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**SWOT ANALYSIS IN IMPROVING THE PERFORMANCE
OF TEACHING AND EDUCATION AT IAIN PONTIANAK**

Rahnang, Maladi

IAIN Pontianak

rahnang@gmail.com, Maladi@gmail.com

ABSTRACT

An overview of the problem of this study is to analyze the performance of IAIN Pontianak sourced from Tri Dharma college. The purpose of this study is: reveal how to maximize strengths, analyze how to minimize weaknesses, reveal how to take advantage of opportunities, and analyze how to anticipate threats to the performance of IAIN Pontianak Education and teaching. This research is descriptive research with a SWOT analysis approach (*Strength, Weaknesses, Opportunities, Threats*). Data collection techniques used in the form of free interviews guided to several related informants and documentation techniques in the form of documents and images that are considered important. This study resulted in potential findings and problems in the performance of IAIN Pontianak starting from 2015-2019. From the results of the identification of potential and problems in the performance of IAIN Pontianak, then studied and analyzed through SWOT analysis. The results obtained, namely: 1) The strengths that must be maximized so that the performance of IAIN Pontianak increases such as MoU, human resources educators and education personnel, reference collections, communication systems and technology. 2) Weaknesses that must be minimized by IAIN Pontianak, such as the high high high school enthusiasts from Aliyah or pesantren, low curriculum quality, graduation rate has not been maximized Graduation productivity levels are still not maximal and the placement and management of educators that need to be improved. 3) Opportunities that must be utilized by IAIN Pontianak, such as the interest of SLTA graduates entering IAIN, terse he is a source of research funding from UNDP, Diktis, DIPA IAIN Pontianak, the establishment of cooperation opportunities between IAIN Pontianak with other universities, the current regulations allow the change of IAIN status to UIN . 4) The threats that must be anticipated are the proliferation of religious universities, campus promos outside Kalimantan are more attractive, limited funds for the development of sapras and lack of participation of lecturers and education personnel in competency certification and trainings, spmi functions are less maximal, quotas for receiving research grant funds are few, limited quota of publication of research results.

Keywords: SWOT, Teaching, Education, Improving, IAIN Pontianak.

INTRODUCTION

The existence of universities as a forum for the distribution of education has a very large role in educating the life of the nation. In Law Number 12 of 2012, it has been published on higher education. In article 1 paragraph (2) mentions that higher education is the level of further education after secondary education organized by higher education. Furthermore, in article 62 paragraph (1) mentions that universities have autonomy to manage their

own institutions as centers for the implementation of the Tri Dharma.

The full trust given by the state to universities in the form of management autonomy must be implemented as well as possible. Given the rapid pace of change and coupled with the demands of an increasingly advanced society, universities must continue to improve and develop in order to remain quality and qualified.

Of the many universities in Indonesia, IAIN Pontianak is one of the higher education that still exists today. In addition, the existence of IAIN Pontianak is the only State Islamic Religious Higher Education (PTKIN) in West Kalimantan. Along its journey, IAIN Pontianak has contributed to the national education system, especially in the field of Islamic education.

In Islamic education, IAIN Pontianak has been instrumental in preparing and shaping people who understand and practice the values of Islamic teachings, or become members of Islam who are insightful, critical, creative, innovative, moderate and dynamic, faithful, godly, and noble. The role of IAIN Pontianak itself has referred to the National Education System (SPN) stipulated in Law No. 20 of 2003 on the National Education System.

In the SPN Law has explained the term Islamic Education, specifically in articles 12, 17, and 30 mentioning that Islamic education is general education with Islamic peculiarities, religious education, and religious education. Then Islamic Education is spelled out in Government Regulation No.55 of 2007 on Religious Education and Religious Education. Specifically, Islamic education at the university level is regulated in article 30 of Law No. 12 of 2012 and outlined in Government Regulation No. 46 of 2019 on Religious Higher Education.

In an effort to achieve the goal of becoming a quality and quality Islamic college, performance improvement becomes one of the most important aspects to be improved and developed through various analyses. In general, performance is an overview of a process in an institution or organization that is measured over a period of time based on pre-established terms and agreements.

Of the many tools for analyzing performance is SWOT analysis (*Strength, Weaknesses, Opportunities, Threats*). SWOT analysis is a tool to evaluate the overall results of performance that has been done and used as material to design future improvements by identifying and assessing strengths, weaknesses, opportunities, and threats.

Based on the results of a survey conducted at IAIN Pontianak, researchers found performance problems that will be analyzed through SWOT, which

is the field of education and teaching, this field is the main management center of each college or better known as Tri Dharma.

The problems experienced in the field of education and teaching at IAIN Pontianak are based on the development of local, national, regional and international environments that increasingly fierce competition requires excellent physical and mental abilities demanding *comparative* and competitive *advantages* both on a personal and institutional level. The facts found, namely: 1) the lack of optimal educational services to *stakeholders*. 2) Unbalanced number of educators and education to the number of students. 3) Facilities and infrastructure as a support for education and learning are not adequate and comparable to the increase in student affairs and technological developments. 4) The complete integration of Islamic Religious Education in IAIN Pontianak in the curriculum.

Based on the background facts above, the urgency of this research is to identify, review, and determine a measurable strategic plan on the educational and teaching performance of IAIN Pontianak. Furthermore, the study will focus on how to improve IAIN Pontianak's performance in the field of education and teaching through SWOT analysis.

Focus and Problem Formulation

The focus of the problem in this study based on the background above is how to educate SWOT to improve performance at IAIN Pontianak? To make it easier for researchers to answer the focus of the above problems, then researchers divide it into several sub-questions of the study, namely:

1. How to maximize the power to improve educational and teaching performance at IAIN Pontianak?
2. How to minimize weaknesses to improve educational and teaching performance at IAIN Pontianak?
3. How to take advantage of opportunities to improve performance in iain pontianak education and teaching?
4. How to anticipate threats to improve performance on iain pontianak education and teaching?

Research objectives

In general, the study aims to improve performance on the education and teaching of IAIN Pontianak through SWOT analysis. The purpose of this study specifically includes:

1. To reveal how to maximize the power to improve performance on the education and teaching of IAIN Pontianak.
2. To analyze how to minimize weaknesses to improve performance in education and teaching IAIN Pontianak.
3. To express how to take advantage of opportunities to improve performance on iain pontianak education and teaching.
4. To analyze how to anticipate threats to improve performance on the education and teaching of IAIN Pontianak.

