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SWOT Analysis of Integrated Islamic Curriculum During the Covid-19 Pandemic

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ABSTRACT

This study aims to know the strengths, weaknesses, opportunities, and threats at a private Islamic Elementary School in Bandarlampung during the COVID-19 pandemic reviewed from the integrated Islamic curriculum or special curriculum. SWOT analysis is used to formulate the steps to be taken by the school in repairing or developing the curriculum. The study used descriptive methods with a qualitative approach. Data collection involves interviews, observations, and documentation. That content analysis was used as a data analysis technique. The research participant of this study is the headmaster, five teachers, two staff, five parents, and four students. This study has shown that the integrated Islamic curriculum implemented in the school setting is a guide to creating school branding. A school branding meant excellent in reading and memorizing Al-Qur'an, making students capable and responsible in performing obligatory prayers in Islam, and have good character. According to SWOT analysis, there have been several possible strategies that can be implemented by the school to develop their integrated Islamic curriculum during the pandemic COVID-19. Based on the SWOT analysis result, 14 strategies can be executed by the school. The alternatives are realized in 5 SO strategies, 4 WO strategies, 2 ST strategies, and 3 WT strategies. Those strategies can be learning points to develop and improve the curriculum during pandemic COVID-19, so the excellence and branding of the school are maintained.

Keywords: curriculum, pandemic, qualitative approach , SWOT.

1. INTRODUCTION

The COVID-19 pandemic made the face of education change drastically. In normal times, lessons at school are carried out face-to-face, but the COVID-19 pandemic makes schools have to be carried out remotely with the online system. The implementation of an online learning system is not easily implemented. There are many things prepared by schools and parents, including resources and supporting facilities. Furthermore, the online learning system is highly dependent on technological assistance, but the existing technology cannot take the place of teachers in the learning process. One of the toughest challenges faced by schools in the current pandemic period is to ensure that the learning materials are well delivered, even if it is implemented online. It shows that schools must be able to develop creativity to use the technology.

The learning process is not only aimed to make students gain knowledge only but many values that students need to achieve [1]. The nature of the learning process is increasingly difficult to implement because the learning and teaching activities are not carried out intact. Nevertheless, the process of learning to teach is to run at all costs. Therefore, schools as formal institutions should be able to innovate in executing studies during the current COVID-19 pandemic.

One of the innovations that schools make is developing a curriculum from the unit level of education that serves as a reference or guide in the performance of the learning process. The curriculum is a set of plans that serve as guidelines in the learning-teaching process [2]. In practice, the curriculum is always developed considering the conditions of the times and the surroundings. With this development, it is expected the curriculum can be a consistent guide to the demands of the times by remaining based on a set mission and vision. It is shown that curriculum is a translation of the educational institution's vision to be embodied under any conditions.

Therefore, the integrated Islamic primary school Pelita Khoirul Ummah as an educational institution, implements the national curriculum (K13) and a specialized curriculum, a specialized curriculum, or an integrated Islamic curriculum (IT) designed by the internal policymakers and stakeholders of the school. The curriculum is based on school vision and missions that have been formulated. The curriculum contained four of the advantages offered to the public. The four main points are, excelling in the obligatory prayers, memorizing and reading the Qur'an, and having a good character. So, the purpose and focus of SDIT Pelita Khoirul Ummah are to raise a capable and responsible graduate in the obligatory prayers, raise a qualified graduate in the reading of the Qur'an, raise graduates that have memorization of the Qur'an, and raise a good character of their graduates.

Such a general function of curriculum, integrated Islamic curriculum is designed to fulfill the qualifications of graduates ability that include attitudes, knowledge, and skills. To fulfill those qualifications, schools have set additional lessons beyond the national curriculum to meet the competence of integrated Islamic graduates. The four competencies in the curriculum are the distinction or excellence that is the branding of the school. This branding continues to be offered to the public to develop and advance the school.

Based on the previous explanation, it seems that the curriculum has a very important role and position at SDIT Pelita Khoirul Ummah. In addition to being school branding, the competence of graduates on the integrated Islamic curriculum also provides a guarantee and an offer of school to the public. This thing was certainly a challenge for schools, especially during the COVID-19 pandemic. Different from the national curriculum that has been regulated by the government, integrated Islamic curriculum development during the COVID-19 pandemic must be organized to consider various aspects. The school needs a strategy and the right steps to formulate it. The initial step to finding an applicable strategy in the curriculum of its curriculum was to analyze the internal and external factors at the school. In this regard, one of the applicable analyses is the SWOT analysis.

The SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and can be analyzed as a process, in which the management team identifies the internal and external factors that affect the company and business performances [3]. According to Freddy Rangkuti, SWOT analysis is the identification of various factors to formulate a corporate strategy. This analysis is based on relationships or interactions between internal elements (strengths and weaknesses) of external elements (opportunities and threats) [4]. Based on that definition, the SWOT analysis becomes very important in the development of the integrated Islamic curriculum at SDIT Pelita Khoirul Ummah. This analysis helps identify the situations, environment, and conditions of the COVID-19 pandemic that foster some alternative strategies that schools can implement.

