Development Strategy of Early Childhood Education Institutions Through IFAS and EFAS Matrix Analysis (Study on Kindergarten Unit of PASBQ Gontor)

Dhika Amalia Kurniawan [1]*, Mohamad Rohman Alim [2]

[1,2] Faculty of Economics and Management, Universitas Darussalam Gontor , Indonesia

* Corresponding author : dhika.amalia@unida.gontor.ac.id

Contributing authors : rohmen2608@gmail.com

Abstract

The Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an (PASBQ) is a full-day school system kindergarten educational institution located in Ponorogo Regency. Pesantren Anak Sholeh aims to develop pupils with good character so they can become so and sholehah children from an early age. It offers religious and general education to its students. The goal of this research is to uphold PASBQ's vision and mission while enabling the organization to compete with Ponorogo's 19 top kindergartens. This study employs a qualitative, descriptive research design. Data was gathered by researchers using field observation, document-based data gathering, unstructured interviews, and triangulation. This study used IFAS and EFAS Matrix Analysis to gather data on the development strategy of early childhood education institutions (Case Study at Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an). Based on the research findings from the Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an Ponorogo, the researcher has come to the conclusion that an aggressive strategy is the best course of action for development. This strategy entails maximizing already-existing opportunities and strengths while upholding the standard of instruction in order to stay ahead of other educational institutions. The following are some of the development outcomes: Adding buildings for classrooms and teachers' rooms, Improving the quality of PASBQ education.

Keywords: Education, PASBQ, SWOT, IFAS, EFAS.

Introduction

Along with developing sophisticated technology, it has had positive and negative impacts on various age levels of society, ranging from adults to teenagers and children. In addition, technological developments also impact multiple aspects of community life, including economic, cultural, political, social, educational and various other fields. Indirectly, technological developments can change people's lifestyles. The positive impacts of technological development include the development of science, politics, and social and economic development. In contrast, the adverse effects include individualism, increasing addiction to gadgets, and lack of socialization with the environment. As parents, it is important to provide direction, understanding and knowledge to the younger generation so that they are not mired in the influence of a bad environment and the negative impact of improper use of technology, so parents must be wise to provide good education, one of which is by choosing an early religious education institution. In general, early education institutions such as playgroups and kindergartens can be an alternative for parents to provide education as well as a conducive environment for children to learn. According to Education is an object that helps young people become mature enough to handle the obligations of their own lives, in the form of effort, influence, protection, and assistance given to them.(Phadermrod et al., 2019) The need for proper early childhood education will be able to shape the character of the younger generation as a foundation in behavior, speech and thinking so that they are able to know good and bad things to do or leave. Especially at this time, the majority of parents have busy activities such as office workers, entrepreneur, and other routine activities so that the intensity in providing education for children is very limited, and them early education is considered very important and needed for children younger generation

Kindergarten Unit of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an (PASBQ) is a kindergarten education institution in Ponorogo regency that provides education services with a full-day school system. Pesantren Anak Sholeh provides religious and general education to its students and has a vision of producing morally good students who can become pious and Sholehah children from an early age. PASBQ institutions have an education system different from early childhood institutions because PASBQ institutions have education hours from morning to evening for their students. In its education, PASBQ Institution teaches religious knowledge such as reciting the Qur'an, praying, memorizing the Qur'an, ablutions, singing, reading, counting, and socializing with others. Besides that, it also has an entire day school system, which means providing complete education until the afternoon. Since the establishment of PAS Institution in 2007 until 2023 at this time, the number of students has increased from year to year, as shown in the following data.

PASBQ student data for the last 5 years			
Years	Number of students		
	TK A	TK B	TK A
2019 - 2020	87	88	175
2020 - 2021	97	87	184
2021 - 2022	99	96	195
2022 - 2023	99	98	197
2023 - 2024	101	97	198

| Seluruh | 483 | 466 | 949 |

Tabel 1. PASBQ total student data

The data in Table 1 show that the number of students at PASBQ institutions continues to increase from year to year, meaning that PASBQ institutions are in demand by the community as institutions that are believed to be able to provide early education to their children. Early Education Institutions that have a full-day School system are still very limited in the Ponorogo regency this is not comparable to the number of births in the Ponorogo regency, which shows that the birth of children in Ponorogo has increased and decreased per year, meaning that the need for early education in Ponorogo has the potential to improve its quality and quantity, one of which is the educational institution of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an Gontor.

PASBQ institutions need a strategy to become quality educational institutions and have a role system in the Ponorogo district, so from this background, the researcher's are interested for helping PASBQ Institutions to develop educational strategies through IFAS and EFAS analysis Data analysis of Internal Factors Analysis Summary (IFAS) and External Factors Analysis Summary (EFAS) is an analysis matrix of an object's internal and external strategic factors.(Umam et al., 2015) IFAS (Internal Strategic Factors Analysis Summary) is based on the Company's weaknesses and strengths. While EFAS (External Strategic Factors Analysis Summary) refers to opportunities and threats that affect the Company.