Scope of Research

The scope of research is strategy management, especially SWOT analysis. This research uses qualitative research and descriptive analysis. The location studied is IAIN Pontianak and the data collection is done with interviews and observations directly.

Research Contributions

Based on the background above, this research is expected to contribute thinking to the educational and teaching performance of IAIN Pontianak viewed from the perspective of strategy management, especially from the SWOT side (*Strength, Weaknesses, Opportunities, Threats*).

Theoretical Studies

1. College Performance

College is an educational institution that gives birth to human resources (HR) to become professional intellectuals. In accordance with the Law of the Republic of Indonesia number 12 of 2012 on higher education revealed that higher education is a level of education after secondary including diplomas, bachelors, masters, doctoral, prefects and specialists organized by universities in accordance with bangasa culture.¹

Colleges are organized by both government and private. Some of the high-profile reprimands organized by the government, especially under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia, are State Islamic Religious Colleges (PTKIN). Based on its category, PTKIN is divided into three categories, namely the State Islamic College (STAIN), the State Islamic Institute (IAIN), and the State Islamic University (UIN).

In its form, the success of becoming a quality and quality college can not be separated from the results of tri dharmanya performance, yesit is educational performance, research performance, and community service performance. As an institution in the field of research and community service, universities can produce research in the form of innovation and *discovery* in the characteristics of science, as well as the application of science to the community in the form of community service.

The fruit of the process of doing something is called performance. In general, performance can be limited as a success in carrying out a job. Performance is often also called a performance is the result of work produced by employees or real actors who are displayed in accordance with their role in the organization.²

Basically, the concept of performance stands for kinetic working energy whose equivalent in English is *performance*.³ *Performance* is also defined as the result of work or work performance. But actually, performance has a broader meaning, not just the results of work, but including how the work

¹Indonesian Law No. 12 of 2012 on Higher Education, Uu-Number-12-Year-2012-ttg-Pendidikan-Higher.pdf, Saturday, October 23, 2020, 21.00 WIB.

²Old Marikot Effendi Hariandja, *Human Resource Management* (Jakarta: PT. Gramedia Widiasarana Indonesia, 2002). Thing. 195.

³Wirawan. *Evaluation of Human Resource Performance: Theory, Application and Research* (Jakarta: Salemba Four, 2009), p.5.

process takes place. Performance is about how to do the work and the results achieved in the work. Other sources state that performance is about what is done and how to do it.⁴ While according to Hasibuan performance is a result of work achieved by a person in carrying out the tasks charged to him, which is based on skill, experience, earnestness and time.⁵

Performance is the end result of a job that is completed in a measured, effective manner, within predetermined targets and times. Performance can also be interpreted as the result of the work of a job or the value of a job from a number of useful employee activities, both positively and negatively, in order to achieve the institution's goals.⁶

2. Performance Assessment Elements

Performance assessment can be referred to as a very important process in efforts to maintain and improve the effectiveness of the organization. This is because performance assessment is a prerequisite for carrying out other processes in human resource management. The elements that need to be assessed in the work performance assessment are:⁷

a. Work results

Work results are the quantity and quality of work that is successfully achieved by an employee in accordance with the target or individual work goals of employees in the position.

b. Ability

The ability of an employee to convince others so that it can be directed to the maximum to perform the main task.

c. Job skills

Work skills are mastery of the technical implementation of tasks using the tools or guidelines of books or practical administrative tasks.

d. Collaborate

An employee's ability to work together with others in completing assigned tasks and jobs so as to achieve great usefulness and success for the organization.

e. Discipline

Respect, respect, obey and obey the rules, both written and unwritten and able to carry out and do not avoid accepting his sanctions if he violates the duties and authority given to him.

f. Increased potential

The willingness and ability of employees to complete tasks and responsibilities that are more severe than those that are carried out.

According to Faustino in his book entitled Human Resource Management, performance can be measured through the following indicators:⁸

a. Quality of work in a specified period (*quantity of work*)

b. Quality of work based on conformity and readiness requirements

c. Knowledge of work (*job knowledge*)

d. Authenticity of emerging ideas and actions to solve problems (*creativity*)

e. Loyalty to work with others (*cooperation*)

f. Awareness and trust in attendance and completion of work

g. Passion in carrying out new tasks and in enlarging responsibility

h. Personality, leadership, hospitality and personal integrity

3. Factors That Affect Performance

Performance in the organization in the process is influenced by many factors, especially the integration of knowledge factors, nonhuman resources, strategic position.⁹ According to Keith Davis in Mangkunegara, the main factors that affect performance are ability (*ability*) and work motivation

⁴Wibowo. *Performance Management* (Jakarta: Rajawali Press, 2010), p. 7.

⁵Malay Hasibuan. *Company Human Resource Management* (Jakarta: Haji Massagung, 1991). thing. 105.

⁶Colquitt, J.A, Lipine. *Organization Behaviore:Improving Performance and Commitmet in The Workplace* (New York: The McGraw Hill Companies, 2009). Excerpted from Yusaini. *Cultural Contribution, Leadership, Job*

Satisfaction, and Commitment in Improving Lecturer Performance (IAIN LangsaAceh: Nidhomul Haq Journal, 2019). Thing. 33.

⁷Hasibuan. *Company Human Resource Management*, thing. 108

⁸Faustino Cordoso Gomes, *Mhuman resources management* (Yogyakarta: Aridi, 2002). Thing. 142.

⁹Faustino Cordoso Gomes, *Human Resource Management* (Yogyakarta: Aridi, 2002). Thing. 142.

(motivation). Individual abilities depend on the level of knowledge (*knowledge*) possessed, background and skills (*skills*) mastered. According to Gibson, *ability* is a person's ability (intelligence and skill) in solving problems.¹⁰ So *the ability* of a person is none other than the competence or potential possessed by someone to do and complete a job.

While the motivation of the individual's work depends on *attitude* (*attitude*) as the basic motivation and environment that influences the motivation.¹¹ Motivation is always related to how to encourage the passion of subordinates to work so that they are willing to work hard by giving all their abilities and skills to realize organizational goals.