The mapping study of the strengths, weaknesses, opportunities, and threats of SDIT Pelita Khoirul Ummah reviewed from integrated Islamic curriculum refers to the components of curriculum development as outlined by Hamalik. There are 6 components of curriculum development according to Hamalik which are goals, materials, methods, organizations, evaluations, and feedback. Those components relate to one another and become a primary foundation in the development of learning systems [5]. All six aspects are analyzed by SWOT analysis to show internal and external factors, thereby mapping the strengths, weaknesses, opportunities, and institutional threats. This mapping is indispensable to schools especially in defense of the branding and excellence of schools that were faced with many challenges during the COVID-19 pandemic.

Based on the previous explanation, researchers viewed the need for a deeper study of the development of the special curriculum at SDIT Pelita Khoirul Ummah during the COVID-19 pandemic with a swot analysis. The study aims to identify the internal and external factors of the strengths, weaknesses, opportunities, and threats of schools and several strategies that can be adopted by schools in maintaining the predominant school branding.

2. METHODOLOGY

It is a qualitative descriptive study. Qualitative descriptive research in a SWOT analysis perspective may be interpreted as a diagnostic tool that can describe the information of an organization's theoretical strategies. These analyses are based on a logic that can maximize strengths and opportunities, but simultaneously minimize weaknesses and threats [6]. A study was done at SDIT Pelita Khoirul Ummah bandarlampung. Participant of the research is determined by purposive sampling with key informants: the headmaster, five teachers, two staff, five parents, and four students. The data collection involves interviews, observations, and documentation. The data analysis technique used was content analysis miles and Huberman, while the technique for validity in the study used triangulation.

3. FINDINGS AND DISCUSSION

2.1. *Integrated Islamic curriculum as excellence and branding of the school*

SDIT Pelita Khoirul Ummah was founded in 2013. The school has a lot of development from facilities, resources, the number of students, and implemented curriculum. The school runs two curriculum models: national curriculum (K13) and integrated Islamic curriculum. The integrated Islamic curriculum is a special curriculum designed by the founder and maintainer of SDIT Pelita Khoirul Ummah. The

curriculum is designed to manifest graduate profiles as listed in the school's vision and mission.

The graduate's profile is excellent and responsible for carrying out the obligatory prayers, competent to read the Qur'an according to the *tajwid* rules and *makharijul huruf*, able to memorize the Qur'an (2-3 juz), and have a good character. The profile of the graduate is excellence at once becoming the branding of the school. Thus, SDIT Pelita Khoirul Ummah graduates are not only able to maintain common competence nationally (according to the competence of existing graduates on the K13 curriculum) but also have other advantages that have been given to the integrated Islamic curriculum.

To bring up the graduate's profile, schools adjust full-day school by adding a load of such integrated Islamic lessons as *tahfiz, tahsin,* the prayer of hadith, and the practice of worship. Each charge of the lesson has a basic competence that all students must master. Additionally, the school also runs some of the intended support activities to help students meet the competence that must be mastered. Some of these activities include extracurricular, home and school self-preservation with control systems, *murojaah*, and literacy.

2.2. *Mapping the integrated Islamic curriculum based on SWOT analysis during the pandemic Covid-19*

This is mapping of SWOT at SDIT Pelita Khoirul Ummah, reviewed from an integrated Islamic curriculum:

1. Purpose
   a. The purpose of the curriculum is clear and consistent with the school vision **(strength)**
   b. Curriculum according to Islamic values that can develop basic learners **(strength)**
   c. Many people that want their children not only to have a Koran memorized but to be able to read it well and properly **(opportunity)**
   d. Many people that want their children to be able and responsible for carrying out the obligatory prayers **(opportunity)**
   e. High society demands to achievement the competence standards of graduates that have been applied by schools **(threat)**
2. Materials
   a. Learning materials are particularly relevant to curriculum goals **(strength)**
   b. Schools have flexibility/freedom in arranging the integrated Islamic learning material **(strength)**
   c. There is no special module in the *tahsin* learning **(weakness)**
   d. Learning literacy becomes more extensive and adaptive **(opportunity)**
   e. There is a decrease in graduate competency standards **(threat)**
3. Learning process

a. The school had competent teachers **(strength)**
b. The teachers are adept at using technology **(strength)**
c. Integrated Islamic Learning is less optimal if it is acted out online **(weakness)**
d. The online media that school uses is not exactly a match **(weakness)**
e. Many parents who have limitations in helping children to learn **(weakness)**
f. The teachers have freedom in creating integrated Islamic learning **(opportunity)**
g. Teaching in terms of time, the burden on the educators carry is reduced, can be used to devise more creative and innovative designing learning ideas **(opportunity)**