Literature Review
Definition of Development Strategy

Development strategy is the process of identifying the long-term aims and objectives of an organization, industry, or business, putting those goals into practice, and allocating the resources required to reach those goals (Putri Wahyuni Arnold et al 2020). The development strategy aims to establish the foundation for the company's, industry's, or enterprise's business operations and offer recommendations for organizing them to adapt and to impact the constantly shifting environment. The strategy outlines the type of organization and the environment that the enterprise, industry, or business wants to function in. (Moh. Zaenal Fanani, 2018).

Definition of Early Years Education Institution

Early childhood education is defined as a coaching effort aimed at children from birth to six years of age, which is done through providing educational to help growth, according to the National Education System Law of 2003 article 1 paragraph 14; teenagers must also experience physical education, mental development, and spiritual to prepare themselves for higher education. According to developmental psychology, a further limitation of early childhood is between the ages of 0 to 8 years (Aidil Saputra 2018).

Definiton of SWOT

SWOT analysis is a commonly used method to analyze and position an organization's resources and environment within four areas: Strengths, Weaknesses, Opportunities, and Threats. Strengths and weaknesses are internal (controllable) factors that support and hinder an organization from achieving its mission. In contrast,

opportunities and threats are external (non-controllable) factors that enable and hinder an organization from achieving its mission (Dyson, R. G. 2004).

The main advantage of SWOT analysis is that its simplicity continues to be well-used in leading organizations and the academic community since it was developed in the 1960s. Despite its benefits, there are drawbacks present in the traditional SWOT approach. It produces a superficial and imprecise list of factors, relies on the subjective perceptions of the organization's staff attending the brainstorming session, and needs a prioritization factor regarding the importance of each SWOT factor (Suriono, 2016)

Definition of Strength

In SWOT analysis, "strengths" refer to internal resources or capacities that can be used effectively by the organization to achieve its goals.(Widiastuti et al., 2018) Strengths are things that an organization does particularly well or in a way that sets it apart from its competitors. Strengths are internal factors under the organization's control, such as a strong brand, a loyal customer base, a strong balance sheet, or skilled employees. Strengths are listed first in a SWOT analysis, followed by weaknesses, opportunities, and threats. Analyzing strengths is essential to business analysis, as it allows for better decision-making, planning, and management (Suriono, 2022)

Definition of Weaknesses

In SWOT analysis, weaknesses refer to internal factors preventing an organization from performing optimally. Weaknesses are negative, internal factors that affect an organization's success. Weaknesses are areas that need to be improved for the business to remain competitive. Weaknesses can prevent an organization from achieving its goals or for realizing its mission. An organization can work to improve weaknesses and achieve its goals by identifying weaknesses.(Ekonomi & Penelitian, 2018)

Definition of Opportunities

In SWOT analysis, "Opportunities" refers to external factors that a company or organization can exploit to achieve its goals. (Ahmad Fauzan, 2022) These factors are usually positive and arise from situations outside the company or organization. Examples of opportunities in SWOT analysis include:(Rusydiana & Rahayu, 2019)
- Market trends that favor the company's products or services
- Regulatory changes that tend to the company
- New technologies that can be used to improve the company's operations

Definition of Threats

Threats are negative external factors that can cause damage to an organization, business, or product. Threats are beyond the control of the organization and can include anything from other companies disrupting the market to supply shortages hindering the manufacture of a product (Tyagita & Iriani, 2018).

Some examples of threats that may appear in a SWOT analysis include changes in the industry, new market trends, and competitors outperforming the organization. To identify external threats, it is important to ask questions such as what changes in the industry need attention, what new market trends will occur, and where competitors are outperforming the organization.

In conclusion, threats are negative external factors that can cause damage to an organization, business, or product. They should be included in any good SWOT analysis because taking them into account can help in making the best decisions, and not doing so can cause damage that cannot be anticipated.

Definition of Matrix IFAS and EFAS

The IFAS and EFAS matrix is used in strategic management to evaluate a company's internal and external environment. IFAS stands for Internal Factor Analysis Summary, while EFAS stands for External Factor Analysis Summary (Juliana, Monoarfa, and Jarianti 2022). (Ritonga Husni et al., 2018)

The IFAS and EFAS matrices are tools used in strategic management to evaluate a company's internal and external environment. The IFAS matrix evaluates the company's inner strengths and weaknesses, while the EFAS matrix evaluates the company's external opportunities and threats. The SWOT matrix diagram determines the company's strategic position based on the total IFAS and EFAS scores (Bush Tomas 2023).

Research Method

This research uses a descriptive qualitative approach. Researchers collect data from the field observation stage, unstructured interviews, data collection with documents, and triangulation. The topic raised in the research is to analyze the Development Strategy of Kindergarten Pesantren Anak Sholeh Baitul Qur'an (PASBQ) Gontor Educational Institution, while the research subjects are the head of the Educational Institution, , 4 person teaching staff, and 3 person PASBQ guardians. Data analysis is carried out through organizing, sorting, and synthesizing data. First, data is collected using SWOT indicators, then giving a weighting value to each component. The next stage is to analyze the weighting based on internal Factors Analysis Summary (IFAS) and External Factors Analysis Summary (EFAS) , so that the value of each component can be known, then a strategy can be formulated according to the value obtained.