According to Simanjuntak, everyone's performance is influenced by many factors, including:¹²

- a. Individual competence, i.e. ability and skills to perform work. A person's competence is influenced by abilities and skills (mental health, education, training, work experience), motivation and work ethic (family background, community environment, culture, religious values).
- b. Organizational support, organizational support in the form of organizing, provision of work facilities and infrastructure, technology selection, comfort of work environment, and conditions and conditions of work. This is done to provide clarity for each work unit and everyone about the goals that must be achieved and what must be done to achieve those goals.
- c. Management support, the managerial capabilities of leaders greatly affect the performance of the organization and the performance of each individual.

4. SWOT Analysis (*Strengths, Weaknesses, Opportunities, Threats*)

¹⁰James L Gibson. *Organization and Management, Behavior, Process Structure* (Jakarta: PT. Erlangga, 2007). Thing. 11

¹¹A A Anwar Prabu Mangkunegara, *Evaluation of HR Performance, Cet. 1st* (Bandung: PT. remaja Rosda karya, 2007). Thing. 13.

¹²Payaman J. simanjuntak, *Performance Management and Evaluation* (Jakarta: Issuing institution of Faculty of Economics UI, 2005). Thing. 10.

¹³Mudrajad Kuncoro, *Strateg: How to Gain a Competitive Advantage* (Jakarta: Erlangga Publisher, 2002). Thing. 51-53.

SWOT analysis also has limitations in conducting analysis, the limitations of SWOT analysis include: strength is not always an advantage, SWOT analysis of the external environment is too narrow, SWOT analysis provides analysis on static and not dynamic states and SWOT analysis places too much emphasis on one-dimensional¹³ strategies. Strength is a resource or capacity controlled by a company that makes the company relatively superior to its competitors in meeting the needs of customers served. Strength arises from the resources and competencies available to the company.

Weaknesses occur when limitations or deficiencies in one or more of a company's resources or capacity against its competitors are obstacles in meeting customer needs effectively.¹⁴ Limited financial capacity is one of the weaknesses that a company or organization has in choosing and developing strategies to increase the acceptance of a good company.

Opportunity can occur if the main situation is favorable in the environment of a company. The main trend is a source of opportunity. Identification of a previously missed market segment, changes in competitive or regulatory conditions, technological changes and improved relationships with customers or partners can be opportunities for the company.¹⁵

Threats occur when a major situation is unfavorable in a company or organization.¹⁶ Threats are the main obstacle for companies in achieving what they want. The influx of new competitors, slow market growth, the increasing bargaining power of major buyers or suppliers, technological changes and revisions or renewals can be barriers to a company's success.

Once illustrated with strengths, weaknesses, opportunities and threats, the next step is to create

¹⁴Charles W.L Hill and Gareth R. Jones, *Strategic Management: An Integrated Approach*, (Boston: Houghton Mifflin, 2005). Hal, 190.

¹⁵John A. Pearce, Richard Braden Robinson, *Formulation, Implementation, and Control of Competitive Strategy*, (Irwin: McGraw-Hill, 2009), p. 253.

¹⁶Michael A. Hitt, R. Duane Ireland, Robert E. Hoskisson, *Strategic Management: Competitiveness and Globalization : Concepts & Cases* (Mason: South-Western, 2015), Pp. 14.

a matrix of strengths, weaknesses, opportunities and threats (*Strengths, Weaknesses, Opportunities, Threats - SWOT Matrix*) which is a tool to match the important ones to help managers develop 4 types of strategies: SO (*strengths-opportunities*), WO (*weaknesses-opportunities*), ST (*strengths-threats*) and WT (*weakness-threats*) (*weaknesses-threats*).¹⁷

SO strategies use the company's internal strengths to take advantage of external opportunities. Company management will love it when the organization is in a position where internal forces can take advantage of external trends and events. Organizations will generally carry out WO, ST, or WT strategies to become a situation where the company can implement an SO strategy. When the company has a major weakness, then the company will try to overcome it and make it a strength. When the company faces a major threat, it will try to avoid it to concentrate on the opportunity.¹⁸

The WO strategy aims to correct internal weaknesses by taking advantage of external opportunities. Sometimes there are external opportunities but the company has internal weaknesses that prevent it from exploiting the opportunity. The Company in implementing WO¹⁹ (*weaknesses-opportunities*) strategy by utilizing expert volunteers to strengthen agency management, formulation and strengthening of institutional culture, implementing performance measurement systems that support transparency and accountability of institutions by utilizing information technology, becoming grantmaking institutions, developing knowledge management and equitable development of HUMAN RESOURCES.

ST strategies use the power of a company or organization to avoid or reduce the influence of external threats. This does not mean that a strong

organization should always face threats in its external environment directly.²⁰

The WT strategy is a defensive tactic directed at reducing internal weaknesses and avoiding external threats. An organization faces a variety of external threats and internal weaknesses will be in an insecure position. In this position, the company may have to try to survive, merge, reduce in size, or opt for liquidation.²¹

SWOT analysis according to Arnold,²² ddk that the process consists of three stages including:

- Identify and list strengths, weaknesses, opportunities and threats. This process is focused on internal workers carried out by the organization so that it can strengthen its strengths and weaknesses, then see problems outside the organization that affect directly.
- Building a SWOT matrix is to include all factors of strength, weakness, opportunity and threat.
- Make strategic alternatives to logical adjustments to the factors contained in the SWOT matrix column. The main strength of SWOT arises from the suitability of internal and external factors.

SWOT analysis on college performance to examine what sources of strength, potential and how to use them, what are the weaknesses and how to overcome and solve them, whether opportunities, opportunities are owned and how to utilize them, whether the college faces challenges or threats and how to overcome them.

RESEARCH METHODS

Place and Time of Research

The selected research location is IAIN Pontianak. It is located in the South Pontianak region. Soeprapto Street No. 19. The study time runs from August to November 2020.

¹⁷Fred R. David, *Strategic Management: Concepts and Cases*, (New Jersey: Pearson Education, 2003), Pp. 284.

¹⁸Thomas L. Wheelen, J. David Hunger, *Strategic Management and Business Policy* (New Jersey: Pearson Education, 2016), Pp. 170.

¹⁹Laurel T. Mackinnon, *Exercise Management: Concepts and Professional Practice* (London: Human Kinetics, 2013), Pp. 301.

²⁰Fred R. David, *Strategic Management: Concepts and Cases*, (New Jersey: Pearson Education, 2003), Pp. 285.

²¹David *Strategic Management: Concepts and Cases*, Pp. 286.

