The Analysis of SWOT Management and Students' Interest toward STKIP Muhammadiyah Sungai Penuh

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Abstract: In the Academic Year of 2016-2017, only a few students who enrolled at STKIP Muhammadiyah Sungai Penuh especially on the Physics Education Study Program. This phenomenon was the reason to carry out this research. To overcome this problem, the researchers conducted this qualitative and quantitative research through the use of a questionnaire and validated documents. Samples were selected and taken through random sampling technique. The result of the questionnaire was used to observe the interest of high school students in continuing their education than used as an external factor in conducting a SWOT analysis. From the results and discussion, it can be concluded that 1) STKIP Muhammadiyah Sungai Penuh position is in the cell -1 which means it is in a strong market position and highly competitive education industry field. 2) STKIP Muhammadiyah will be more advanced if evaluation and implementation of long term and short-term strategies are conducted continuously. 3) Based on the percentage obtained, high school students' interest in continuing education to college is high, reaching 80%. However, the interest to continue their education to STKIP Muhammadiyah is only 73.1% and the interest in Physics Education Study Program is only 59.1% and 4) students' interest in continuing education is influenced by several factors such as motivation and aspirations, interest, parents, peers, siblings and school environment.

INTRODUCTION

In the era of ASEAN economic society, eligible human resources (HR) is needed by a country so that the country can be integrated with other countries (Hamidi, 2015). By improving human resources, education has a very important role (Anwar, 2014a). Given the increasing demands in society, then the education is required to be higher too. Higher education is the level of education conducted to prepare learners in playing their role as members of society that possess value, academic ability, and or professionalism so that they can apply, develop, and to create science, technology, and art in the society (Anwar, 2014b; Zaniewski & Reinholz, 2016).

Teacher Training College of Muhammadiyah (STKIP-M) Sungai Penuh is located in Sungai Penuh City, Jambi Province that focuses on education. The vision and mission of STKIP-M Sungai Penuh are focused on trying to improve the quality of human resources, also instill religious values based on the values of Muhammadiyah. In carrying out its vision, STKIP-M Sungai Penuh has five excellent study programs to compete with other universities.

Based on the previous researcher, Sudargono, the interest of high school students in continuing education is high (Sudargono, Rifal, H, & Mulya, 2011). Taking into account the distance and cost factors as the main reason for choosing University and faculty, the Faculty of Teacher Training (FKIP) and Faculty of Public Health (FKM) are the highest. According to the results of SWOT analysis done in *Madrasah* Institution, it can be concluded that the community is more interested in educating children in Islamic educational institutions (Hadi, 2013), and Andrian describes the strengths, weaknesses, opportunities, and threats of the library of STKIP Doktor Nugroho but he did not include a workable strategy (Andrian, 2014).

Based on fact that only a few students enrolled in the academic year of 2016-2017, raises a question that was used as the formulation of the problem of this research, namely: 1) What is the position of excellence of STKIP-M Sungai Penuh through SWOT analysis? 2) What strategies can be implemented by STKIP-M Sungai Penuh after knowing the position of excellence? 3) How much interest of high school students in continuing education to STKIP-M Sungai Penuh, especially on Physics Education Study Program?

This study leads to research on potential consumers in educational institutions of STKIP-M Sungai Penuh using SWOT approach. In this case, it is appropriate with the theme of science and technology development (IPTEK) and Muhammadiyah, where this research leads to various innovations and creations in terms of increasing marketing strategy for STKIP-M Sungai Penuh optimally. Furthermore, the researchers wanted to analyze the phenomenon that occurred in the field, with SWOT Management analyzes along with the interest of high school students toward STKIP-M Sungai Penuh.

THEORETICAL SUPPORT

According to Mapiere, interest is a mental device that is a combination of feelings, hopes, positions, prejudices or tendencies that will direct the individual to a particular choice (Mapiere, 1982). This means that people who are interested in something will not only feel good but also have expectations in order to gain benefit from what the person is interested in.