Result and Discussion

The results of interviews about the strengths, weaknesses, opportunities, and threats faced by Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an (PASBQ) will be described based on SWOT components, which can be grouped into two factors, namely internal and external factors.

Results of Internal Factor Strategic Analysis of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an

Table 1 Analysis of Internal Factors of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an Ponorogo					
No	Internal Factors	Significance Level	Rating	Weight	Score	Description

Strength (in term infrastructure)					
Has a number of buildings that can accommodate 197 total students which are divided into 2 rombel 10 classes	3	5	0,081	0,405	PASBQ was established from 2007 until now and has several branches throughout Indonesia.
Has a football field, playground, sports hall, so that it supports the comfort of children in the learning process	3	5	0,081	0,405	The existing infrastructure supports children's comfort for learning process
Strengths (in terms of education and location of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an)					
Has a Fullday education system starting from 07.00 to 12.30 WIB	3	5	0,081	0,405	PASBQ has a FULLDAY learning system that only a few educational institutions in Ponorogo have.
Fostering Children's Independence because in every learning process, children should not be waited on by their parents	3	5	0,081	0,405	The results of interviews with guardians of students who have sent their children to PASBQ stated that after several years of schooling here, their children's attitudes and behavior have changed for the better.
Affordable Cost	2	5	0,054	0,270	School fees here are affordable at only around 200,000 per month.
Having a Dhuha and Dhuhur Prayer Program in the mosque with a turn, every day	3	5	0,081	0,405	The congregational prayer program will help foster children's independence and awareness in upholding the manner of Islam, namely fardhu and sunnah prayers.

Once a month, a briefing is held for all teachers in PASBQ to adjust the material to be taught and discuss problems that teachers often face.	2	4	0,054	0,216	The benefit obtained by PASBQ teachers is that they do not make unilateral decisions on various problems related to children because they prioritize discussion to find solutions to every situation.
Having exciting and constructive programs	3	5	0,081	0,405	Such as the memorization of short letters and the Prophet's Hadith. Extracurricular activities include Marching band, scouts, *hadroh*, dancing, and singing.
Has a coaching program for student guardians	3	5	0,081	0,405	Such as parenting, Quran, and training using the ummi method.
The school provides snacks and lunch so that children do not need to buy snacks outside.	3	5	0,081	0,405	Familiarizing children not to snack carelessly
Have a monthly health vitamin program.	2	3	0,054	0,162	Keeping your child healthy and nourished every month
Strengths (In terms of human resources: PASBQ teachers)					
Qualified teaching staff	2	4	0,054	0,216	Have a minimum diploma of S1 education.
Adequate number of teachers	2	4	0,054	0,216	An Adequate number of teachers supports equal attention to each student.
Staff are differentiated from teachers so that teachers and staff can focus on their respective tasks.	3	5	0,081	0,405	Staff and Teachers are differentiated to become more focused on their respective tasks.
Total	37		1,000	4,730	

No	Internal Factors	Significance Level	Rating	Weight	Score	Description
	Weaknesses (Infrastructure-wise)					
	Lack of new teacher's room	1	1,5	0,167	0,25	room used for teachers to rest after teaching
	Weaknesses (In terms of Education and Location of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an Ponorogo)					
	Tidying up untidy parking spaces	2	1,5	0,333	0,5	More attention should be paid to parking spaces.
	Less nutritious side dishes and menus	1	2	0,167	0,333	According to some guardians of students, the side dishes still need to be more nutritious.
	Weaknesses (In terms of human resources: PASBQ teachers)					
	Maximizing technology literacy not optimal	2	2,5	0,333	0,833	using the latest technology-based learning not optimal
	Total	6		1	1,917	
	Total Score				6,646	

Table 1: Result of Internal Factor Strategic Matrix Analysis

Results of External Factor Strategic Matrix Analysis of Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an

The weighting results of the internal factors, namely the strengths and weaknesses of the Baitul Qur'an Islamic Boarding School in Bajang Village, Mlarak District, Ponorogo, can be seen that the value obtained says that the number of weaknesses (1.917) owned is smaller than the number of strengths (4.730) in the educational institution. Pesantren Anak Sholeh has the potential to develop and maintain the current quality of education further. (Suriono, 2022)

The external factors and weighting results owned by the Baitul Qur'an Sholeh Children's Boarding School are:

Table 2 Analysis of External Factors of Baitul Qur'an Ponorogo Sholeh Children's Boarding School						
No	External Factors	Significance Level	Rating	Weight	Score	Description

