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**THE SWOT ANALYSIS OF
ASY-SYUHADA JUNIOR HIGH SCHOOL
OFFLINE LEARNING PLAN
DURING THE CORONA VIRUS PANDEMIC**

(ANALISIS SWOT PERENCANAAN PEMBELAJARAN LURING SMP ASY-SYUHADA PADA
MASA PANDEMI CORONA VIRUS)

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Abstract

Planning is a process to be activities to going well accompanied by various steps that are expected to minimize the gaps that arise, so that these activities can achieve the goals that have been set. Implementation of the analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) lesson planning in education is a way of measuring the success of learning programs in schools which is influenced by the ability of teachers to make lesson plans and syllabus to be used as guidelines in the implementation of learning. This article aimed to find out the results of the SWOT analysis of offline learning plan carried out at Asy-Syuhada Junior High School during the Covid-19 pandemic. The data obtained through the search for literature studies in various references to add the discussion in the article. The references used were the results of surveys, observations and interviews. The research method in this article was qualitative research method that describes the occurrence of a learning process in an inclusive education setting. From this study, it could be concluded that the results of the SWOT analysis as the main strength factor for learning plan weree the availability of adequate facilities for the continuity of the teaching and learning process. While the weakness of schools in learning plan was that the preparation of lesson plans and syllabus by subject teachers was not in accordance with the conditions during the Covid-19 pandemic.

Opportunities for schools to monitor students more effectively in the implementation of learning because school activity teaching and learning activities were carried out in the boarding school environment, besides that teachers who were not busy in school activity teaching and learning activities were a threat to schools because there would be outside activities so that there was a decrease in teacher loyalty to schools.

Keywords: *Lesson Planning; New Normal; Covid-19.*

Abstrak

Perencanaan adalah proses agar kegiatan berjalan dengan lancar disertai dengan berbagai langkah yang diharapkan dapat meminimalisir kesenjangan yang timbul, sehingga kegiatan tersebut dapat mencapai tujuan yang telah ditetapkan. Pelaksanaan analisis Strengths, Weaknesses, Opportunities, dan Threats (SWOT) perencanaan pembelajaran dalam pendidikan merupakan cara mengukur keberhasilan program pembelajaran di sekolah yang dipengaruhi oleh kemampuan guru dalam membuat *RPP* dan silabus untuk dijadikan pedoman dalam pelaksanaan pembelajaran. Artikel ini bertujuan untuk mengetahui hasil analisis SWOT perencanaan pembelajaran luring yang dilakukan di SMP Asy-Syuhada pada masa pandemi Covid-19. Data yang diperoleh melalui pencarian studi literatur di berbagai referensi untuk menambah pembahasan didalam artikel. Referensi yang digunakan adalah hasil survei, observasi dan wawancara. Metode penelitian dalam artikel ini adalah metode penelitian kualitatif deskriptif yang menggambarkan tentang kejadian suatu proses pembelajaran dalam setting pendidikan inklusif. Dari penelitian ini dapat disimpulkan bahwa hasil analisis SWOT sebagai faktor kekuatan utama perencanaan pembelajaran adalah tersedianya fasilitas yang memadai dalam keberlangsungan proses KBM. Sedangkan kelemahan sekolah dalam perencanaan pembelajaran adalah penyusunan *RPP* dan silabus oleh guru mata pelajaran belum sesuai dengan kondisi pada masa pandemi Covid-19. Peluang bagi sekolah dalam memantau siswa lebih efektif dalam pelaksanaan pembelajaran karena kegiatan KBM dilaksanakan didalam lingkungan pesantren, terlepas dari ini guru-guru yang tidak disibukkan dalam aktivitas KBM menjadi ancaman bagi sekolah karena akan mempunyai aktivitas diluar sehingga terjadi penurunan loyalitas guru kepada sekolah

Kata Kunci: *Perencanaan Pembelajaran; New Normal; Covid-19.*

INTRODUCTION

Learning is an important activity in the educational process. Learning activities that can achieve educational goals including the changes in student behavior. It is also the wishes of the students according to their respective abilities. The learning process occurs because there are goals to be achieved. But just as many students fail to achieve their goals, there are also many teachers who fail to achieve their teaching goal.

On the other hand, we know that the learning planning models put forward by education experts include the Performance Based Teacher Education (PBTE) Model, it is the systematic development of learning plans, then called the Dick and Carey Model. It has components in the following order: a complete system stage sequence from analysis, design to evaluation, and then also mentions the system learning planning model, Davis learning planning model, DSI-PK model or ability-oriented teaching system design model and many more learning model that has been implemented in the world of Indonesian education (Ananda, 2019).

