonesia

³Arabic Education, Tarbiyah, Institut Agama Islam Sunan Giri Ponorogo, Indonesia

⁴Islamic Education Management, Faculty of Islamic Education Department, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Abstract. This study aims to analyze the strengths, weaknesses, opportunities, and threats (SWOT) related to the educational facilities and infrastructure at SD Islam Negeri 1 Malang and their contribution to improving language literacy. The research employs a descriptive qualitative approach, utilizing SWOT analysis to evaluate the current state of facilities and their impact on Arabic and English literacy. Data collection techniques include observation, interviews, documentation, and questionnaires, targeting the school principal, teachers, students, and committee members. The results indicate that SD Islam Negeri 1 Malang generally meets the standards set by national regulations, with well-maintained facilities such as Wi-Fi, electricity, sound systems, and digital learning technologies that enhance the learning environment. However, issues such as inadequate water supply during the dry season and suboptimal toilet conditions need to be addressed. The analysis highlights that while the existing infrastructure supports effective language learning, improvements and collaboration with external partners are needed to address the identified weaknesses and threats. Implementing digital resources, interactive materials, and enhancing security measures are recommended strategies to further improve language literacy.

1 Introduction

Educational facilities and infrastructure play a crucial role in supporting the teaching and learning process. Adequate educational facilities not only enhance the effectiveness of learning but also play an important role in the development of students' literacy. At State Islamic Elementary School Of 1 Malang, efforts are continuously made to improve facilities and infrastructure in order to create a conducive learning environment for the development of students' language literacy. The development of language literacy, which includes the ability to understand, use, evaluate, and create texts effectively, is one of the main objectives in improving the quality of education at this school (AKSOY, 2022).

The importance of facilities and infrastructure in education is clearly regulated in Law Number 20 of 2003 concerning the National Education System, which states that every educational unit is required to provide facilities that meet the needs to support the development of students' potential (Phurong, 2024). Adequate facilities are expected to support the intellectual, social, and emotional development of students. The improvement of facilities and infrastructure in schools

has a significant impact on various aspects, one of which is the enhancement of students' language literacy (Byington et al., 2020).

Literacy is not just the ability to read and write, but also the ability to use and critically evaluate texts. According to research by Fitriani, Hidayat, and Pakuan (Fitriani et al., 2024), strong literacy skills enable students to better understand various types of texts, which ultimately contributes to their success in different aspects of life. Active and fully engaged literacy activities provide a deeper learning experience. As mentioned by Isya, Ramadhan, and Syarifuddin (Isya et al., 2022).

Language, as the primary medium for developing literacy, plays an important role in education. According to Arsyad (Fayruza & Yodhi, 2018), Arabic is one of the languages rich in descriptions and detailed explanations. This is significant in the context of State Islamic Elementary School Of 1 Malang, which places Arabic literacy as one of its learning focuses. Meanwhile, English, as noted by Syandri (Syandri, 2023), also serves as an important means to access global knowledge, given the abundance of references in science and technology documented in English (Dangga et al., 2022).

* Corresponding author: harinifirda8@gmail.com

Ideal facilities and infrastructure in education include comfortable classrooms, a library with a comprehensive collection, language laboratories, and adequate access to information technology. According to Fachrurozi (Fachrurozi, 2023), a clean and safe school environment, supported by good facilities, can motivate students to enhance their literacy skills. Research by Yunawati (2024) also shows a positive relationship between the quality of facilities and infrastructure and students' literacy levels, where better available facilities correlate with higher literacy rates among students. (Sele et al., 2024).

However, there are various challenges in providing adequate educational facilities and infrastructure, such as budget limitations, lack of facility maintenance, and gaps in access to technology. At STATE ISLAMIC ELEMENTARY SCHOOL OF 1 Malang City, despite ongoing efforts to improve, there are still shortcomings that need to be addressed, such as an inadequate library and insufficient access to information technology that supports language literacy. Previous research by Josef shows that schools with complete facilities tend to produce students with higher literacy levels compared to schools with limited facilities (Baskoro et al., 2022) shows that schools with more comprehensive facilities tend to produce students with higher literacy levels.

