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## Evaluation of Strategic Positioning and Change Management through SWOT Analysis at XYZ Elementary School

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**Abstract:** This study was motivated by the rapid changes in education policy, which require elementary schools to be flexible in maintaining the quality of their services. The primary focus of this study is to analyze the roles of Strategic Positioning and Change Management in building organizational adaptability at XYZ Elementary School. Using Dynamic Capabilities Theory as its theoretical foundation, this study explores the school's ability to sense shifts in a complex external environment. The research method used is qualitative with an in-depth case study approach, in which data is collected through interviews and observations of school stakeholders to comprehensively understand the process of strategy internalization and policy operationalization mechanisms. The results of the SWOT analysis indicate that the success of the school's vision and mission depends heavily on the leadership's ability to reconfigure organizational resources in order to address bureaucratic and technical obstacles. The findings reveal that synergy between strategic positioning and change management agility can significantly minimize internal resistance during the transformation process. This study concludes that adaptability is a strategic dynamic capability that determines the sustainability of quality and the school's competitiveness amid the uncertainty of the educational environment. The practical implications of this study emphasize the importance of strengthening strategic literacy for school administrators to convert external challenges into opportunities for sustainable institutional innovation.

**Keyword:** Dynamic Capabilities, Strategic Positioning, Change Management, Organizational Adaptability, dan SWOT Analysis.

### INTRODUCTION

The ever-changing dynamics of national education policy require elementary schools to adapt quickly without compromising the quality of educational services. Curriculum changes, the implementation of the "Merdeka Belajar" policy, and demands for public accountability mean that schools can no longer operate under static and reactive management models (Saputra, 2023; Elementary Education Policy, 2024). In this context, strategic positioning and change

management are two critical capabilities that determine the extent to which a school can maintain its relevance amid the uncertainty of the external environment (Suryana et al., 2024; David & David, 2017). Within the framework of Dynamic Capabilities theory, schools are viewed as organizations that must possess the capabilities of sensing, seizing, and reconfiguring (Teece, 2007, 2016). These capabilities are highly dependent on the quality of leadership in designing inclusive change strategies so that schools remain competitive and maintain stable quality (Helfat et al., 2007; Alfiah et al., 2024).

Previous research indicates that schools capable of managing change systematically tend to demonstrate more stable and responsive quality performance. A study on the direction and content of government policies aimed at improving the quality of basic education in Indonesia reveals that, although the policy framework is comprehensive, its implementation still faces challenges related to teacher capacity, infrastructure, and policy alignment between the central and local governments (Basic Education Policy, 2024). The study emphasizes the importance of continuous policy evaluation, teacher professional development, and data-driven decision-making to ensure schools' adaptability in the face of policy changes (Basic Education Policy, 2024).

Within the framework of Dynamic Capabilities theory, schools are viewed as organizations that must possess the capabilities of sensing, seizing, and reconfiguring in order to survive and thrive. Sensing refers to understanding signals of environmental change; seizing relates to the ability to capitalize on opportunities; while reconfiguring denotes the ability to reorganize organizational resources (human resources, structure, technology, and culture) to align with new demands. At the elementary school level, these capabilities are highly dependent on the quality of leadership and strategic literacy of school administrators—specifically, the ability to assess situations, transform challenges into opportunities, and design inclusive and sustainable change strategies (National Education Policy, 2024).

XYZ Elementary School faces similar challenges: changes in curriculum policy, demands for quality improvement through accreditation, and digital transformation in administration and learning (Basic Education Policy, 2024; Suryana et al., 2024). In this context, SWOT analysis serves as a relevant tool for evaluating strategic positioning (to what extent the school's position aligns with its strengths, opportunities, and environmental characteristics) and change management (to what extent the school manages the change process in a systematic and participatory manner) (Basic Education Policy, 2024). Various studies have shown that the use of SWOT in educational management can improve organizational quality through a more structured and participatory strategic planning process (Basic Education Policy, 2024; Suryana et al., 2024).