In several previous studies, many researchers concluded that the learning model used was an online learning model such as research done by Haerunnisa et al., (2020) entitled "The Role of Smartphones in the World of Education During the Covid-19 Pandemic" which emphasized the distance learning model so that The learning planning carried out will refer to distance learning (*Pembelajaran Jarak Jauh/PJJ*) by utilizing the internet network.

Second, research conducted by Darmawan (2020) entitled "Face-to-Face Physical Education Learning in the New Normal Era" which discusses the focus of offline learning on certain subjects, namely Physical Education, but not on all subjects taught to students.

Third, there is still research conducted by Darmawan (2020) entitled Analysis of Online Learning Strategies During the Covid-19 Pandemic at *SMP Negeri 2 Dempet Demak Regency* which aims to find out the strategy analysis carried out at *SMP Negeri 2 Dempet* so that online learning is carried out effectively.

. The strategic planning method for implementing online learning at *SMP Negeri 2 Dempet* uses SWOT analysis.

In contrast to the research conducted by the author, the author conducted research at schools where learning activities were still carried out offline. Offline learning can be interpreted as a form of learning that is not connected to an internet network at all. An offline learning system (outside the network) means learning using media outside the internet, for example television, radio, or a well-organized face-to-face system (Ambarita et al., 2020).

Therefore, the aim of this research is to discuss: "The SWOT Analysis Of Asy-Syuhada Junior High School Offline Learning Plan During the Corona Virus Pandemic". In the title of this research, several issues are identified which will become limitations in the discussion in this research, including (1) How is educational planning at Asy-Syuhada Junior High School during the Covid-19 pandemic?, (2) What are the advantages and disadvantages of educational planning at Asy-Syuhada Junior High School? Syuhada during the Covid-19 pandemic?, (3) What are the results of the SWOT analysis of learning planning at Asy-Syuhada Junior High School during the Covid-19 pandemic?.

The benefits of the research are: (1) To find out how education is planned at Asy-Syuhada Junior High School during the Covid-19 pandemic; (2) Knowing the advantages and disadvantages of educational planning implemented at Asy-Syuhada Junior High School during the Covid-19 pandemic; (3) Find out the results of the SWOT analysis of educational planning at Asy-Syuhada Junior School during the Covid-19 pandemic.

METHODOLOGY

This research aimed to analyze how learning is planned at Asy-Syuhada Junior High School during the Covid-19 pandemic. Therefore, this research was field research. Field research is a form of research that aims to reveal the meaning given by community members to their behavior and the surrounding reality. The field research method was used when survey or experimental methods are felt to be

impractical, or when the research field is still very wide (Salmon Priaji Martana, 2018).

Meanwhile, the type of data that collected in this research was information in the form of descriptions of words in sentences that describe the events of a learning process in an inclusive education setting. This kind of research data was also called qualitative data. Thus, this research was called qualitative descriptive research, a type of research whose findings are not obtained through statistical procedures or other forms of calculation and aims to reveal holistic-contextual symptoms (Sugiarto, 2015).

The object of this research was all parties involved in implementing learning activities at Asy-Syuhada Junior High School. This research discusses the learning plans of Asy-Syuhada's teachers. The data obtained by researchers in this research was obtained through interview, observation and recording techniques. The Authors used samples (in this case key informants or social situations), which is more suitable to be done deliberately (purposive sampling).

The data analysis technique used in this research was by compiling variables from the company's strategic factors into EFAS (External Factor Analysis Summary) and IFAS (Internal Factor Analysis Summary) tables to be managed qualitatively in the weighting and rating process (Khanifah et al., 2020).

THEORETICAL REVIEW

1. Learning Plan

Planning is the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts carried out efficiently and effectively in achieving (Seknun, 2014).

There are several definitions of planning, and their expressions vary. For example, Cunningham believes that planning is to select and relate knowledge, facts, imagination, and assumptions for the future. The goal is to visualize and formulate the expected results, the sequence of activities required, and what will be used in the solution within an acceptable range .

Learning plan is a preparation that must be prepared by every educator before holding teaching and learning interactions with students in the classroom or outside the classroom (Qasim Maskiah, 2016).

Planning is the main function that influences the follow-up function, so teachers must be able to make written plans. The teacher's ability to express the lesson plan (*Rencana Pelaksanaan Pembelajaran/RPP*) in the form of a syllabus and *RPP* is very important, because the *RPP* also needs to be evaluated. For materials to be evaluated, they must first evaluate whether the plan is truly feasible. Teacher planning is not enough to just be wishful thinking or wishful thinking.