4. Organization
   a. School management is particularly responsive to the conditions faced **(strength)**
   b. The school has not been able to communicate effectively with the student council **(weakness)**
   c. Schools had yet to promote local wisdom during the pandemic COVID-19 **(weakness)**
   d. School has a growing moment especially in concepts of curriculum that correspond to the times **(opportunity)**
   e. The demands from the student council to optimize the learning process **(threat)**
   f. The stakeholders' satisfaction is decreasing **(threat)**
5. Evaluation
   a. Developing learners can be measured accurately **(strength)**
   b. Schools cannot perform evaluation systems properly because of limited times and places **(weakness)**
   c. E-learning based evaluations are not appropriate to apply to the content of its lesson **(weakness)**
   d. Schools and parents have the opportunity to evaluate the progress of learners together **(opportunity)**
   e. There is a standardized reduction of learning at every grade level **(threat)**
6. Feedback
   a. There is a broader medium of communication in the feedback of learning **(strength)**
   b. Feedback can be implemented at any time by leveraging the established media **(strength)**
   c. School does not have the learning feedback program **(weakness)**
   d. There is a gap between the efforts made by the school and the student council response **(weakness)**
   e. With more open feedback systems, schools automatically get more input from stakeholders and can quickly respond to school progress **(opportunity)**
   f. Decreased trust from the student council because schools have not been able to meet demands from the stakeholders **(threat)**

2.3. SWOT Analysis and application of a strategy for the improvement of integrated Islamic curriculum during the Covid-19 pandemic

SWOT analysis may generate a matrix to help school management develop educational strategies. The SWOT matrix is a matched device that can provide four types of SO strategy (Strengths-Opportunities), WO strategy (Weaknesses-Opportunities), ST strategy (Strengths-Threats), and WT strategy (Weaknesses-Threats) [7]. Here is the description of the SWOT analysis:

Table 1. The matrix of SWOT analysis

IFAS EFAS	Strengths	Weakness
Opportunities	S-O Strategies Using strength to achieve opportunities (SO)	W-O Strategies Take advantage of opportunities by overcoming weaknesses (WO)
Threats	S-T Strategies Using force to deal with threats (ST)	W-T Strategies Minimizing weaknesses and overcoming threats (WT)

Based on the matrix and the mapping of the strengths, weaknesses, opportunities, threats made has emerged a range of strategies that schools can implement as corrective measures. These strategies are as follows:

1. SO Strategy (Strengths-Opportunities)

In this position, a school must tap into its powers so it can tap into available opportunities. These strategies include:
   a. Maintain the relevance of the purposes and learning materials to meet society's needs
   b. Utilizing the potential of competent teachers to promote technological creativity
   c. Continuing to be responsive in advancing and developing schools
   d. Collaborating with parents in literacy and evaluation activities
   e. Optimizing services through communication media especially when they give feedback to input from stakeholders (rapid response)

2. WO Strategy (Weaknesses-Opportunities)

The improvement efforts in integrated Islamic curriculum to implement the WO strategy. The strategy involves minimizing internal problems to better opportunities. These strategies are as follows:
   a. Driving teachers to develop learning modules and develop literacy

   b. Collaborating with all stakeholders to realize more optimal learning processes and evaluations
   c. Compiling a local wisdom curriculum
   d. Tapping into communication media and creating a system of complaints to accommodate a wide range of input (suggestions)

3. ST Strategy (Strengths-Threats)

The school's effort to deal with threats that come from outside is to implement the ST strategy. This strategy is implemented by using force to overcome threats. These strategies are as follows:
   a. Implementing the curriculum optimally and increasing teacher competence
   b. Always responsive, communicative, and collaborative to all parties.

4. WT Strategy (Weaknesses-Threats)

The conditions at this position are the most adverse conditions for the school. This is because the school faces multiple threats and has internal weaknesses. The strategy that must be implemented is to minimize weaknesses and eliminate threats. Some applicable strategies are as follows:
   a. Designing and developing learning materials on online learning systems
   b. Update the learning evaluation system
   c. Drafting the SOP feedback as a stakeholder guide in any complaint or input.

Based on the SWOT analysis described above, various solutions can be used to overcome the problems faced by schools. Some of these solutions are contained in the SO, WO, ST, and WT strategies. In general, an educational institution will implement the WO, ST, and WT strategies to implement the SO strategy. That is, if the school has a weakness then the school will try to overcome it with the strengths it has. In addition, if the school faces a threat, the school will avoid it by trying to get opportunities. Thus, the efforts that must be made by SDIT Pelita Khoirul Ummah in improving and developing the curriculum are to implement the WO, ST, and WT strategies so that they are in an ideal situation to implement the SO strategy.

4. CONCLUSION

The integrated Islamic curriculum of SDIT Pelita Khoirul Ummah is a unique curriculum that explains the school's excellence. This excellence becomes the branding of schools being offered to the public. In this case, the school secured the profile of the graduates who had the excellence of reading and memorizing the Qur'an, were responsible for doing obligatory prayers and had a good character (*al-akhlak al-karimah*). In the process of implementation, schools will need to develop an integrated Islamic curriculum because of the COVID-19 pandemic with SWOT analysis as a tool to formulate the development strategy. The SWOT analysis shows that there are 14 strategies (5 SO strategies, 4 WO strategies, 2 ST strategies, and 3 WT strategies) that schools can improve and develop

an integrated Islamic curriculum so that school's excellence and branding will be well protected.

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