Interest itself is defined as a tendency, passion, high fascination or can be said also as a strong desire for something (Arifin & Ratnasari, 2017; Muhibbin, 2001; Saminan, Hamid, & Risha, 2017). Sukardi defines interest as a state of preference and fascination toward things and activities without any compulsion or coercion shown in statements or activities (Sukardi, 2000).

According Syah in his other books, interest in continuing education is influenced by three factors, namely: 1) internal factors i.e. factors that come from within students, 2) external factors namely factors that come from outside the student and 3) learning approach factor which is a factor that describes the activities and efforts of the students in processing learning, including the strategy or methods selected by students in carrying out activities to get learning materials (Valizadeh et al., 2016).

Interest may increase and decrease and die depending on factors contributing to the increase or decrease of the interest itself (Bozorgpouri & Branch, 2016). According to Slameto in his book (Slameto, 2010) interest is influenced by several factors: a) motivation and ideals, b) willingness, c) attraction, d) environment, e) friends, f) brothers, g) school conditions. Meanwhile, according to Ngalim Purwanto interest is influenced by two groups, namely internal factors (factors derived from within the person such as ideals, talents and others) and external factors (factors that come from

outside the person such as family, school, community and other) (Abdurrahman, Saregar, & Umam, 2018; Purwanto, 2003).

Some studies that observed the interest of students in continuing education as explained by Arifin which states that there is a significant influence between students' learning motivation and student's continuing education (Arifin & Ratnasari, 2017). Meanwhile, Muhammad states that in asking the students to continue their education, the socio-economic factors of their parents have a significant influence (Muhammad, 2017), and Indryanti also states that there are seven factors that influence the students in continuing education, namely 1) self-potential, 2) motivation, 3) future expectations, 4) opportunities, 5) social environment, 6) situations and conditions and 7) institutions (Indryanti, 2013).

Based on the explanation from Slameto, Ngalim, and previous researchers, the researchers took the factors that are considered most influential and worthy of further investigation, they are 1) motivation and ideals, 2) peers, 3) school environment, 4) relatives, 5) parents and the last 6) interest in the institution.

Students' who have an interest in something will do their best to achieve what they want compared with less-interested students'. Meaning that Students' who are interested in college will try harder in terms of learning and seek information about the college than the students' who have no interest to go to college. In addition to college, majors or Study Programs determine their choice in accordance with their level of ability, interest, and desire.

Students' interest in continuing education to the higher level is further utilized as external factor data on SWOT Management analysis. SWOT Management According Jogiyanto is a management system used to assess the strengths and weaknesses of resources owned by a company and external opportunities and challenges faced by the company (Jogiyanto, 2005).

Appropriate strategies for marketing activities need to be implemented so that communication objectives can be achieved and as per desired expectations. Designing a strategy can be done by analyzing and utilizing strengths and opportunities, and at the same time should be able to minimize and suppress weakness and threats so that a superior strategy can be achieved (Tamara, 2016).

The explanation of the SWOT sections is further described by David as follows (David, 2006):

1. Strength

   Strength is the resources owned, skills and excellence possessed by the company in serving and meeting market needs in the community. Strength is the point that gives the company a superior edge and can compete competitively in the market.

2. Weaknesses

   Weaknesses are something that becomes deficiencies in a variety of things that then become a barrier to the performance of the company. This weakness can be a lack of facilities, human resources, skills, and services. This weakness can be a barrier to increasing the company's competition in the market.

3. Opportunities

   Opportunity is an important circumstance and situation for the company. The tendency of people to choose from and want something can be a profitable opportunity. Opportunities can also be technological developments, expansion of access roads, expansion of an area and so forth that can be used as a favorable thing for the company.

4. Threats

Threats are the circumstances or situations that are detrimental to the company. This threat will further be a major annoyance for the company for the present as well as for the future. Many things can be a threat to the company, such as changes or revisions of government regulations that provide a threat to the development of the company.