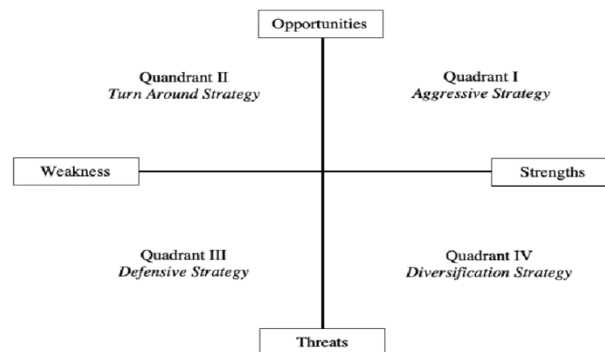|					
A	**Opportunity (in terms of infrastructure)**				
	In the future, a new building will be built that will accommodate more students.	2	4	0,091	0,364	Opportunities for building expansion and additional classrooms are still very possible
	Increase the quality and quantity of existing education facilities	3	5	0,136	0,682	Trying to add teaching equipment so that the learning process is not interrupted
B	**Opportunity (in terms of education and location of Baitul Qur'an Ponorogo Children's Boarding School)**				
	The need for quality early childhood education	3	5	0,136	0,682	Currently, the need for quality early childhood education institutions is increasing
	Government Support	2	4	0,091	0,364	It is hoped that government support such as the Early Childhood Education (ECE) Performance Operational Assistance (BOP) can support the performance of kindergartens.
	Partnerships with Private Companies and neighbouring agencies	1	3	0,045	0,136	Collaborate with the Education office around Ponorogo
	The use of information technology as one of the media to support the development of children's potential	2	4	0,091	0,364	In the future, "games" that use information media will be implemented to advance the learning process of children.

	Increased Parental Awareness	3	5	0,136	0,682	Parents are increasingly aware of the importance of early childhood education, increasing the demand for quality kindergartens.
	The need for quality character education	3	5	0,136	0,682	Demand for strong character education in early childhood education is increasing
C	**Opportunity (In terms of human resources: PASBQ teachers)**					
	Training and development of teaching staff	3	5	0,136	0,682	there are opportunities to train and develop the skills of educators in the field of early childhood education
Total		22		1	4,636	

N o	External Factors	Significance Level	Rating	Weight	Score	Description
A	**Threats (Infrastructure-wise)**					
	Increased Operating Costs;	2	1,5	0,182	0,273	such as the cost of electricity, water, and other materials that can negatively impact the sustainability of education.
B	**Threats (In terms of Education and Location of Baitul Qur'an Ponorogo Children's Boarding School)**					
	Competition with other educational institutions	2	1	0,182	0,182	TK/PAUD will compete with other educational institutions in attracting parents to enroll their children.

	Changes in Government Policy	1	1	0,091	0,091	Changes in government policy in education may change the regulations that apply to TK/PAUD.
	Rapid Technology Development	1	1	0,091	0,091	The rapid development of technology can make traditional learning methods obsolete.
	Economic crisis	2	1,2	0,182	0,218	The economic crisis can affect parents' ability to pay for their children's education at TK/PAUD.
	Socio-cultural Change	1	1,3	0,091	0,118	Socio-cultural changes can affect how parents think and their needs for their children's education.
	Unconducive Environment	1	1		0,091	Environmental factors such as pollution, natural disasters, and riots can affect children's kindergarten/early childhood learning conditions
C	**Threats (in terms of human resources)**					
	Lack of qualified human resources	1	1,5		0,136	The lack of qualified human resources in the field of early childhood education can affect the quality of education.
	Total	11	1		1,2	
	Total Score				5,836	

Table 2: Result of External Factor Strategic Matrix Analysis
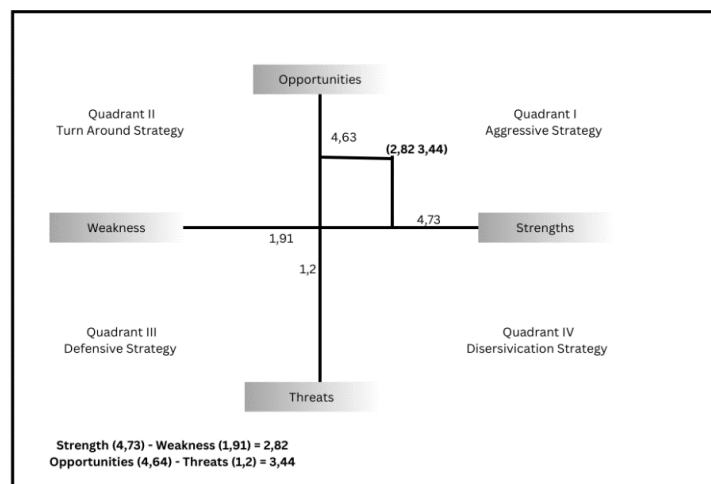
IFAS and EFAS Matrix Analysis Results at PASBQ

Pictures 1 : IFAS and EFAS Matrix Picture
(Shallyana & Bastian, 2021)