In this context, SWOT analysis serves as a relevant tool for evaluating strategic positioning and change management. This aligns with research (Badrianti and Ali, 2024), which emphasizes that integrating SWOT analysis into strategic planning is crucial for organizations to determine the appropriate position for navigating a dynamic environmental landscape. The use of SWOT analysis has proven effective in mapping out strategies to capture market share (Ali & Saputra, 2025). Responsive strategic planning is essential for addressing environmental dynamics (Badrianti & Ali, 2024).

Therefore, schools require a thorough evaluation to determine the direction of future policies. In line with this, (Yunani and Ali, 2024) emphasize that mapping internal and external factors is not merely a routine identification exercise, but a strategic step to understand the organization's position amidst competition. In this context, the accuracy of strategic positioning serves as the foundation for schools to reconfigure their resources in response to policy changes.

Based on this background, this study aims to analyze the role of strategic positioning and change management in building organizational adaptability at XYZ Elementary School through a SWOT analysis approach (Basic Education Policy, 2024). This study also seeks to uncover how school leadership reconfigures organizational resources to respond to bureaucratic

and technical barriers, as well as to demonstrate practical implications for strengthening the strategic literacy of school administrators in converting external challenges into opportunities for sustainable institutional innovation (Suryana et al., 2024).

The purpose of this SWOT analysis article is to: 1) Analyze the internal and external environments at XYZ Elementary School to map the school’s strategic position in the face of evolving education policies; 2) Analyze the strengths, weaknesses, opportunities, and threats (SWOT) and formulate alternative SO, ST, WO, and WT strategies that can be implemented by school management to strengthen the organization’s adaptability and the efficiency of digital-based educational services.

## **METHOD**

This study employs a qualitative method using a case study approach focused on XYZ Elementary School. The qualitative approach was chosen because the study aims to explore the processes, dynamics, and meanings of strategic positioning and change management practices in the context of organizational adaptability through SWOT analysis. The research design is descriptive-explanatory, meaning it describes the actual conditions at SD XYZ, explains the interactions between internal factors (strengths and weaknesses) and external factors (opportunities and threats), and reveals how the school reconfigures its organizational resources to respond to changes in education policy. The research population consists of all stakeholders at SD XYZ, including the principal, teachers, the school committee, and parent representatives, with sampling conducted using purposive sampling of key informants who possess direct understanding and experience regarding strategic planning, policy implementation, and change processes at the school. Data collection was conducted through structured in-depth interviews with the principal, senior teachers, and school committee representatives; participatory observation within the school environment; and analysis of documents such as the School Plan, annual work programs, quality reports, accreditation documents, and other documents related to educational policy changes.

Data analysis was conducted using a qualitative SWOT analysis, identifying internal factors (Strengths and Weaknesses) through interview data, observations, and documents related to human resources, facilities, and organizational culture, as well as external factors (Opportunities and Threats) through an analysis of educational policies, accreditation requirements, and the dynamics of the school’s surrounding environment, then juxtaposing these factors (SO, ST, WO, WT) to generate relevant priority strategies for strengthening strategic positioning, change management, and organizational adaptability. To ensure data credibility, this study employs methodological triangulation (interviews, observations, and documents) as well as source triangulation (different yet interrelated informants), supplemented by repeated analysis of interview recordings and field notes to ensure consistency of meaning and reduce interpretive bias.

## **RESULTS AND DISCUSSION**

### **Results**

Based on the purpose of this article, the focus of this study is:

### **Internal and External Environmental Analysis**

**Table 1. Analysis of the Internal and External Environment**

Strengths	Weakness	Opportunities	Threats
Experienced educators with competency certifications. A school principal who is open to digital innovation. A good reputation within the local community. Administrative services that are beginning to be digitally integrated.	Limited school technology infrastructure and internet connectivity. Inconsistent promotion of the school’s profile through digital media. Variations in staff proficiency in operating digital platforms (Dapodik/PMM). Limited independent funding for the development of facilities and infrastructure.	Government policy (Kurikulum Merdeka) that grants autonomy to schools. Support for training on digital platforms. High public interest in public schools with digital facilities. Advances in artificial intelligence (AI) technology to support learning materials.	The rapid and sudden changes in national education policy. Competition over quality with private schools in the surrounding area. Increasingly stringent and data-driven accreditation standards. Lack of active parental involvement in supporting the digitization program.