To explain the external factors such as opportunities and threats and internal factors which are strengths and weaknesses of a company, Rangkuti argues that SWOT Matrix is required (Rangkuti, 2011). Further description can be seen as in Table 1 below:

Table 1. SWOT Matrix Analysis

IFAS / EFAS	Strenght (S)	Weakness (W)
Opportunity (O)	(1) Strategy (SO) Strenght with Opportunity	(2) Strategy (WO) Weakness with Opportunity
Threat (T)	(3) Strategy (ST) Strenght with Threat	(4) Strategy (WT) Weakness with Threat

Table 1 above shows that by using SWOT analysis we can have four strategies that are adjusted to the condition of high unemployment. According to Wicaksono, The strategies held in the SWOT analysis are 1) Strategy (SO), i.e. strategy by using all the power to exploit every opportunity. 2) Strategy (WO), a strategy that utilizes any weaknesses to address all threats. 3) Strategy (ST) is a strategy that uses all the power to overcome various external threats, and 4) Strategy (WT), a strategy that minimizes weaknesses to avoid external threats (Wicaksono, 2017).

METHOD

This research methods used were quantitative and qualitative methods (mixed method). The quantitative method was done by distributing questionnaires that measured the interest of high school students to continue their education to STKIP-M Sungai Penuh, and then qualitative research was carried out by observing the management owned by STKIP-M Sungai Penuh by analyzing company management with SWOT analysis.

The populations for quantitative data were all high school students in Sungai Penuh city, while the quantitative data populations were all employees and lecturers of STKIP-M Sungai Penuh. Samples were drawn using random sampling. Data were collected by distributing questionnaires in the form of a validated questionnaire and examining the documents. The questionnaire used was Likert scale. Likert scale is the scale used in obtaining the level of the answer in approval of the proposed statements; the level of answers was written and provided in the form of answer options.

Data were analyzed by analyzing percentage descriptions from questionnaires given to the respondents. The results of questionnaires from the high school students were then used as the baseline in making external factors on employees and lecturers questionnaires in SWOT analysis. SWOT analysis was done by compiling SWOT matrix by compiling all internal and external factors owned by STKIP-M Sungai Penuh. The result of SWOT matrix was explained by using the quantitative method and to formulate competitive strategies for STKIP-M Sungai Penuh.

SWOT analysis was used to make comparisons between external factors (opportunities and threats) to internal factors (strengths and weaknesses). The internal factor of the company was written into the matrix on IFAS (Internal

Strategic Factor Analysis Summary). The external factor of the company was written into a matrix called the EFAS (External Strategic Factor Analysis Summary). After the preparation of internal and external factor matrix was done, then SWOT analysis matrix would be obtained which then used to formulate a strategy for the competition of STKIP-M Sungai Penuh.

RESULT AND DISCUSSION

Characteristics of high school student respondents in the academic year of 2016-2017 showed that the number of female high school students was 54% more than the male students which only 46%. This phenomenon indicated that students who will graduate high school this year are more predominated by female than male.

Based on the data obtained, the characteristics of parents' education can be seen in Figure 1 below.
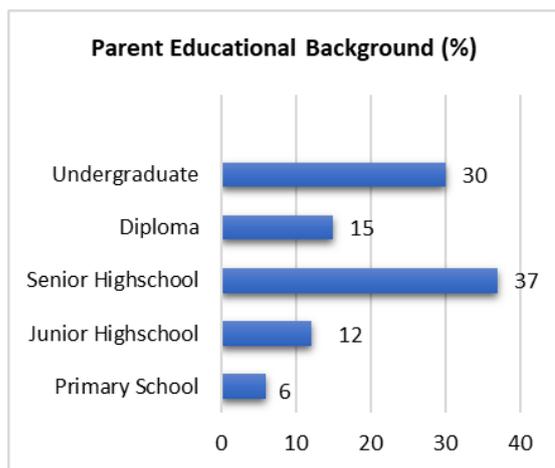

Figure 1. Parent Educational Background

Based on Figure 1, it can be seen that the characteristics of the education level of the parents of the most students were 37% of high school education. The number of parents who graduated from higher than high school education level was up to 82%.