Based on the analysis of the Internal Factor Strategic (IFAS) and External Factor Strategic (EFAS) scores, it is clear that the Baitul Qur'an Islamic Boarding School (PASBQ) has a stronger internal foundation compared to its external environment. The higher IFAS score of 6.67 suggests that the school possesses significant strengths and weaknesses that can be leveraged for development. In contrast, the EFAS score of 5.83 indicates that the opportunities and threats in the external environment are comparatively less favorable.(Makkarennu et al., 2019)

Development Strategy Recommendations

Pictures 2: IFAS and EFAS Matrix Result (Osin et al., 2019)

Given the findings from the SWOT analysis and the positioning of PASBQ within the SWOT matrix, the following strategies are recommended for each quadrant:

a. **Quadrant I (Aggressive Strategy):** Leverage Strengths and Opportunities: The school should capitalize on its internal strengths to exploit external opportunities. This could involve enhancing educational programs, expanding outreach initiatives, or forming partnerships with local organizations to attract more students and resources.(Juliana et al., 2020)

Innovative Programs: Introduce innovative educational programs or extracurricular activities that align with community needs and interests, thereby increasing enrollment and engagement.

b. **Quadrant II (Diversification Strategy):** Utilize Strengths to Mitigate Threats: The school should focus on diversifying its offerings to counteract external threats. This could include developing new programs that cater to different age groups or interests, such as vocational training or online learning options.(Sujoko, 2017)

Community Engagement: Strengthen ties with the community to build support networks that can help mitigate external threats, such as competition from other educational institutions.

c. **Quadrant III (Change Strategy):** Address Internal Weaknesses: The school should implement change strategies to improve internal weaknesses while taking advantage of external opportunities. This may involve staff training, curriculum updates, or infrastructure improvements.(Dhari, 2021)

Feedback Mechanisms: Establish feedback mechanisms to gather input from students, parents, and staff to identify areas for improvement and ensure that the school is responsive to the needs of its stakeholders.

d. **Quadrant IV (Defensive Strategy):** Crisis Management: Develop a crisis management plan to address the challenges posed by external threats and internal weaknesses. This could include financial planning, risk assessment, and contingency strategies.(Makkarennu et al., 2019). Resource Allocation: Focus on efficient resource allocation to ensure that the school can sustain its operations despite external pressures. This may involve prioritizing essential programs and cutting back on less critical expenditures.

Based on the analysis of the strength, weakness, opportunity, and threat (SWOT) values for the Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an, it is evident that the institution is in a favorable position to pursue an aggressive strategy. Here's a breakdown of the findings and strategic recommendations:

SWOT Analysis Summary
  a. Strengths: The strength value of 4.73 indicates that the institution has significant internal advantages that can be leveraged for growth and development.
  b. Weaknesses: The weakness value of 1.91 suggests that while there are areas for improvement, they are relatively minor compared to the strengths.
  c. Opportunities: With an opportunity value of 4.64, the institution is well-positioned to capitalize on favorable external conditions that can enhance its educational offerings.
  d. Threats: The threat value of 1.2 indicates that external challenges are present but are not overwhelming, allowing the institution to focus on growth rather than merely survival.

Positive Net Values

Strengths - Weaknesses: 4.73 - 1.91 = **2.82 (Positive)**
Opportunities - Threats: 4.64 - 1.2 = **3.44 (Positive)**

Both calculations yield positive results, confirming that the Kindergarten Unit of Pesantren Anak Sholeh Baitul Qur'an is positioned in **Quadrant I** of the SWOT matrix,

which is characterized by a strong internal position and favorable external conditions (Purike et al., 2023).

Conclusions

Based on the research results obtained at the Baitul Qur'an Ponorogo Sholeh Children's Boarding School, the re searcher can conclude that the development strategy that is suitable for implementation is Agressive Strategy, which is to take advantage of existing strengths and opportunities as much as possible while maintaining the quality of teaching so as not to be left behind by other educational institutions. The development strategy is as follows:

1. **Strength** : (a) Addition of buildings for classrooms and teachers' rooms (b) Adding activities that use field facilities such as basketball, badminton and making SOPs to discipline the use of facilities so that they are maintained and durable (c) Increasing education hours which are usually fullday (07.00-12.30 WIB) to daycare (07.00-14.00 WIB), for formal or semi-formal children's learning for their busy working parents (d) Training children to be more independent in various ways such as; own ablutions, eating alone, praying alone, and wearing their own clothes. (f) Developing the habit of dhuha prayers and congregational prayers into a daily habit. (g) Training the recitation of mandatory prayers for children. (h) MaximiZing coaching and scheduling on a regular basis such as the parenting training program every 3 months, monthly student guardian studies, takhsinul qur'an every two months and homeroom teacher meetings with student guardians every 4 months. (i) Create a business unit that provides snacks and lunches for kindergarten children so that the profits from sales can be used in the PASBQ development program. (j) Improve the skills and knowledge of teachers and staff to be able to carry out their responsibilities better (provide training, courses, schools and advanced courses needed in the teaching process). (k) Providing consultation facilities for parents about teaching problems and children's development.