This research aims to analyze the strengths, weaknesses, opportunities, and threats (SWOT) related to the facilities and infrastructure at STATE ISLAMIC ELEMENTARY SCHOOL OF 1 Malang City, as well as their contributions to enhancing language literacy. The findings of this study are expected to provide a clear picture of the current state of facilities and how they contribute to improving students' language literacy. By understanding the existing strengths and weaknesses, the school can formulate more effective strategies to maximize the use of available facilities.

Additionally, this research aims to offer insights to relevant stakeholders, such as school administrators and policymakers, to develop better future facility development plans. The practical implications of this study include recommendations for improving existing facilities, such as expanding the library collection, enhancing access to information technology, and upgrading other infrastructure that supports students' language literacy.

Thus, this research not only contributes to efforts to enhance the facilities and infrastructure at STATE ISLAMIC ELEMENTARY SCHOOL OF 1 Malang City but also provides suggestions that can be utilized for better educational planning in the future, particularly in improving language literacy.

2 Methods

This research employs a descriptive qualitative approach. Qualitative research aims to deeply understand phenomena (Rusandi & Muhammad Rusli, 2021). This approach is suitable for the study as its main focus is to explore in-depth how the facilities and

infrastructure at State Islamic Elementary School Of 1 Malang contribute to enhancing the quality of Arabic and English literacy. The descriptive qualitative approach aligns with the research objective of understanding the perceptions and experiences of various stakeholders in a specific context.

This study utilizes SWOT analysis as a method to assess the strengths, weaknesses, opportunities, and threats related to the facilities and infrastructure at State Islamic Elementary School Of 1 Malang. The SWOT analysis will be applied by identifying strengths, such as the availability of adequate learning facilities; weaknesses, such as a lack of supportive technology; opportunities, such as government-supported literacy programs; and threats, such as the school's limited budget (Iqbal et al., 2023). This analysis will provide a comprehensive overview of how the facilities and infrastructure contribute to improving the quality of language literacy at the school.

Data collection techniques in this research include observation, interviews, documentation, and surveys. Observations will be conducted to directly assess the condition and utilization of facilities at the school, including classrooms, libraries, and technology resources. The observation protocol will encompass detailed notes on the physical and functional aspects of the facilities, as well as how these resources are used in language learning. To minimize observer bias, data will be recorded objectively and analyzed through triangulation with other data collection methods.

Interviews will be conducted with the school principal, teachers, students, and members of the school committee to gain in-depth information about the condition of facilities and their impact on language literacy. The interview format used will be semi-structured, with open-ended questions designed to explore the role of facilities in supporting literacy. Interview questions will cover topics such as the use of facilities in teaching and learning activities and the challenges faced in utilizing these resources. The selection of informants is based on the relevance of their roles in the use of facilities, where insights from the principal and teachers provide an administrative perspective, while students offer direct experiences.

Documentation will involve collecting official documents such as school reports, policies related to facilities, and literacy activity reports. These documents will be used to supplement primary data obtained through observations and interviews, as well as to understand the contextual policies underlying the management of facilities and infrastructure.

Surveys will be distributed to students and teachers to gauge their perceptions of the available facilities and their impact on the quality of language literacy. The survey is designed using Likert scale questions to measure satisfaction levels regarding the facilities, along with several open-ended questions to identify suggestions and feedback. The surveys will be distributed directly, and strategies such as clear explanations and supervision during the completion will be implemented to maximize response rates.

The research sample will be selected using purposive sampling techniques, where participants are chosen based on their roles and involvement with the facilities at the school. Selection criteria include the principal, 10 Arabic and English teachers, 20 students from various grade levels, and 5 school committee members. This sampling selection is based on the need to obtain a comprehensive perspective from various stakeholders directly involved in the use and management of the facilities.

Data analysis will be conducted by coding data from observations, interviews, documentation, and surveys. The collected data will be categorized according to the SWOT elements: strengths, weaknesses, opportunities, and threats. Each finding will be interpreted in the context of language literacy to examine how these facilities influence students' literacy abilities.

To ensure validity, this research will employ data triangulation by comparing the results from observations, interviews, and documentation to ensure the consistency of findings. Additionally, member checking will be conducted by involving participants in confirming the accuracy of the interview data. To ensure reliability, this study will utilize consistent interview and observation protocols, as well as systematically document each step of data collection and analysis.