An internal environmental analysis was conducted to identify the strengths and weaknesses of XYZ Elementary School in carrying out its educational services. Based on interviews with the principal and the faculty, as well as a review of the school’s administrative documents, several key strengths were identified that serve as a strategic foundation. These include (1) the principal’s visionary leadership and adaptability to digital technology, (2) the quality of the teaching staff, the majority of whom are certified and possess extensive teaching experience, (3) the school’s good reputation, and (4) school administration that is beginning to be digitally integrated through a national platform.

However, there are also several weaknesses that pose internal challenges, such as (1) limited internet infrastructure and supporting devices in classrooms, (2) varying levels of teachers’ digital competence in optimally operating the Merdeka Mengajar Platform (PMM), (3) the absence of an integrated internal school management information system outside of the government platform, and (4) limited independent operational budgets for infrastructure innovation. These factors indicate that although the school possesses strong leadership and a solid reputation, XYZ Elementary School still requires a reconfiguration of resources to achieve comprehensive digital transformation.

Meanwhile, an analysis of the external environment identifies opportunities and threats arising from policy dynamics and the surrounding environment. The main opportunities identified include (1) the Kurikulum Merdeka policy, which provides schools with flexibility for innovation, (2) technical training support, and (3) high parental expectations and support for digitization programs. On the other hand, the threats to watch out for are (1) the rapid changes in national education regulations that demand quick adaptation, (2) competition in quality with private elementary schools in the surrounding area, and (3) the latest data-driven accreditation standards.

Internal	Opportunities	Threats
External	<p><b>SO Strategy</b> (Leveraging strengths for opportunities):</p> <p><b>Strengths (S)</b> Accelerating the implementation of the Merdeka Curriculum through a team of certified, adaptable teachers. Optimizing visionary leadership to strengthen collaboration in the digitalization pilot program.</p>	<p><b>ST Strategy</b> (Using force to counter threats):</p> <p>Enhance the school’s branding and promote its achievements on social media to stay competitive with other schools. Strengthening the credibility of public education services through administrative transparency based on digital platforms (SITOPIK/OASE).</p>

	<b>WO Strategy</b> (Overcome weaknesses, seize opportunities):	<b>WT Strategy</b> (Minimize weaknesses and avoid threats):
<b>Weakness (W)</b>	Submit a proposal for ICT infrastructure assistance to the government or stakeholders to address the shortage of classroom equipment. Conducting in-house training (IHT) among teachers to ensure consistent proficiency in using the Merdeka Mengajar Platform (PMM).	Conduct ongoing intensive training for staff to minimize resistance to the new data-driven accreditation standards. Implement operational budget efficiencies and diversify school programs to avoid relying entirely on remaining BOS funds.

The results of the analysis of internal and external factors were formulated into a SWOT matrix to determine the strategic position of XYZ Elementary School. This matrix indicates that XYZ Elementary School is positioned in Quadrant I, a situation in which the school possesses solid internal strengths—including adaptive leadership and competent teachers—enabling it to significantly capitalize on opportunities presented by the government’s digital transformation policies.

Thus, the recommended dominant strategy is the Aggressive Strategy (Growth-Oriented Strategy), or SO strategy. In the context of public schools, this strategy involves maximizing the full potential of the school’s human resources and reputation to accelerate the implementation of the Merdeka Curriculum and the digitization of services. This approach enables schools to go beyond merely implementing policies and instead become role models for responsive and competitive educational institutions in the region.