²²Arnold Danny R et al. *E-Swot Analysis: an Ekention of a Practical Tool for Small bussiness, Pontianak* October 23, 2020, <http://sbaer.uca.edu/reserach/sbida/1988/PDF/31.pdf>.

The method in a study is very important because it contains a set of tools and techniques used to solve research problems. Moleong defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. Moleong further said qualitative research is research that uses a natural background, with the intention of interpreting phenomena that occur and done by involving various existing methods.²³The research methods used in this study are directed to reveal how to maximize strengths and opportunities, analyze how to minimize weaknesses and how to anticipate threats for improved performance of IAIN Pontianak. This study uses descriptive methods, using swot analysis approaches (*Strength, Weaknesses, Opportunities, Threats*). This type of research is primary data and secondary data.

The type of data to be collected is obtained from primary and secondary data. This research analysis unit is data on the performance of Iain Pontianak's Tri Dharma as the main source of college functions. While the informant is the vice rector of the academic field and its ranks, vice rector for administration and staffing, and vice rector for student affairs and cooperation and its ranks.

Primary data includes performance report documents (LAKIP) and observations. Primary data selection technique through IAIN Pontianak Tri Dharma activities that have been carried out. In addition, researchers also conducted a guided-free wawanvara to *crosscheck* with informants in charge of activities as secondary data.

Data collection techniques in research are very important to obtain data according to the focus of the research. In this study researchers used several techniques and tools of data collection, including: Observation is partly observation and recording with systematic phenomena investigated.

²⁴ While Nawawi suggested that observation is the observation and systematic recording of the symptoms seen in the object of the study.²⁵

In accordance with the problem studied, namely SWOT analysis to improve the performance of IAIN Pontianak, the researchers used non-participant observation techniques, namely obervasi conducted indirectly.²⁶ Researchers do not intersect directly with the IAIN Pontianak institution when conducting activities but researchers obtain data through documentation owned by IAIN Pontianak.

Observation activities that do not involve researchers directly in the process of informant activities or research subjects. According to Patton in Nasution,²⁷ stated that the benefits of observation in this study are:

- a. Understand the context of data in the overall social situation, so that a *holistic* or comprehensive view is obtained.
- b. Gain hands-on experience that allows researchers to use inductive approaches, so it is not influenced by previous concepts or views. The inductive approach opens up the possibility of finding *discovery*.
- c. Looking at things that are not observed or seen by others, especially people who are in the environment because it has been taken for granted and the area is not revealed in the interview.
- d. Finding things that will not be revealed by the response in interviews because they are sensitive or want to be covered because it can harm the name of the institution.
- e. Find things outside of the respondent, so that researchers can get a more comprehensive picture
- f. Get personal impressions and feel according to the social situation studied.

²³Lexy. J. Moleong, *Qualitative Research Methodology*, (Bandung: Teen Rosdakarya, 2002), 41

²⁴Hadi Sutrisno. *Research Methodology* (Yogyakarta: Andi Ofset, 2000). Thing. 136.

²⁵Hadari Nawawi. *Research Methodology for Social Affairs* (Yogyakarta: UGM Press, 1993). Thing. 94.

²⁶Sugiyono. *How to Easily Compile Thesis, Thesis, and Dissertation* (Bandung: Alfabeta, 2016). Thing. 72.

²⁷Sugiyono. *How to Easily Compile Thesis, Thesis, and Dissertation* (Bandung: Alfabeta, 2016). Thing. 313.

Interview is an activity that is done to get information directly by revealing questions to informants conducted orally.²⁸

Interview, namely data collection by asking directly with the IAIN Pontianak institution. Interviews conducted in a semi-structured manner are conversations with a specific intent. This conversation is conducted by two parties, namely interviews who ask questions and interviews that provide answers to that question. Interviews are conducted to find more openly.

Documentation is one method of collecting nonhuman data, documents can be written text, notes, personal letters, biographies, autobiographies and so on. While according to Sugiyono documentation is a systematic observation of the symptoms seen in the object of the study.²⁹³⁰

Powell and Connaway say that observation is observing with attention scientifically and systematically. In the observational study a phenomenon is determined by not asking questions but by observing.

Documentation is a technique used to record events that have passed. Documents can take the form of oral, drawings, or monumental works related to what was studied at IAIN Pontianak. In this study, researchers used documentary studies, namely collecting data conducted by collecting data through literature or books relevant to research problems and documents from IAIN Pontianak.

In qualitative research the source and type of data according to Spadley is called social *situational* or place (place) which is the institution IAIN Pontianak, actors are the institution or institution IAIN Pontianak and activities (activity) that is the performance carried out by the institution or institution. The situation is used as the object of research that wants to know what happened in it.

In accordance with the problems studied, namely improved performance at IAIN Pontianak,

researchers of data collection techniques through free interviews guided. And through documentation techniques to record events that have passed. Documents in the form of oral, drawings, or monumental works related to what was studied at IAIN Pontianak. In this case, researchers analyzed performance problems and analyzed the potential for performance improvement of IAIN Pontianak.

Data analysis used in this study is a SWOT analysis technique with a qualitative approach, consisting of *strength, weakness, opportunities, threats*. In the process of data analysis, researchers identified the potential and performance problems of IAIN Pontianak. Furthermore, researchers conduct in-depth and measurable studies for future performance improvements by revealing how to maximize strengths, analyze how to minimize weaknesses, reveal how to take advantage of opportunities, and analyze how to anticipate threats.

The selection of such data according to Huberman is called *data analysis*. There are three processes in data selection, namely first, data reduction (*data reduction*) selecting, organizing, and simplifying data from observations and interviews into the subject that corresponds to the research case. Data reduction is useful for sharpening, classifying, directing, discarding the unnecessary and organizing the data so that the final conclusion can be drawn and verified.

Second, display data (*data display*), the principals of information are managed systematically so that the relationship between the data obtained can be seen. At this stage the data is analyzed with SWOT analysis to find important aspects of the strengths, weaknesses, opportunities, and threats possessed by the IAIN Pontianak library. Internal and external environmental factors at this stage are carefully looked at. In this process the data supporting each of these factors is grouped in a strength-weakness worksheet table (S-W) and an

²⁸Sugiyono. *How to Easily Compile Thesis, Thesis, and Dissertation* (Bandung: Alfabeta, 2016). Thing. 73.