Ethical considerations are of paramount importance in this research. Informed consent will be obtained from all participants, providing them with complete information regarding the purpose, procedures, and their rights, including the right to withdraw from participation at any time. Participants' privacy and confidentiality will be safeguarded by anonymizing their identities and keeping data in a secure format.

3 Results and discussion

This research aims to analyze the SWOT (Strengths, Weaknesses, Opportunities, Threats) of facilities and infrastructure at State Islamic Elementary School Of 1 Malang and their contribution to improving language literacy. Through a descriptive qualitative approach, this study identifies various strengths, weaknesses, opportunities, and threats, and examines how these elements affect the Arabic and English language learning process at the madrasah.

Table 1 shown are the results of the SWOT analysis of State Islamic Elementary School Of 1 Malang regarding the facilities and infrastructure in its contribution to improving language literacy quality.

State Islamic Elementary School Of 1 Malang boasts many advantages in terms of facilities and infrastructure, which meet the standards set by Minister of National Education Regulation Number 24 of 2007. This madrasah provides learning facilities that support the teaching process, including in Arabic and English subjects. The existence of four specialized teams responsible for facilities and infrastructure—namely, the IT team, the Madrasah Management Room (RTM) team, the State Madrasah Development (BNM) team,

and the security team—ensures that the facilities are always in good condition and ready for use.

The classrooms are comfortable and equipped with air conditioning and LCD projectors, while digital learning systems such as E-Learning and IT Bots foster a more interactive learning experience. Additionally, the availability of Wi-Fi, stable electricity, and a clean environment creates a conducive learning atmosphere.

On the other hand, there are some weaknesses that need to be addressed, such as water shortages during the dry season and cleanliness issues in the restrooms, which are sometimes inadequate because students in grades 1, 2, and 3 are still unable to clean them properly. The madrasah has responded to these issues with prompt actions, including the use of a permanent water tank and increased supervision of cleanliness. Additionally, the oversight of language learning in lower grades, particularly in the early classes, also needs improvement. However, the madrasah always ensures that any damaged facilities are repaired immediately to prevent disruption to the teaching and learning activities.

The madrasah also faces security challenges, such as the risk of motor vehicle theft, which can undermine students' and parents' trust in the madrasah environment. To address this threat, the madrasah has implemented stringent monitoring through the use of CCTV and a 24-hour security system. Furthermore, the presence of vigilant security personnel and well-organized parking provides a sense of safety for students and parents. All these measures, if optimized, will further strengthen the support of facilities and infrastructure in enhancing language literacy and overall student learning.

The results of this study are consistent with findings from Abid, which indicate that adequate facilities, such as Wi-Fi networks and digital learning technologies, significantly contribute to improving students' English literacy (Haleem et al., 2022). This research emphasizes the importance of technological infrastructure in the learning process, where good access to digital resources can enhance student motivation and performance. In this context, the role of technology as a supportive tool in language teaching becomes increasingly relevant, especially in the current digital era, where students are confronted with various online information sources.

Furthermore, research by Alina supports the notion that a clean and safe learning environment, along with strong technological support, can enhance students' motivation and academic achievement in foreign languages (Negoescu & Mitulescu, 2023). A comfortable and clean physical environment not only affects students' health but also improves their concentration and engagement in the learning process. With good facilities, such as adequately sized classrooms, multimedia equipment, and quiet study areas, students feel more comfortable and motivated to learn.

Earlier research has shown that the implementation of adequate facilities, such as comprehensive libraries and multimedia rooms, contributes to enhancing language literacy quality. These facilities provide the necessary resources to support effective language