**Analysis of Alternative Strategies**

Based on the results of the SWOT analysis at XYZ Elementary School, the following alternative strategies have been formulated: 1.SO Strategy (Strengths-Opportunities): Accelerate the implementation of the Merdeka Curriculum and the use of the Merdeka Mengajar Platform (PMM) by leveraging the capabilities of certified teachers; integrate school administration systems with digital innovations (SITAPIK/OASE) to improve service efficiency. 2.WO Strategy (Weaknesses-Opportunities): Enhancing educators’ digital competencies through internal training led by a community of practitioners; requesting ICT infrastructure support from the government to facilitate classroom digitization.

3.ST Strategy (Strengths-Threats): Strengthen the school’s brand as an adaptive and innovative public institution to compete with private schools; leverage the school’s reputation to maintain parental trust amid dynamic regulatory changes. 4.SWOT Strategy (Strengths-Weaknesses-Opportunities-Threats): Develop a phased digital transformation roadmap to minimize internal resistance; optimize resource management to ensure the school’s readiness for data-driven accreditation standards.

**Formulation and Selection of Strategies**

In this study, the SO (Strengths-Opportunities) strategy was selected as the priority strategy. XYZ Elementary School possesses key strengths, including visionary leadership from the principal, experienced teaching staff, a strong school reputation, and an administration that is beginning to adopt digital systems. These strengths are highly relevant for capitalizing on external opportunities such as support from the Merdeka Curriculum, as well as advancements

in artificial intelligence (AI) technology in learning. By adopting this aggressive strategy, the school can launch data-driven learning innovations, strengthen its strategic position as a leading school, and effectively enhance the organization's adaptability.

These findings underscore the importance of applying a contextual SWOT analysis approach in the elementary education sector. Although XYZ Elementary School possesses strong social capital and a solid reputation within the community, it will struggle to maintain quality without a clear change management strategy. Therefore, integrating traditional strengths (teaching quality, organizational culture) with digital transformation is essential for securing a strategic position in the dynamic education ecosystem.

From an academic perspective, this study contributes to the literature on SWOT-based strategic management applied at the micro level within public elementary schools. Furthermore, this approach demonstrates that aggressive strategies in the field of education do not necessarily entail physical expansion but are instead realized through digital convergence, the reconfiguration of human resources, and the enhancement of school administrators' strategic literacy to transform bureaucratic challenges into opportunities for sustainable institutional innovation.

Based on the results of this mapping, XYZ Elementary School needs to design contextual solutions that align with the dynamics of national education policy (Widyaningrum et al., 2024; Herawati et al., 2020). The use of SWOT analysis in educational management has been shown to improve organizational quality through a more structured strategic planning process (Suarlin, 2022). The analysis results indicate that synergy between strategic positioning and management agility in change can significantly minimize internal resistance (Saputra & Lestari, 2021). This underscores that a school's success heavily depends on leadership's ability to reconfigure resources to address on-the-ground challenges (Maulana & Patrikha, 2021; Iswandi & Egar, 2023).

## CONCLUSION

Based on the results and discussion above, the conclusion of this study is as follows: 1. The internal and external environments of XYZ Elementary School currently show great potential but are still in a phase of administrative transition. The school possesses strong internal potential, particularly in terms of visionary leadership from the principal, the competence of certified teaching staff, and a positive reputation within the community. However, this potential has not yet been fully optimized due to constraints related to limited technological infrastructure and varying levels of digital competence among staff in responding comprehensively to the policy transformation of the Merdeka Curriculum. 2. Of the SO, ST, WO, and WT strategies analyzed, the SO strategy emerged as the most dominant and is recommended.

Through the SWOT analysis approach, it was found that the most relevant strategy for building organizational adaptability is the aggressive strategy (SO). This strategy leverages internal strengths—namely the school's credibility and a mature workforce—to capitalize on external opportunities, such as government support for educational digitization (the Merdeka Mengajar Platform) and the public's high expectations for innovation in public school services. Additional strategies such as WO and ST also remain crucial in anticipating internal weaknesses and external threats, particularly regarding technical bureaucratic obstacles and increasingly competitive accreditation standards.

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