2. **Opportunities** : (a) Improve the quality of PASBQ education. (b) Improve the flagship program (fullday, takhfidz). (c) Improve the quality of teachers or lecturers through courses, training and further schooling. (d) Adding play and teaching and learning facilities (building, LCD, library and canteen). (e) PASBQ institutions can increase their contribution to the early childhood education process. This opinion is supported by the results of Indonesia's Program for International Student Assessment (PISA) scores, which show that 15-year-old students who have attended PAUD/TK have better reading skills than those who have never attended PAUD. Reading and Mathematic skills were 71% below minimum competency and science skills were 60% below minimum competency. (f) PASBQ can provide information on the importance of early childhood education for children to shape their social spirit, independence, character building and others. Promotion can be done through social media, posters, flyer and the web. (g) PASBQ can improve character development in children such as: honesty, discipline, courage to express, social skills, and high curiosity. (h) Training of educators can be provided in the form of funding for English language training, advanced schooling, deepening training in reading the Koran, science and technology training both online and offline, so that later children will have expert teachers according to the child's field of interest.

References

Ahmad Fauzan, D. (2022). *Development of Law, Sharia and Society in Digital Era* (D. Ahmad Fauzan (ed.); 01 ed.). Harva Creative.

Dhari, L. F. (2021). Area Development Strategy to Overcome the Slumps in RW 3 and RW 5, Polehan Village, Blimbing, Malang, Using IFAS and EFAS Matrix Analysis. *Journal of International Conference Proceedings*, 3(4), 24–30. https://doi.org/10.32535/jicp.v3i4.1006

Ekonomi, J., & Penelitian, L. (2018). *Jurnal ECODEMICA Sekretariat Redaksi*. II(1), 1–3.

Juliana, J., Monoarfa, H., & Jarianti, R. (2020). Sharia Property Business Development Strategy: IFAS and EFAS Matrix Model. *AFEBI Islamic Finance and Economic Review*, 5(01), 24. https://doi.org/10.47312/aifer.v5i01.333

Makkarennu, Astuti, T., & Ridwan. (2019). Strategi Pengembangan Usaha pada Industri Kayu Gergajian Melalui Pendekatan SWOT dan IFAS-EFAS Analysis. *J. Ilmu Teknol. Kayu Tropis*, 17(1), 90–100. http://ejournalmapeki.org/index.php/JITKT/article/view/464

Osin, R. F., Rizky, I., Kusuma, W., & Suryawati, D. A. (2019). *Strategi Pengembangan Objek Wisata Kampung Tradisional Bena Kabupaten Ngada-Flores Nusa Tenggara Timur (Ntt)*. 14(1), 60–65.

Phadermrod, B., Crowder, R. M., & Wills, G. B. (2019). Importance-Performance Analysis based SWOT analysis. *International Journal of Information Management*, 44, 194–203. https://doi.org/10.1016/j.ijinfomgt.2016.03.009

Purike, E., Azizah, N., Ajibroto, K., & … (2023). An Overview of The Indonesian Government's Plans In Anticipating And Overcoming The Food Crisis As A Result Of The G20 Summit. *International* …, 02(01), 257–271. https://www.e-journal.citakonsultindo.or.id/index.php/IJEVSS/article/view/165%0Ahttps://www.e-journal.citakonsultindo.or.id/index.php/IJEVSS/article/download/165/120

Ritonga Husni, M., Setiawan, N., Fikri, M. El, Ritonga, C. P. M., Hakim, T., Sari, M. M., Rossanty, Y., & Nasution, M. D. T. P. (2018). Rural tourism marketing strategy and swot analysis: A case study of bandar pasir mandoge sub-district in north sumatera. *International Journal of Civil Engineering and Technology*, 9(9), 1617–1631.

Rusydiana, A., & Rahayu, S. S. (2019). Bagaimana Strategi Pengembangan Wakaf Tunai Di Indonesia? *Jurnal Ekonomi Dan Bisnis Islam (Journal of Islamic Economics and Business)*, 5(1), 15. https://doi.org/10.20473/jebis.v5i1.10416

Shallyana, H., & Bastian, A. (2021). An Analisis of Marketing Strategy by Using Internal Factors Analysis Summary (IFAS) and External Factors Analysis Summary (EFAS) for Evaluation Effort at Klinik Sinar Medika Plosoklaten. *The 3 Rd Joint International Conferences*, 3(1), 458–465. http://proceeding.tenjic.org/jic3

Sujoko, E. (2017). Strategi Peningkatan Mutu Sekolah Berdasarkan Analisis Swot Di Sekolah Menengah Pertama. *Kelola: Jurnal Manajemen Pendidikan*, 4(1), 83. https://doi.org/10.24246/j.jk.2017.v4.i1.p83-96