	<p>9. Security at the madrasah is tightly monitored with a 24-hour rotating guard system and CCTV. This security ensures a safe and protected learning environment, allowing students to study without concern</p> <p>10. Safe crossing for students and organized madrasah parking also contribute to the comfort of students and parents</p> <p>11. Maintained communication between the madrasah and the madrasah committee supports better and more responsive management and development of facilities according to student needs.</p> <p>12. Quick action in repairing damaged facilities demonstrates efficiency and dedication in maintaining the quality of madrasah facilities. This ensures no disruption in the teaching and learning process, including in Arabic and English language instruction</p>	
<p>Opportunity of State Islamic Elementary School Of 1 Malang</p> <p>1.State Islamic Elementary School Of 1 Malang collaborates with various external parties to support the improvement of facilities and infrastructure. For example, when the wifi network is damaged, there are partner organizations available to assist with repairs. The madrasah also has partnerships for electrical installations and IT Bot services. This collaboration ensures that facilities and infrastructure are always in good condition and ready to support the learning process.</p>	<p>What activities can be undertaken with strengths to seize opportunities, particularly in applying facilities and infrastructure to improve language literacy at STATE ISLAMIC ELEMENTARY SCHOOL OF 1 Malang?</p> <p>1.Developing a digital madrasah as a form of adaptation to modern advancements. With a digital madrasah, students can access various Arabic and English language learning resources online, thereby extending the scope of learning beyond school hours</p> <p>2.Implementing the use of e-books in the process of learning Arabic and English. Students can download learning materials and take quizzes online, which can enhance their interaction and engagement in the learning process</p> <p>3.Introducing digital student cards that can be used to purchase school supplies without using cash. These cards can also be integrated with a digital library system to facilitate borrowing language book</p> <p>4.Using a digital system for student attendance. With this digitalization, teachers can more easily monitor student attendance and analyze attendance data correlated with their literacy development. Organizing collaborative activities between external parties and the school to support improvements in facilities and infrastructure. For example, hosting IT workshops or training sessions in Arabic and English with assistance from partner organizations</p>	<p>What activities can be done to address weaknesses and seize opportunities in the application of facilities and infrastructure to improve language literacy at STATE ISLAMIC ELEMENTARY SCHOOL OF 1 Malang City ?</p> <p>1. When there are issues that need to be addressed by the school, the school committee will also assist in optimizing support from the school committee to tackle the problems that need to be addressed. The committee can help in the procurement of digital books, IT equipment, and the improvement of other learning facilities that support the enhancement of language literacy.</p> <p>2.Creating interactive and engaging Arabic and English learning materials, such as educational videos, mobile applications, and educational games, can increase students' interest in learning these languages.</p> <p>3.Conducting training and workshops for teachers to enhance their skills in using technology and digital tools in teaching Arabic and English.</p> <p>4.Increasing the collection of digital books and other learning resources in the school's digital library will provide students with greater access to reading materials in Arabic and English.</p> <p>5.Implementing student exchange programs with other madrasahs or schools that have strong Arabic and English literacy programs will give students the opportunity to learn in a new environment and enhance their language skills.</p>

<p>Ancaman/Tantangan (Threats) STATE ISLAMIC ELEMENTARY SCHOOL OF 1 Malang City</p> <ol style="list-style-type: none"> 1. Fear of motor vehicle theft. 2. The loss of vehicles can lead to logistical disruptions for students and staff, reducing trust in the security of the school environment. This can decrease student attendance and involvement in extracurricular activities, including those related to language literacy. 	<p>What activities can be carried out using strengths to address the threats related to the implementation of facilities and infrastructure in enhancing language literacy at State Islamic Elementary School of 1 Malang City?</p> <ol style="list-style-type: none"> 1. Install CCTV in every corner to monitor the movements of both school residents and outsiders. 2. Security personnel who remain vigilant about any irregularities. 3. Conduct awareness alerts for school residents regarding personal belongings and items within the school. 4. Parking attendants who know the school residents will help raise awareness if there are outsiders present. 	<p>What activities can be undertaken to address weaknesses in facing threats related to the implementation of facilities and infrastructure in improving language literacy at State Islamic Elementary School of 1 Malang City?</p> <ol style="list-style-type: none"> 1. The activity conducted is to immediately repair any damaged facilities today so that they can be used the next day. 2. Tightening the security of the school. 3. Using the regional water supply company (PDAM) and a permanent tank (made of concrete) from the ground floor to supply water to the second and third floors.
--	--	---

Moreover, excessive reliance on technology may diminish direct interaction between teachers and students, which is also vital in the language learning process (Suyuti et al., 2023). This direct interaction is essential for building good relationships between teachers and students, contributing to a positive learning atmosphere (Apriyani & Jannah, 2022). If students become too dependent on technology, they may miss opportunities to practice verbal communication directly, which is an important aspect of language learning (Chusniyah et al., 2023). Therefore, a balance between technology use and traditional teaching methods that facilitate face-to-face interaction is necessary.