Based on the data obtained by the characteristics of the parents' occupation, it can be seen in Figure 2 below.
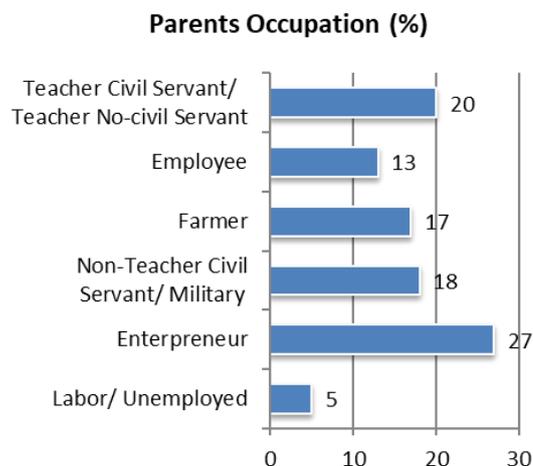

Figure 2. Parent Occupation

Based on Figure 2, it can be concluded that the parents of the students who work as labors and unemployed were only 5%, it shows 95% of other parents are working.

Based on the characteristics of education and the occupation of the parents, researchers concluded that the encouragement of students' interest in resuming high school education would be great. This is driven by the level of education of parents who, in fact, want a higher education for their children than their own education. This is supported also by the characteristics of the occupation of the parents who have steady jobs to support the education of their children. So the encouragement of parents to continue the education should be high and parents are one of the factors for the students to continue their education to college.

Furthermore, the data from the questionnaire of the students' interest in continuing their education to college was then analyzed further. The result of the percentage of students' interest in continuing their studies to college was the

average of the percentage of each item from each respondent. Some items were the indicator of sub-variables that indicated students' interest in continuing education to college. The percentage index can describe each sub-variable in the following diagram.
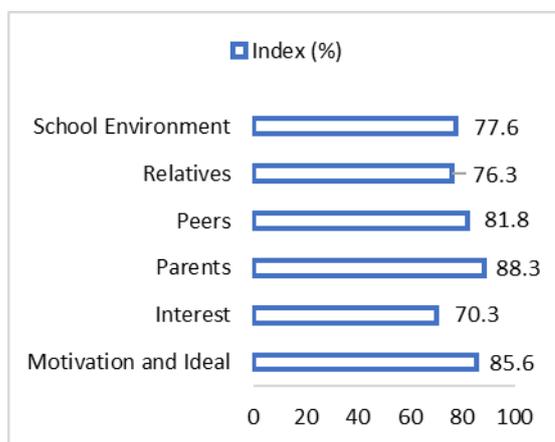

Figure 3. Percentage Index of the Students' Interest Questionnaire Per Sub-Variable

Based on Figure 3, the most dominant sub-variables in influencing students' interest in continuing the study are the parents' factor which reached 88.3%, followed by self-motivation and ideals of 85.6%, then 81.8% peers. While the school environment factor of 77.6%, relatives of 76.3% and the last is the interest of 70.3%.

Furthermore, if we observe the interest of high school students in continuing their study to STKIP-M Sungai Penuh, based on the questions number 14, 15, 16, 17 and 18 in the questionnaire, then the percentage of each indicator can be seen in the following Figure 4.
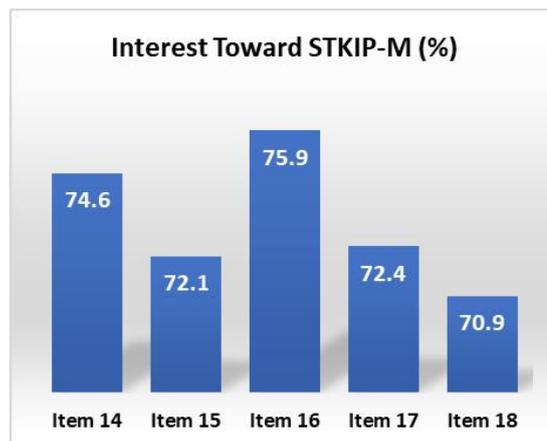