Suriono, Z. (2022). Analisis SWOT dalam Identifikasi Mutu Pendidikan. *ALACRITY : Journal of Education*, 1(20), 94–103. https://doi.org/10.52121/alacrity.v1i3.50

Tyagita, B. P. A., & Iriani, A. (2018). Strategi Peningkatan Kompetensi Pedagogik Guru Untuk Meningkatkan Mutu Sekolah. *Kelola: Jurnal Manajemen Pendidikan*, 5(2), 165–176. https://doi.org/10.24246/j.jk.2018.v5.i2.p165-176

Umam, K., Tjondro Winarno, S., & Sudiyarto, S. (2015). Strategi Pengembangan Ekowisata Mangrove Wonorejo Surabaya. *AGRARIS: Journal of Agribusiness and Rural Development Research*, 1(1), 38–42. https://doi.org/10.18196/agr.116

Widiastuti, T., Rusydiana, A. S., & Firmansyah, I. (2018). *Development Strategy For Islamic Microfinance Institution In Indonesia: Ifas-Efas Matrix Approach. Iciebp*, 707–711. https://doi.org/10.5220/0007088407070711

Afandrianti Maulida, Yuni, dan Habiburahman Habiburahman. "Analisis Strategi Pemasaran Keripik Pisang Di Era Pandemi Covid-19 (Studi Pada Umkm Keripik Sumber Rezeki)." *JURNAL SIBATIK: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan* 1, No. 4 (2022): 303–14. https://doi.org/10.54443/sibatik.v1i4.34.

Atabik, Ahmad. "Pendidikan Dan Pengembangan Potensi Anak Usia Dini." *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 2, no. 1 (2018): 149. https://doi.org/10.21043/thufula.v2i1.4270.

Benyoucef, Chettih. *Metode Pengajaran Imam Badr Al-Din Al-Aini tentang Hadits melalui Komentarnya tentang Sahih Al-Bukhari.* Diedit oleh ١٧th ed. Jakarta: Al-Zahra- فاتح الندى. ٢٠٢٠ ,Journal. https://www.proquest.com/openview/٠٦٤a٦c٧f٨cf٥٠be٨٧٤c٤٥٠٢٩b٠٨٩f٤٣b/١?pq-origsite=gscholar&cbl=٥٥٥٣٢٢٣.

"BPS Ponorogo." Diakses 6 September 2023. https://ponorogokab.bps.go.id/subject/12/kependudukan.html.

Dey, Preyojon, Terence M. Bradley, dan Alicia Boymelgreen. "Dampak Faktor Abiotik Terpilih pada Proses Penetasan Artemia melalui Pengamatan Perubahan Oksigen Secara Real-Time dalam Platform Mikrofluida." *Laporan Ilmiah* 13, no. 1 (2023): 1–12. https://doi.org/10.1038/s41598-023-32873-1.

Dhari, Leonardus Fasiusta. "Strategi Pengembangan Kawasan untuk Mengatasi Kemerosotan di RW 3 dan RW 5, Desa Polehan, Blimbing, Malang, Menggunakan Analisis Matriks IFAS dan EFAS." *Jurnal Prosiding Konferensi Internasional* 3, no. 4 (2021): 24–30. https://doi.org/10.32535/jicp.v3i4.1006.

Ekonomi, Jurnal, dan Lembaga Penelitian. "Jurnal ECODEMICA Sekretariat Redaksi" II, no. 1 (2018): 1–3.

Falahudin, Iwan. "Konsep Keluarga Sakinah Sebagai Solusi Alternatif Konflik Rumah Tangga." *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta* 2, no. 1 (2021): 15–32. https://doi.org/10.53800/wawasan.v2i1.41.

Fanani, Moh. Zainal. "Strategi Pengembangan Soal Hots Pada Kurikulum 2013." *Edudeena* 2, no. 1 (2018): 57–76. https://doi.org/10.30762/ed.v2i1.582.

Fitri Anggreani, Tuti. "Faktor-Faktor Yang Mempengaruhi Swot: Strategi Pengembangan Sdm, Strategi Bisnis, Dan Strategi Msdm (Suatu Kajian Studi Literatur Manajemen Sumberdaya Manusia)." *Jurnal Ekonomi Manajemen Sistem Informasi* 2, no. 5 (2021): 619–29. https://doi.org/10.31933/jemsi.v2i5.588.

Hatta, Nadisya Rachelia, Masduki Asbari, Dewiana Novitasari, dan Agus Purwanto. "Hargailah Orang Lain, Setiap Orang Mempunyai Pandangan Hidup Yang Berbeda–Beda: Sebuah Kajian Filosofis." *Jurnal Pendidikan Transformatif* 2, no. 1 (2023): 74–78.

Hidayat Anwar. "Penelitian Kualitatif (Metode): Penjelasan Lengkap." stattistikian., n.d.

Iswantiningtyas, Veny, dan Widi Wulansari. "Pentingnya Penilaian Pendidikan Karakter

Anak Usia Dini." *Prosiding ICECRS* 1, no. 3 (2018): 197–204. https://doi.org/10.21070/picecrs.v1i3.1396.