On the other hand, research by Nur shows that although good facilities and infrastructure are important, factors such as the quality of teaching and the teaching methods used by teachers have a greater impact on improving language literacy (Rasjidah & Hasanah, 2023). Another study by Dindin states that excessive dependence on technology can reduce direct interaction between teachers and students, which is also important for language learning (Syahyudin, 2020).

Overall, the SWOT analysis results indicate that State Islamic Elementary School Of 1 Malang has many strengths in terms of adequate and well-managed facilities, which support the enhancement of Arabic and English literacy. However, some weaknesses and threats also need to be addressed to maximize the existing potential. Collaboration with external parties and the madrasah committee, as well as further development of technology and learning facilities, could be effective strategies for overcoState Islamic Elementary School Of g these weaknesses and threats.

Previous research often shows that budget and resource limitations can be a major constraint in optimizing educational facilities. This weakness can hinder facility updates and the purchase of new equipment, negatively impacting the quality of education (Fahim et al., 2021). Although the existing facilities are adequate, limited funding can restrict further development (Rohiat, 2015).

Although there are good facilities, research shows that deficiencies in infrastructure, such as limited

classroom space or outdated equipment, can reduce the effectiveness of learning. Weaknesses in facilities and infrastructure can hinder the implementation of effective teaching methodologies and make it challenging for teachers to apply strategies that optimally support language literacy (Ahsani et al., 2021). Other research also indicates that changes in educational policies or regulations can pose a threat to the success of language literacy improvement programs (Budiyanto & Sholeh, 2021). Policies that are unsupportive or sudden changes in the curriculum can disrupt consistency in learning and State Islamic Elementary School Of ish the effectiveness of the facilities and infrastructure that have been implemented (Setiawati, 2022).

These findings have broad implications for language literacy programs and educational infrastructure. Other institutions can learn from State Islamic Elementary School Of 1 Malang's experience in leveraging technology to enhance student engagement and learning outcomes. The approaches utilized at State Islamic Elementary School Of 1 Malang can serve as a model for other schools in developing facilities that support language learning and creating a more effective and engaging learning environment for students.

Several strategies can be implemented to address the identified weaknesses and threats, including the development of digital madrasah initiatives, the use of e-books, and teacher training programs to enhance teaching skills (Aljaafil, 2024). By adopting new technologies, schools can enrich students' learning experiences. Ongoing teacher training is also crucial to ensure they can effectively and innovatively utilize technology (Agir & Karatop, 2022). Future research directions could explore the effectiveness of digital initiatives in improving language literacy or assess the impact of sustained teacher training programs. Such studies can provide valuable insights into best practices in language education (Bouba et al., 2021).

Lastly, the SWOT analysis was conducted through systematic data collection, including interviews with teachers, student surveys, and facility observations, involving various stakeholders to gain a comprehensive perspective (Torres-Ceclén et al., 2024). This

transparent methodology ensures the validity and reliability of the findings. Although State Islamic Elementary School Of 1 Malang has strengths in facilities and management, the weaknesses and threats faced need to be addressed to maximize the existing potential. Collaboration with external parties and the development of technology and learning facilities will be effective strategies in achieving the goal of enhancing language literacy. With these measures, it is hoped that the school can create a more supportive environment for students to achieve high language literacy skills.

From the analysis of facilities and infrastructure at State Islamic Elementary School Of 1 Malang, it can be concluded that the current status of facilities generally meets the national standards set forth. The clear assessment of facilities indicates the presence of adequate digital learning support and a clean learning environment. However, there are also weaknesses that need to be addressed, such as water shortages that could potentially disrupt daily operations and the inadequate condition of restroom facilities. These weaknesses can affect the comfort of students and staff, which in turn may impact the overall quality of the learning experience.

Details regarding compliance with specific standards show that the school's facilities and infrastructure have met several important aspects of the National Education Ministerial Regulation Number 24 of 2007 (Bordoloi, 2021). For instance, this study affirms compliance with certain standards, such as the provision of information and communication technology access as well as a safe and clean learning environment. However, to meet all standards, the school needs to improve facilities that are still lacking, particularly in terms of clean water and restroom conditions.

Existing security threats in the school environment, such as risks from social instability and surrounding areas, raise concerns about the safety of students and staff (Perveen et al., 2024). Therefore, enhancing security measures and protocols is essential to create a safer environment for the entire school community.