Figure 4. Percentage Index of Students' Interest Indicator toward STKIP-Muhammadiyah Sungai Penuh

Based on Figure 4, it can be seen that as many as 74.6% of high school students have known STKIP-M (point 14), 72.1% of students have known STKIP-M location (Item 15), 75.9% of students stipulate the cost of STKIP-M as affordable (Point 16), 72.4% of students have friends who talk about STKIP-M (Point 17), 70.9% of students have relatives or family who are alumni of STKIP-M (Item 18).

The interest of high school students toward STKIP-M was obtained by summing and then averaging the percentage of the questionnaire items number 14, 15, 16, 17 and 18. So that the percentage of interest of high school students to STKIP-M is categorized as intermediate, that is equal to 73.1 %.

The interest of the students to continue their study to the Physics Education Study Program, as it was observed from the questionnaire in item number 19 and 20. The percentage of the interest to continue to Physics Education Study Program can be seen in Figure 5.
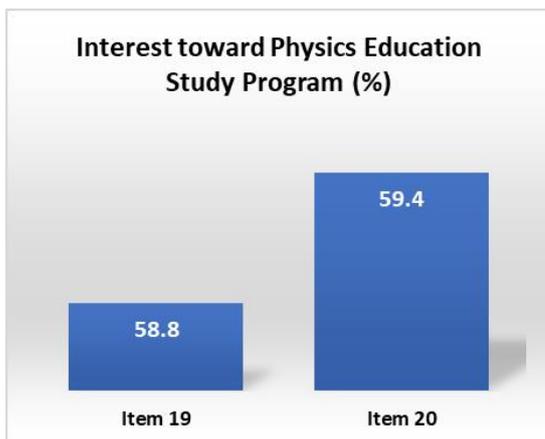
Figure 5. Students' Interest Questionnaire Index to Physics Education Study Program

From Figure 5, it can be seen that students who like Physics subject (item 19) was 58.8% and the students who like physics teacher (point 20) was 59.4%. Then the data of the students' interest toward Physics Education Study Program was obtained by summing and averaging the percentage of questionnaire items number 19 and 20. So that the percentage of interest of high school students toward Physics Education Study Program is in low category, which is only 59.1%.

Data from the questionnaire of the students' interest in continuing to college was used as an external factor in making questionnaires of employees and lecturers by observing the management environment of STKIP-M. After the matrix of internal and external strategy factors was completed, then the results were input into the quantitative model, the SWOT matrix to formulate the STKIP-M competitive strategy as in Table 1.

The stages of conducting SWOT analysis according to Rangkuti: (1) classify and analyze internal factors (strengths and weaknesses) and external factors (opportunities and threats) (Rangkuti, 2011), (2) assess the value of the most important to less important for each factor, and (3) given the rating value for each factor.

The result of the total value of item *x* rating for strengths and weaknesses was

3.05, it is used as a reference in determining the point of STKIP-M Sungai Penuh's internal condition. The total value of items x rating for opportunities and threats was 3.26, this is used as a reference in determining the point of external condition of STKIP-M Sungai Penuh.

STKIP-M Sungai Penuh position can be determined based on internal strategy factor that was 3.05 and external factor strategy that was 3.26. Positioning can be seen in the following external-internal matrix.
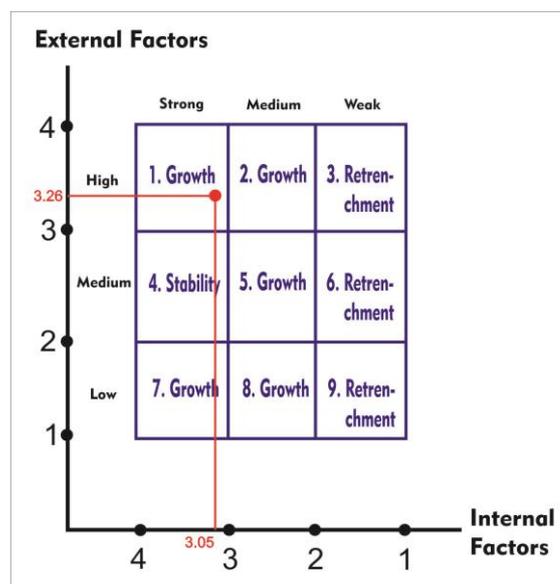