²⁸ Sugiyono. *How to Easily Compile Thesis, Thesis, and Dissertation* (Bandung: Alfabeta, 2016). Thing. 75.

²⁹Harun Rashid. *Qualitative Research Methods in the Field of Social and Religious Sciences* (Pontianak: STAI Press, 2000). Thing. 58

³⁰Sugiyono, *Understanding Qualitative Research*, (Bandung: ALFABETA, 2005). Thing. 88.

opportunity-threat (O-T) job table. This SWOT worksheet describes the condition of the IAIN Pontianak Library.

Next is to conduct data analysis using swot matrix formulation model in the form of IFAS(*Internal Strategic Factor Analysis Summary*)and EFAS (*External Strategic Factor Analysis Summary*)which is used to compile all SWOT strategy factors. Swot matrix will produce four sets of possible alternative strategies, namely:

1. SO strategy or opportunity-force strategy. This strategy is based on the organizational mind path that uses all of the organization's internal strengths to take advantage of the greatest external opportunities.
2. WO strategy or weakness-opportunity strategy. This strategy aims to correct weaknesses by taking advantage of opportunities.
3. ST strategy or threat-force strategy. This strategy uses organizational might to avoid or reduce the impact posed by external threats.
4. WT strategy or weakness-threat strategy. This strategy is a defensive tactic directed at reducing weaknesses and avoiding threats.

The third conclusion of data in interpretation, after making alternative strategies based on swot matrix, then the final stage is decision making (*conclusion drawing*)and or the selection of the right strategy to be recommended into the concept of target program and awareness to improve long and short-term performance for the development of IAIN Pontianak in the future.

Summary states that SWOT analysis is a systematic identification of strategic factors to determine strategies. Strategy is a tool to achieve the goals that will be poured in the program goals and activity suggestions that must be done so that performance can improve. The data analysis stages performed are as follows:

1. Group data that has been obtained for processing
2. Do a SWOT analysis
3. Included in swot matrix
4. Analyze the strategies of the SWOT matrix
5. Recommend the strategy that has been made to the manager

Presentation of data analysis results in a descriptive interpretative manner, meaning that the results of the analysis are presented as is. While in certain parts interpreted in accordance with the prevailing theory and framework piker. Presentation of data analysis results are presented formally (graphs, tables) and informally in the form of narratives. There will be a clear picture in this study.

RESULTS OF DISCUSSION

IAIN Pontianak is one of the State Islamic Religious Higher Education (PTKIN) institutions that are directly under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia. IAIN Pontianak's real contribution to the national education system is embodied in its vision and mission. As for the vision of IAIN Pontianak's mission, namely: **IAIN Pontianak Vision** "Accomplished and open in scientific studies and research, Islam, and Borneo culture". **Iain Pontianak's mission** is two; 1) Organizing excellent higher education in the study of the science, Islam and culture of Borneo; 2) Form academics who are noble, independent, and beneficial to the nation and humanity.

Furthermore, all of IAIN Pontianak's performance boils down to the management of its Tri Dharma college, namely Education and Teaching (DIKJAR), Research, and Community Service (PPM).

1. Education and Teaching

Islamic religious education at IAIN Pontianak is carried out by four faculties, namely:

- a. Faculty of Tarbiyah and Teacher Studies (FTIK) has 17 education personnel (PNS 8 People and Non CIVILS 9 People) with 2,772 students (ratio 1: 164) and consists of six study programs, namely:
 1. The Islamic Religious Education Study Program (PAI) has 23 lecturers and 1,446 students (ratio 1: 63).
 2. Arabic Language Education (PBA) has 8 lecturers and 298 students (ratio 1: 38).
 3. Madrasah Ibtidaiyah Teacher Education (PGMI) has 17 lecturers and 803 students (ratio 1: 48).

4. Early Childhood Islamic Education (PIAUD) has 10 lecturers and 225 students (ratio of 1: 23).
 5. Tadris Mathematics (only opened in the academic year 2020/2021).
 6. Tadris English (only opened in the academic year 2020/2021).
- b. Faculty of Islamic Economics and Business (FEBI) has 14 education personnel (PNS 6 People and Non CIVILS 8 People) with 2,197 students and consists of four study programs, namely:
1. The Sharia Economics Study Program (ES) has 10 lecturers and 794 students (ratio of 1: 80).
 2. The Islamic Banking Study Program (PBS) has 9 lecturers and 838 students (ratio 1: 94).
 3. Sharia Business Management Study Program (MBS) has lecturers as many as 8 people and students as many as 298 people (ratio 1: 38).
 4. Sharia Accounting Study Program (AS) has lecturers as many as 9 people and students as many as 267 people (ratio 1: 30).
- c. Faculty of Sharia (FASYA) has 9 education personnel (PNS 4 people and Non CIVILS 5 People) with 696 students (ratio 1: 78) and consists of two study programs, namely:
1. The Islamic Economic Law Study Program (HES) has 11 lecturers and 377 students (ratio of 1: 35).
 2. The Family Law Study Program (HK) has 10 lecturers and 319 students (ratio of 1: 32).
- d. Faculty of Ushuluddin, Adab and Dawah (FUAD) has 51 education personnel (PNS 5 People and Non CIVILS 6 People) with 1,623 students and consists of six study programs, namely:
1. The Islamic Communication and Broadcasting Study Program (KPI) has 10 lecturers and 525 students (ratio of 1: 53).

2. The Islamic Guidance and Counseling Study Program (BKI) has 7 lecturers and 232 students (ratio of 1: 34).
3. Dawah Management Study Program (MD) has lecturers as many as 7 people and students as many as 298 people (ratio 1: 43).
4. The Qur'anic Science and Tafsir Study Program (IAT) has 8 lecturers and 249 students (ratio 1: 32).
5. The Religious Studies Program (SAA) has 10 lecturers and 101 students (ratio of 1: 11).
6. The Islamic Psychology Study Program (PI) has 8 lecturers and 218 students (ratio 1: 28).