Juliana, Juliana, Hilda Monoarfa, dan Rika Jarianti. "Strategi Pengembangan Bisnis Properti Syariah: Model Matriks IFAS dan EFAS." *AFEBI Islamic Finance and Economic Review* 5, no. 01 (2020): 24. https://doi.org/10.47312/aifer.v5i01.333.

Kemendikbud. *Petunjuk Teknis Penyelenggaraan Taman Penitipan Anak. Kementerian Pendidikan dan Kebudayaan*, 2015. http://repositori.kemdikbud.go.id/id/eprint/12883.

Manen, Michael van, dan Max van Manen. "Melakukan Penelitian dan Penulisan Fenomenologis." *Penelitian Kesehatan Kualitatif* 31, no. 6 (2021): 1069–82. https://doi.org/10.1177/10497323211003058.

Narto, Narto, dan Gatot Basuki HM. "Penguatan Strategi Pemasaran Pudak Di Tengah Pandemi Covid-19 Untuk Meningkatkan Keunggulan Bersaing Usaha Mikro Kecil Menengah Kota Gresik." *Jurnal INTECH Teknik Industri Universitas Serang Raya* 6, no. 1 (2020): 48–54. https://doi.org/10.30656/intech.v6i1.2195.

Ningrum, Nabila Putri Widya, Fatma Mayang Jelita Pane, Seri Indah Yani, dan Khadijah. "Pendidikan Anak Usia Dini: Perannya Dalam Membangun Karakter Dan Tumbuh Kembang Anak Usia Dini Nabila Putri Widya Ningrum, Fatma Mayang Jelita Pane, Seri Indah Yani, Khadijah." *Tematik* 1, no. 1 (2021): 98–102.

Pakpahan, Roida, dan Yuni Fitriani. "Analisa Pemafaatan Teknologi Informasi Dalam Pemeblajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19." *JISAMAR (Jurnal Sistem Informasi, Terapan, Manajemen, Akuntansi dan Researh)* 4, no. 2 (2020): 30–36.

"Pengantar Komunikasi Massa / Penulis, Nurudin | OPAC Perpustakaan Nasional RI." Diakses 20 Agustus 2023. https://opac.perpusnas.go.id/DetailOpac.aspx?id=461783.

Putri Wahyuni Arnold, Pinondang Nainggolan, dan Darwin Damanik. "Analisis Kelayakan Usaha Dan Strategi Pengembangan Industri Kecil Tempe Di Kelurahan Setia Negara Kecamatan Siantar Sitalasari." *Jurnal Ekuilnomi* 2, no. 1 (2020): 29–39. https://doi.org/10.36985/ekuilnomi.v2i1.104.

Ritonga Husni, Muharram, Nashrudin Setiawan, Miftah El Fikri, Cahyo Pramono Mulkanuddin Ritonga, Tharmizi Hakim, Maya Macia Sari, Yossie Rossanty, dan Muhammad Dharma Tuah Putra Nasution. "Strategi Pemasaran Pariwisata Pedesaan dan Analisis SWOT: Studi Kasus Kecamatan Bandar Pasir Mandoge di Sumatera Utara." *Jurnal Internasional Teknik Sipil dan Teknologi* 9, no. 9 (2018): 1617–31.

Saller, Franziska V.I., dan Salma M. Khaled. "Potensi Pengaruh Psikososial pada Perbedaan Gender dalam Aktivitas Fisik di kalangan Remaja Qatar: Wawasan Pertama melalui Pengamatan Deskriptif." Jurnal Internasional Remaja dan Pemuda 24, no. 2 (2019): 234–51. https://doi.org/10.1080/02673843.2018.1515087.

Saputra, Aidil. "Pendidikan Anak Pada Usia Dini." *Jurnal Ilmiah Pendidikan Agama Islam* 10, no. 2 (2018): 192–209. https://core.ac.uk/download/pdf/228822655.pdf.

Saveny, C Wilhelmia; RobinsonRhonda S. "Jenis Penelitian Kualitatif -1.Pdf," 2001. Asosiasi Komunikasi dan Teknologi Pendidikan.

Setiawan, Daryanto. "Dampak Perkembangan Teknologi Informasi Dan Komunikasi Terhadap Budaya." *JURNAL SIMBOLIKA: Penelitian dan Pembelajaran Ilmu Komunikasi* 4, no. 1 (2018): 62. https://doi.org/10.31289/simbollika.v4i1.1474.

Shapiro, Leonard, Kathryn Bell, Kallpana Dhas, Toby Branson, Graham Louw, dan Iain D. Keenan. "Pengamatan dan Gambar Anatomi Multisensori Terfokus untuk Meningkatkan Pembelajaran Sosial dan Pemahaman Spasial Tiga Dimensi." *Pendidikan Ilmu Anatomi* 13, no. 4 (2020): 488–503. https://doi.org/10.1002/ase.1929.