Recommendations for expanding digital madrasah initiatives include the implementation of e-books and digital student cards, which can streamline administrative processes and enhance students' learning experiences. Integrating e-books into the curriculum can support interactive learning and facilitate students' access to learning materials.

Additionally, collaboration with external parties, such as universities or local language institutions, can provide students with real-world practices. These collaborative activities have the potential to enrich students' learning experiences and give them access to more diverse and up-to-date learning resources. In efforts to enhance language literacy, strategies that should be implemented include developing interactive materials, teacher training programs, and student exchange programs. Engaging and innovative learning materials will improve the effectiveness of language teaching. Furthermore, ongoing teacher training and student exchange programs will provide students with

firsthand experiences in different language and cultural contexts.

Recommendations for monitoring and evaluation actions should also be implemented to ensure the effectiveness of the strategies and improvements applied. Routine evaluations of digital initiatives and language literacy programs should be conducted to assess their impact and make necessary adjustments for the sustainability of the programs.

Addressing the identified weaknesses and implementing the recommended strategies will significantly contribute to the quality of education and student outcomes at State Islamic Elementary School Of 1 Malang. By improving the lacking aspects and leveraging the potential of existing facilities, it is hoped that the school can create a more effective and supportive learning environment, enabling students to achieve optimal language literacy skills and prepare them for a better future.

This study concludes that the facilities and infrastructure at State Islamic Elementary School Of 1 Malang generally meet the standards set by the National Education State Islamic Elementary School Of 1 Malang Regulation Number 24 of 2007. Facilities such as Wi-Fi networks, electricity, sound systems, and digital learning technology greatly support the teaching of Arabic and English. Maintained cleanliness and security also create a comfortable and conducive learning environment. However, there are some weaknesses, such as water shortages during the dry season and restroom facilities that need improvement, as well as security threats that require further attention.

Maximize the existing potential, the madrasah could develop digital madrasah initiatives, implement the use of e-books, introduce digital student cards, use digital systems for student attendance, and organize collaborative activities with external parties. Optimizing support from the madrasah committee, creating interactive learning materials, conducting teacher training, expanding the collection of digital books, and establishing student exchange programs can also enhance language literacy at State Islamic Elementary School Of 1 Malang. Thus, appropriate strategies and effective collaboration will help address the existing weaknesses and threats, enabling continued improvement in language literacy at State Islamic Elementary School Of 1 Malang.

References

1. Abdulrahman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., Imam-Fulani, Y. O., Fahm, A. O., & Azeez, A. L., *Multimedia tools in the teaching and learning processes: A systematic review*, Heliyon, **6**, 11, e05312 (2020), <https://doi.org/10.1016/j.heliyon.2020.e05312>
2. Agir, A., & Karatop, B., *Swot Analysis of MOOCs in Engineering Education: A Developing Country Perspective*, International Technology and Education Journal, **6**, 1, 14–27 (2022),