The number of fans from SLTA who register at IAIN Pontianak through SPAN-PTKIN, UM-PTKIN and Mandiri, the data from 2015-2019 is as follows:

Table 1
SLTA Enthusiasts Who Signed Up at IAIN Pontianak

No	FAK & PRODI	YEAR				
		2015	2016	2017	2018	2019
1	FTIK (Total)	953	1.105	1.338	1.423	2.106
	PAI	191 (SPAN)	322	260	452	662
		133 (UM)	122	161	173	298
		165 (Independent)	157	252	198	184
	PBA	56	74	52	105	99
		23	22	22	22	28
	PGMI	17	17	41	27	27
		132	174	140	247	389
91		48	109	72	153	
PIAUD	85	105	169	127	132	
	31	50	47	86	90	
	16	2	27	18	28	
Tadris Mathematics	13	12	58	24	16	
	-	-	-	-	-	
Tadris English	-	-	-	-	-	
	-	-	-	-	-	
2	FEBI (Total)	1.215	1.499	1.853	2.172	2.297
	ICE	135	323	203	326	354
			148	118	135	109

		212	182	287	174	167
	PBS	234	415	291	486	425
		194	167	179	132	139
		292	294	334	193	150
	MBS	-	-	-	252	357
		-	-	56	51	84
		-	-	184	105	126
	AXLE	-	-	-	214	220
		-	-	70	49	71
		-	-	114	81	67
3	FASYA (Total)	180	266	326	277	436
	HES	47	106	60	74	121
		16	17	35	24	45
		18	48	65	32	33
IPR	53	41	56	94	151	
	13	14	47	22	49	
	33	40	63	31	37	
	FUAD (Total)	504	709	1.00	1.14	1.30
	KPIs	12	149	129	165	207
		32	25	45	42	57
		58	56	113	67	53
	BKI	131	131	79	110	163
		18	12	21	10	18
		25	34	74	34	16
	MD	89	119	94	138	123
		12	11	38	31	29
		22	19	57	33	17
	IAT	57	77	57	93	123
		16	8	29	25	26
		19	23	52	44	30
SAA	-	29	26	25	38	
	-	5	4	5	6	
PI	13	11	34	27	9	
	-	-	-	227	312	
	-	-	31	21	41	
		-	-	118	46	39
J U M L A H	SPAN-PTKIN	1.278	2.010	1.494	3.094	3.834
	UM-PTKIN	712	571	1.009	806	1.209
	SELF-SUFFICIENT	972	998	2.015	1.243	1.103
	TOTAL	2.904	3.533	4.459	5.115	6.137

(Source: Academic and Student Affairs IAIN Pontianak)
The table of graduates graduated during 2015-2019 is as follows:

Table 2
Graduates of the Year 2015-2019

No	FAK & PRODI	YEAR				
		2015	2016	2017	2018	2019
1	FTIK (Total)	350	278	356	192	327
	- PAI	315	253	318	161	231
	- PBA	35	25	38	26	19
	- PGMI	-	-	-	4	60
	- PIAUD	-	-	-	1	17
	- Tadris Mathematics	-	-	-	-	-
- Tadris English	-	-	-	-	-	
2	FEBI (Total)	102	97	126	70	241
	- ICE	102	92	57	32	129
	- PBS	-	5	69	38	112
	- MBS	-	-	-	-	-
- AXLE	-	-	-	-	-	
3	FASYA (Total)	12	14	16	10	36
	- HES	12	14	16	10	21
	- IPR	-	-	-	-	15
4	FUAD (Total)	42	33	63	42	93
	- KPIs	15	17	24	12	38
	- BKI	27	16	24	9	36
	- MD	-	-	8	11	10
	- IAT	-	-	7	10	7
	- SAA	-	-	-	-	2
	- PI	-	-	-	-	-
TOTAL		2.962	3.579	4.518	5.143	6.146

(Source: Academic and Student Affairs IAIN Pontianak)

SWOT Analysis of Iain Pontianak's Educational and Teaching Performance

1. Potential

- The number of new students applying year after year has a tendency to increase significantly.
- Along with that, the Non-Tax State Revenue (PNBP) of IAIN Pontianak is also growing.
- Thus the carrying capacity of facilities and infrastructure for the implementation of education and learning becomes better.

- d. This means and impacts the attention, expectations and even demands of the community, especially *stakeholders* on education and learning at IAIN Pontianak which is increasingly enlarged as well.
- e. Willingness and ability in the field of education and learning from educators and education to develop from year to year is getting better.

2. Problems

The development of the increasingly competitive local, national, regional and international environment requires excellent physical and mental abilities demanding *comparative* and competitive *advantages* both on a personal and institutional level, but in reality:

- a. Quality education services from IAIN Pontianak to *stakeholders* have not been optimal and equitable.
- b. The ratio of the number of educators and education to the number of students is still far from what it should be.
- c. Support of facilities and facilities to the field of education and learning still needs to be improved in proportion to the increase in student development and technological development.
- d. Productivity and Competitiveness of IAIN Pontianak in the Field of Education and Learning is still inadequate.
- e. Islamic Religious Education (Rasah Islamiyah) at IAIN Pontianak has not become integrated in the curriculum as a whole and has not been the basis in lectures and evaluations steadily.
- f. Religious Moderation in the Field of Education and Learning still needs to be established.
- g. Quality assurance of education and learning still needs to be improved.

3. SWOT Analysis in Education and Learning at IAIN Pontianak

By paying attention to the results of the evaluation of IAIN Pontianak's performance achievements 2015-2019, looking at the

strengths possessed, the obstacles faced, and considering the opportunities and threats that have been faced, it can be reviewed using SWOT analysis that produces strategic issues of education and learning at IAIN Pontianak that need to be solved in the next five years. The strategic review in question is presented as follows:

Table 4 SWOT Chased

Strength		Debilitation	
1	The number of study programs is increasing and varied.	1.	The ratio of new students and students is still low.
2	The number of students has increased a lot.	2.	New students who mostly come from public education
3	PNBP is getting bigger	3.	Quality assurance of faculty and study programs that are still not maximal
4	Facilities and infrastructure are getting more complete	4.	Concern for gender equality still not good
5	Has been built and used learning applications that are online	5.	Iain Pontianak's competitiveness is still quite low
6	The growing well-being of educators and education personnel	6.	Curriculum that has not been integrated and based on Rasah Islamiyah
		7.	Graduation productivity level is still not maximal
		8.	Placement and management of educators who need to be improved
Chance		Threat	
1.	Interest of SLTA graduates entering IAIN Pontianak is getting bigger	1.	Contribution to student achievement index is still low
2.	Public attention, trust, and expectations towards IAIN	2.	The emergence of radical religious behavior
		3.	Multicultural conditions can be a potential conflict.