Figure 6. Position Matrix of STKIP-M Sungai Penuh

In Figure 6, the position matrix is also called an internal-external matrix. It shows the position of STKIP-M Sungai Penuh is located in cell 1. This position describes that STKIP-M Sungai Penuh possesses high strength as well as a high threat. So STKIP-M Sungai Penuh possesses a Growth factor or the ability to continue to grow and develop even better.

In that position, STKIP-M Sungai Penuh can implement growth strategies through vertical integration. The growth strategy through vertical integrity is a key strategy used by companies that have strong market positions in competitive

and highly competitive industries. This strategy is focused on suppressing threats; the threat suppression is made until the STKIP-M position is in a stable position. The stable position is marked by a diminishing threat.

From the strategy that has been formulated in Figure 6, then it can be formulated as short-term and long-term strategies. Short-term strategy is in less than three years, while long-term strategy is within five years duration. The strategy can be explained as follows:

Strategy Planning for Short Term

1. Performing annual promotion to high schools of Sungai Penuh and its surroundings. This annual promotion is a good idea to describe the classrooms and facilities, students' activities, registration schedules, fund details, discounts, and scholarships provided by STKIP-M Sungai Penuh.
2. Conducting activities. The activities should contain *soft skill* that can be utilized by students by inviting the schools and communities to better introduce the campus to the communities and schools environment.
3. Giving incentive and *reward* for employees and lecturers based on performance and achievement. So it will provide motivation for employees and lecturers to continue to gain more achievement.
4. Conducting annual evaluation in the form of annual meetings, so that every year STKIP-M Sungai Penuh could develop better.
5. Improving communication, coordination, and others between the leaders and staffs with other employees and lecturers so that no miscommunication can exacerbate the STKIP-M Sungai Penuh's image in the community.

Long-Term Strategic Planning

1. Designing SOP (Standard Operational Procedure) service, administration, lecturers and others. Thus, both employees and lecturers must follow SOP to always provide excellent service either in teaching or serving in the administration.
2. Developing and enhancing the library book collections that relevant to the Study Program and user's needs. So it can support the learning process either in the classroom or outside of the classroom and as to increase students' independence in learning.
3. Creating and developing the publication of the journal of STKIP-M, this can help and encourage lecturers to continue to write and publish scientific work in both research and community service.
4. Revising the curriculum of each study program in accordance with the needs and demands of the development of science and technology. So that STKIP-M Sungai Penuh alumni will always excel in society.
5. Improving the cooperation both nationally and internationally in expanding STKIP-M Sungai Penuh network to improve the quality of STKIP-M graduates. So that graduates are expected to be ready in the wider range of community, both as educators and as the general public.
6. Providing physics laboratories and other facilities to improve the quality of STKIP-M itself.

CONCLUSION

Based on the results of this study, it can be concluded that to continue their education, the students' interest in continuing education to college is in the high category which is 80%, while the demand to continue their study to STKIP-M Sungai Penuh is also high which is in 73.1%, but students' interest to continue their education into Physics Study

Program is in intermediate category which is only 59.1%. The result of interest analysis is then continued in analyzing SWOT management. It was found that STKIP-M Sungai Penuh position was in cell 1 in matrix table of the position of SWOT analysis, meaning STKIP-M has a strong market position in competitive and highly competitive industrial field. To be more advanced, STKIP-M Sungai Penuh must conduct a continuous evaluation and implement the short-term strategy as well as the long-term strategy. Future researchers should observe factors other than the external factors of interest toward SWOT Management analysis for higher level education.

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