- <https://dergipark.org.tr/en/pub/itej/issue/75190/1233438>
3. Ahsani, E. L. ., Emy, M., Laila, S. ., Chusnul, I., & Vina, A., *Pengaruh Sarana Prasarana Dalam Menunjang Prestasi Belajar Siswa Sd Di Sekolah Indonesia Den Haag*, MODELING: Jurnal Program Studi PGMI, **8**, 1, 52–63 (2021)
 4. Aksoy, Y., *A Swot Analysis Study on the Usability of Distance Education in Vocational Music*, International Journal of Education Technology and Scientific Researches, **7**, 18, 1274–1333 (2022) <https://doi.org/10.35826/ijetsar.443>
 5. Aljaafil, E., *Challenges In The Grade 12 English Language Curriculum In Lebanon: A Swot Analysis*, 15 (Avrasya Sosial ve Ekonomi Arařtırmaları Dergisi (ASEAD) Eurasian Journal of Social and Economic Research (EJSER)), **1**, 37–48 (2024), <https://dergipark.org.tr/en/pub/asead/issue/86477/1507691>
 6. Apriyani, N., & Jannah, L. M., *Manifestations of Bureaucratic Reform through the Electronic Service Manuscript System: A SWOT Analysis at the Directorate General of Vocational Education*, Journal of Governance and Public Policy, **9**, 3, 195–210 (2022), <https://doi.org/https://doi.org/10.18196/jgpp.v9i3.14298>
 7. Baskoro, J. T., Wijayanti, S. H., & Triwarmiyati, M., *Upaya Meningkatkan Kemampuan Literasi melalui Pembiasaan*, Seminar Nasional Hasil Penelitian Dan Pengabdian Kepada Masyarakat, 1059–1067 (2022)
 8. Bordoloi, R., *Contribution Of Kkhsou To Human Resource Development: A Swot Analysis*, The Online Journal of Science and Technology-July, **11**, 3, 95–108 (2021), <https://www.tojsat.net/journals/tojsat/articles/v11i03/v11i03-02.pdf>
 9. Bouba, B., Mohamadou, G., & Asuanteh, N. A., *Using Teacher SWOT Analyses as a Tool for Pedagogic Practice Efficiency: The Case of Some Selected English-Speaking Primary Schools in the Diamare Division, Far North Region of Cameroon*. International Journal of Humanities, Social Sciences and Education, **8**, 4, 146–156 (2021), <https://doi.org/10.20431/2349-0381.0804013>
 10. Budiyanto, A., & Sholeh, A. N., *Analysis SWOT Strategy of the Ministry of Education and Culture's Rumah Belajar*, Jurnal Mandiri : Ilmu Pengetahuan, Seni, Dan Teknologi, **5**, 1, 31–45 (2021), <https://doi.org/10.33753/mandiri.v5i1.154>
 11. Byington, T. A., Kim, Y., & Bales, D., *Literacy in the Early Childhood Classroom: A SWOT Analysis of a Multi-State Literacy Train-the-Trainer Program*, Journal of Human Sciences and Extension, **8**, 1, 1–23 (2020), <https://doi.org/10.54718/latz6328>
 12. Chusniyah, A., Ariyanto Akhmad, R., & Ramadhan Putra P, H., *Strategic Planning for Education Quality Improvement Based on SWOT Analysis: A Case Study*, Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, **9**, 2, 199–210 (2023), <https://doi.org/10.32678/tarbawi.v9i02.8366>
 13. Dangga, L., Isu, R. J., Atto, A., Dami, Z. A., & Kartini, D., *Using the Appreciative Inquiry Model to Develop the Quality of Educational Organizations in Indonesia: SWOT Analysis Strategy*, International Journal of Social Science Research and Review, **5**, 12, 652–665 (2022), <https://doi.org/http://dx.doi.org/10.47814/ijssrr.v5i12.835>
 14. Fachrurozi, A., *Peran Sarana Dan Prasarana Dalam Meningkatkan Mutu Pendidikan Di Ma Pembangunan UIN Syarif Hidayatullah Jakarta*. Jurnal Staikap, 1–17 (2023)
 15. Fahim, A., Tan, Q., Naz, B., Ain, Q. U., & Bazai, S. U., *Sustainable higher education reform quality assessment using SWOT analysis with integration of AHP and entropy models: A case study of Morocco*, Sustainability (Switzerland), **13**, 8, 1–19 (2021), <https://doi.org/10.3390/su13084312>
 16. Fayruza, A. Z., & Yodhi, A. B. P., *Literasi Pembelajaran Bahasa Arab Melalui Media Pembelajaran Komik Untuk Siswa Tingkat Sd/Mi*. Inovasi Media Pembelajaran Bahasa, Sastra, Dan Budaya Arab, **2**, 1, 619–631 (2018)
 17. Fitriani, A., Hidayat, R., & Pakuan, U., *Analisis Swot Rapor Pendidikan Tentang Literasi Di Sd Swasta Keagamaan*, Research and Development Journal Of Education, **10**, 1, 303–312 (2024)
 18. Haleem, A., Javaid, M., Qadri, M. A., & Suman, R., *Understanding the role of digital technologies in education: A review*, Sustainable Operations and Computers, **3** (February), 275–285 (2022), <https://doi.org/10.1016/j.susoc.2022.05.004>
 19. Iqbal, J., Ullah, I., & Kaleem, M., *Analysis Of Ways And Means For Enhancing Literacy & Education Facilitation In Inaccessible Areas Through E-Learning*, Gomal University Journal Of Research, **39**, 4, 448–463 (2023). <https://doi.org/https://doi.org/10.51380/gujr-39-04-05>
 20. Isya, D., Ramadhan, S., & Syarifuddin, S., *Gerakan Literasi Bahasa Arab Di Sd It Imam Sya-Fi'I, EL-Muhbib: Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, **6**, 1, 11–22 (2022), <https://doi.org/10.52266/el-muhbib.v6i1.780>
 21. Negoescu, A. G., & Mitulescu, C. M., *Using Technology to Increase Students' Motivation for Learning a Foreign Language*, International Conference KNOWLEDGE-BASED ORGANIZATION, **29**, 2, 210–214 (2023), <https://doi.org/10.2478/kbo-2023-0059>
 22. Perveen, S., Shab haz, B., & Iftikhar, M., *Students Perspective-Based Swot Analysis Of Higher Education At The University Of Agriculture*, Pakistan Journal of Educational Research, **7**, 3, 54–75 (2024), <https://doi.org/https://doi.org/10.52337/pjer.v7i3.1147>