<p>Pontianak are greater. 3. The rapid development of IT</p>	<p>4. The development of hedonism</p>
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Iain Pontianak Program Goals and Activity Targets

Based on the SWOT analysis that has been done above, to maximize strength, minimize weaknesses, take advantage of opportunities, and anticipate threats, it must be determined program goals and future activity assessments to improve performance at IAIN Pontianak.

Program Goals and Activities Targets in the Field of Education and Learning

Based on the above strategic objectives, the following program objectives are prepared:

1. Strengthening of a moderately perspectived education system
2. Increasing the capacity of educators and education personnel in providing lecture services.
3. The implementation of planning, implementation, and assessment of lectures based on Islamic Studies.
4. The implementation of accreditation-based education and learning.
5. The level of new student admissions based on demographic aspects proportionally.
6. Increased placement of educators according to expertise.
7. Improving the quality of education quality assurance at the faculty/graduate level and study programs.
8. Increasing morality among students.
9. Increased carrying capacity of personnel.
10. Increased management of quality higher education.
11. Increased quality higher education outcomes.
12. Improved effective education and learning governance.
13. Improved transparent and accountable education and learning governance.

While the targets of activities in the field are pursued as follows:

1. Strengthening religious moderation in the implementation of lectures.
2. Strengthening religious moderation in the implementation of practicum.
3. The increase of scientific works in lectures themed on religious moderation.
4. The implementation of increasing the capacity of educators in terms of planning, implementation, and assessment of lectures based on Islamiyah.
5. The implementation of the capacity building of education personnel who support the planning, implementation, and assessment of lectures based on Islamiyah.
6. The completion of the preparation of a lecture plan based on Islamic Studies.
7. The implementation of lectures based on Felth Islamiyah.
8. The implementation of the assessment of lectures based on Felth Islamiyah.
9. The implementation of education and learning that refers to national accreditation (BAN-PT)
10. The implementation of education and learning that refers to international accreditation (ISO)
11. The equality of new student admissions based on gender is proportional.
12. The level of new student admissions based on the origin of the region proportionally.
13. The level of new student admissions based on the origin of the school proportionally.
14. Increased placement of educators in accordance with the last educational background.
15. Increased placement of educators in accordance with the educator certificate.
16. The establishment of SPMI for the faculty / graduate level and study program.
17. Increasing morality of students towards educators and education.
18. Increasing morality between students.
19. The increasing morality of students towards their social environment.
20. Increasing morality of students towards the physical environment around them.

21. The implementation of increasing the capacity of education and education personnel in providing quality services (professional) proportionally.
 22. The completion of the Preparation of Higher Education Curriculum (KPT) IAIN Pontianak integrated with The Islamic State.
 23. The leveling of educational services provided to educators and education to students in a quality (professional) and proportional manner.
 24. Increasing literacy skills among educators and students.
 25. Increasing academic achievement of IAIN Pontianak students.
 26. Increased percentage of graduates compared to the number of active students.
- f. Internet access points are available throughout the lecture hall, rectorate, library, UPT, sports hall, UKM, park and canteen in iain pontianak neighborhood.
 - g. Pioneers in the use of Electronic Signatures from the National Cyber Agency at Universities in West Kalimantan.
 - h. Building space for aspects of the development of interests, talents, creativity, and business students such as art workshops / special work practice rooms / labs, theater rooms.
 - i. IAIN Pontianak is in high demand by graduates of both MA, high school, and vocational schools both public and private. This is shown from the increasing public interest in choosing IAIN Pontianak as the college of choice of study.
 - j. Quantitatively, IAIN Pontianak lecturers have increased from year to year, especially from the aspect of qualifications and education levels as well as education personnel.
 - k. Have quality policies, quality standards, quality manuals, and quality standards that have been operational, governance guidelines, in the form of statutes, ortakers, and tridharma tridharma guidelines, management and tupoksi structures, RIP, Renstra, and renop
 - l. Have academic information systems, learning information systems in the form of e-learning, e-BKD, E-Monev.
 - m. The number of scholarships provided both from IAIN Pontianak and other parties, such as scholarships, Smart Indonesia Cards, Bank Indonesia, Telkom, Hafidz Quran, Joempa Hospital, and others.
 - n. The number of study programs is increasing and more diverse.
 - o. The number of students is growing and PNBP is getting bigger.

Conclusion

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

1. IAIN Pontianak internally has many weaknesses than strengths. The strength that must be maximized so that the performance of EDUCATION and teaching of IAIN Pontianak increases, including:
 - a. IAIN has signed moUs with various parties both at home and abroad, both educational institutions and religious social institutions.
 - b. IAIN Pontianak is the only PTKAIN in West Kalimantan and is a barometer of Religious Higher Education in Kalbar.
 - c. IAIN Pontianak has the human resources of lecturers and students who are sufficient. Lecturers with S2 and S3 qualifications from various disciplines. Likewise students, in addition to the number is quite large and from various disciplinary backgrounds and expertise.
 - d. Number of book titles 15,874 with a total of 51,613 copies that have met the requirements to become UIN
 - e. Information systems and applications that already exist and have run well such as Siakad, SIMAK-BMN, and Integrated Administrative Information System (SIAT)/(siat.iainptk.ac.id) with 6 applications.
2. To minimize the weaknesses of IAIN Pontianak, it must take advantage of the opportunities that exist. Weaknesses include:

- a. The comparison of new students and students is still low and new students are mostly from general education.
- b. Quality assurance of faculty and study programs that are still not maximal and attention to gender equality is still not good.
- c. The competitiveness of IAIN Pontianak is still quite low and the curriculum is not yet integrated and based on Islamiyah.
- d. Graduation productivity levels are still not maximal and the placement and management of educators who need to be improved
- e. The results of the study have not been widely published. Although the results of the study have been recorded, but the publication is still very limited. This is related to financial support from the institution.
- f. So far, lecturers carry out more learning activities, while other tri dharma activities such as research are still relatively few in frequency.
- g. The secretariat building has not been representative and there is still a lack of communication and coordination patterns between ORMAWA and institutions and sarpras development of interests and talents has not been as needed.
- h. The communication network between alumni has not been optimal and SPMI has not carried out the function of quality audit on a regular basis, quality procedures are not complete, and do not have quality forms, audit results report is not followed up, and the implementation of centralized learning money at LPM Institut.
- i. There has been no money research and PkM, governance guidelines are incomplete, incoherent, and still the old version, need to harmonize with the latest rules.
- j. Renstra is not ajeg, unmeasured, and uncontrolled, does not have the mekasnisme of measuring the ability of the renstra, the plan is not in harmony with the plan, the information system is incomplete and not integrated, the governance of faculty and study programs is not yet standard, there are 7 programs still accredited C, and 2 study programs are not accredited.
- k. The adequacy of college lecturers who always affect the accreditation of study programs, not yet the maximum number of lecturers who have a minimum position of Head Teacher, the lack of certification activities as a supporter of lecturer competence, low number of non-permanent lecturers, the ratio of the number of students and lecturers who have not been in accordance with standards.
 1. Limited land if you want to transfer UIN status, not yet available facilities and infrastructure that support the transfer of status to UIN, master *plan* pengembangan *gangedungan* dan *landskap* IAIN Pontianak as a whole, the availability of adequate learning facilities and infrastructure, Not yet the availability of infrastructure that pays attention to gender and special needs, aspects of health.
 - m. Foreign language book literature is lacking.
3. IAIN Pontianak must take advantage of existing opportunities by using force to overcome threats or obstacles faced, the opportunities are:
 - a. Interest of SLTA graduates entering IAIN Pontianak is getting bigger
 - b. The availability of many sources of research funding for lecturers comes from UNDP, Diktis, DIPA IAIN Pontianak.
 - c. The availability of modern information systems provided by Diktis in managing research through LITAPDIMAS.
 - d. The opening of cooperation opportunities between IAIN Pontianak with other universities, the government, private parties, NGOs, or community groups in general in order to solve various problems faced in the form of research cooperation.
 - e. There are demands for the implementation of community service to each lecturer in the

- framework of lecturer workload (BKD) for certified lecturers and the promotion of functional positions.
- f. The availability of cooperation in the implementation of community service with the Local Government and other agencies.
 - g. The commitment of stakeholders (*stake holders*) **to continue to increase the quantity and quality of community service.**
 - h. Become a pilot center for other colleges
 - i. The number of activities carried out by the student organization IAIN Pontianak off campus as a promotional event for new student recruitment.
 - j. The opening of opportunities for *carier centers* for alumni that allows the bridge of alumni with the job market.
 - k. Budget flexibility that opens opportunities for IAIN Pontianak to renovate governance, so that existing governance can run optimally with a more modern system.
 - l. Current regulations allow the change of IAIN status to UIN.
 - m. Growing interest of lecturers to improve the qualification of functional positions to Head Teacher and Professor.
 - n. Make lecturer certification and training of systematic resources.
 - o. Increasing interest of lecturers in conducting research and devotion both national and international scale.
 - p. The location of the campus is strategic so that it will have the opportunity to attract *stake holders* and outsiders to work together to build infrastructure facilities (*sapras*).
 - q. Local Government (Province and Kab / Kota) is a potential financial source, including for the world of education. Includes funds from third parties in the form of non-binding CSR from Banking and Private Companies. Both in the field of education, community empowerment and research.
4. IAIN Pontianak must anticipate existing threats by minimizing or minimizing weaknesses, threats faced such as:
- a. Expectations on the quality of implementation and products of universities (PT) from day to day are getting higher, especially in the utilization of the latest technology.
 - b. The proliferation of RELIGIOUS and General PT in West Kalimantan in the last 1 decade such as UNTAN, Pontianak State Polytechnic, IKIP PGRI, Panca Bakti University, Muhammadiyah Pontianak University, Nahdhatul Ulama University (UNU), Osman Sapta Odang University (Univ. OSO).
 - c. The prestige of IAIN and other UIN outside Kalimantan attracted more attention from prospective overseas students. In addition they are known and have succeeded in spawning graduates, such as UIN Jakarta, UIN Surabaya and UIN North Sumatra. The name IAIN Pontianak is not widely known by prospective students abroad. This can be due to weak communication and publication of IAIN Pontianak Abroad (especially Sarawak Malaysia and Brunai Darussalam).
 - d. Limited central funds so that it will slow the development of *sapras* towards the transfer of status to UIN
 - e. There is no land location for campus plan 2 in preparation for the transfer of status to UIN.
 - f. Lack of care and sense of responsibility so that *sapras* maintenance sometimes becomes not optimal
 - g. The level of selectiveness of advanced study scholarship recipients is strict with a limited number of quotas and the number of enthusiasts from other universities so that not many lecturers and education personnel of IAIN Pontianak pass the selection.
 - h. Kouta recipients of certification for lecturers every year are minimal, so many lecturers are not yet certified.
 - i. Limited funds IAIN Pontianak to include lecturers and education personnel in competency certification, trainings included in carrying out these trainings independently.
 - j. The level of selectiveness of recruitment of lecturers and education personnel will make it difficult for IAIN Pontianak to get the

- necessary human resources in accordance with the required kouta.
- k. Not synchronized between the vision-mission of IAIN and the tupoksi IAIN will cause weak quality accreditation ban-PT, or other external.
 - l. The malfunction of the SPMI function to the maximum will cause a decrease in quality.
 - m. Community needs for quality study programs, accredited at least B,
 - n. Promotion on a fairly large and systematic scale from various universities outside to West Kalimantan province will be able to reduce the interest of prospective students to enter IAIN Pontianak.
 - o. The impact of technological developments in the digital era will result in speed demands in the service of student quality development **activities**, the faster the service, the level of graduate competition is getting heavier.
 - p. With the implementation of the Asean Economic Community (AA), it can result in narrowing of employment for alumni of Islamic Religious Colleges (PTKI) including IAIN Pontianak.
 - q. The unavailability of internal journals that specifically contain the results of lecturer community **service**, especially competition in getting community service funding assistance from external parties, especially stakeholder trust (stakeholder) towards the implementation of community service
 - r. The quota of recipients of research grant funds is slightly inversely proportional to the high interest, research quality assurance is still weak, judging by the imbalance of proposals received to be funded with the resulting publications, the high competition in obtaining research funds makes the small chance of lecturers in obtaining research funds.
 - s. Limited quota of publication of research results in accredited and indexed journals both at the national and international levels.

Contributions to the Student Achievement Index (HDI) are still low and hedonism attitudes are growing.

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