23. Phurong, N. H. M., Thu Dau Mot University and the Resources for Establishing an International High School – the Swot Analysis, *Journal of Thu Dau Mot University*, **6**, 2, 347–359 (2024), <https://doi.org/10.37550/tdmu.ejs/2024.02.581>
24. Rasjidah, N., & Hasanah, E., *Best Practice Literacy Culture on Teachers 'and Students 'Reading Interest in Kindergartens , Sukorejo District , Kendal Regency*, **9**, 4, 3257–3266 (2023), <https://doi.org/10.58258/jime.v9i1.5824/http>
25. Rohiat, *Manajemen Sarana dan Prasarana Sekolah. Manajer Pendidikan*, **9**, 4, 536–546 (2015)
26. Rusandi, & Muhammad Rusli, *Merancang Penelitian Kualitatif Dasar/Deskriptif dan Studi Kasus*, *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, **2**, 1, 48–60 (2021), <https://doi.org/10.55623/au.v2i1.18>
27. Sele, Y., Tekliu, R. A., Ulia Rita Sila, V., Hanoe, E. M., Biologi, P., Timor, U., Negeri Noebesa, S., & Timor Tengah Selatan, K., *Analisis Faktor yang Mempengaruhi Literasi Membaca dan Menulis Siswa*, *Indonesian Research Journal on Education*, **4**, 2775–8672 (2024)
28. Setiawati, F., *Dampak Kebijakan Perubahan Kurikulum terhadap Pembelajaran di Sekolah*, *Braz Dent J.*, **33**, 1, 1–12 (2022)
29. Suryadi, I., Wisnu Prio Pamungkas, R., Satriyawan Wahyudi, F., Setiawan wibowo, T., Misbahul Ulum, S., Bhayangkara, U., Raya, J., Darussalam Gontor, U., & Mahardhika, S., *Peran Kepemimpinan Efektif dalam Meningkatkan Kualitas Manajemen Pendidikan*, *Journal Of International Multidisciplinary Research*, **1**, 2, 129–145 (2023)
30. Suyuti, S., Ekasari Wahyuningrum, P. M., Jamil, M. A., Nawawi, M. L., Aditia, D., & Ayu Lia Rusmayani, N. G., *Analisis Efektivitas Penggunaan Teknologi dalam Pendidikan Terhadap Peningkatan Hasil Belajar*. *Journal on Education*, **6**, 1, 1–11 (2023), <https://doi.org/10.31004/joe.v6i1.2908>
31. Syahyudin, D., *Pengaruh Gadget Terhadap Pola Interaksi Sosial Dan Komunikasi Siswa*. *Gunahumas*, **2**, 1, 272–282 (2020), <https://doi.org/10.17509/ghm.v2i1.23048>
32. Syandri, G., *Pembelajaran Bahasa Inggris Dalam Konteks English for Spesific Purpose (Esp) Di Universitas Muhammadiyah Sumatera Barat*. *Inovasi Pendidikan*, **10**, 1, 19–28 (2023), <https://doi.org/10.31869/ip.v10i1.4458>
33. Torres-Ceclén, C., Rubio-Cabrera, W. F., Plasencia-Latour, J. E., Epifanía-Huerta, A. D., & Ancajima-Miñán, V., *Neutrosophic PEST-SWOT Analysis on the Impact of ICT on the Academic Training of Systems Engineering Students*. *Neutrosophic Sets and Systems*, **69**, 201–212 (2024), <https://doi.org/10.5281/zenodo.12753017>