2. Learning Process at School during the Covid-19 Pandemic

The learning process in schools is the best public policy to improve knowledge and skills. Apart from that, many students think that school is a very interesting activity and they can communicate with each other. Schools can improve students' social skills and social class awareness. The school as a whole is a medium for teacher-student interaction to increase intelligence, skills and emotional abilities between teachers and students. But now, due to the disruption of Covid-19, activities called school have suddenly stopped. What impact does this have on the learning process at school? Especially in Indonesia, there is a lot of evidence that schools have a big influence on productivity and economic growth.

Under the leadership of Minister Nadim Makarim, the Ministry of National Education expressed the spirit of increasing student productivity in order to improve the quality of students after graduating. However, with the sudden outbreak of Covid-19, the education community in Indonesia needs to follow a path that can help schools in emergency situations. Schools need to force themselves to use internet media to support learning activities.

According to Aji (2020), the use of technology is not without problems, there are many variants of problems that hinder the implementation of effective learning using online methods, including:

1. Lack of Technology Mastery by Teachers and Students
2. Inadequate facilities
3. The Internet network accessed is still inadequate
4. Minimal budget prepared

3. Offline and Online Learning

The definition of online learning is a learning method that uses an interactive model based on the Internet and a Learning Management System (LMS) (Malyana, 2020). Online itself is an extension of the word "In Network". What is relied on in this learning model is the use of today's highly developed technology, such as Zoom Meeting video conferencing, Edlink application online exams and other educational applications that can be downloaded on the Android platform so that it makes it easier for students to use them.

According to Suhendro in Harahap et al., (2021) offline learning is a learning system in which there are several methods such as home visits and shifts using media, materials, children's worksheets (LKS), teaching aids, media, independent learning modules, and printed teaching materials located around the home environment that have been prepared by educators.

The research results of Nengrum et al., (2021) in their journal explain the advantages and disadvantages between offline and online learning. The results can be explained in table 1.

No.	Learning process	Strength	Weakness
1	Online	Providing similar material to students	<ul style="list-style-type: none"> - Student effectiveness is reduced - Limited cellphone and internet network - The material provided is less effective
2	Offline	<ul style="list-style-type: none"> - Student effectiveness and enthusiasm grows - Providing comprehensive material 	<ul style="list-style-type: none"> - Restrictions result in some students not being able to participate in learning - Inadequate facilities for learning

Table 1. The strength and weakness of learning process

4. SWOT Analysis

SWOT analysis is a situational analysis method that focuses on systematically identifying several factors to formulate company, organizational or institutional strategies. SWOT itself is an acronym for Strengths (*Kekuatan*), Weaknesses (*Kelemahan*), Opportunities (*Peluang*) and Threats (*Ancaman*) (Kusbandono, 2019).

The steps of the SWOT Analysis Technique are to determine the Key Success Factors which in practice at the learning level use Intuition in assessing the Urgency of factors to the mission, support of factors to the mission and the relationship between factors to the mission (Sitanggang, 2019).

In its application at the SWOT analysis level at the education agency level, determining the key factors for success is still predominantly done by relying on data in the form of observations and interviews by determining in accordance with the appropriate analysis techniques.

RESULT AND DISCUSSION

1. The Profile of Asy-Syuhada Junior High School

Asy-Syuhada is a school under the Mulia Savana Foundation (*Yayasan*). Asy-Syuhada Islamic Boarding School Babakan Ciwaringin Cirebon was founded on March 25 2018. It is located within the Islamic boarding school environment.

Asy-Syuhada Junior School is led by a principal named Auful Anam, M.Pd. with a total of 19 classes, each class having a minimum number of 30 students. The students at the school are all domiciled in Islamic boarding schools which are supported by the Mulia Savana Foundation.

Teachers and educational staff as institutional managers are senior administrators who have Bachelor's qualifications and are appointed directly by the head of the Foundation as permanent teachers and educational staff. The total number of teachers is 23 teachers with permanent employee and 10 people with non-permanent employee. Meanwhile, there are no teacher and education staff who have Civil Servant (*Pegawai Negeri Sipil/PNS*) status.

2. The Results of SWOT Analysis of Learning Plan

This analysis aimed to determine the implementation of The SWOT Analysis Of Asy-Syuhada Junior High School Offline Learning Plan During the Corona Virus Pandemic. The weakness of the SWOT analysis of learning planning at Asy-Syuhada Junior High School is an important factor in making improvements to any deficiencies in learning planning carried out for the implementation of learning that will be carried out in accordance with the prevailing conditions. Meanwhile, the advantages of the SWOT analysis of learning planning at Asy-Syuhada Junior High School are a part that must be maintained.

By carrying out a SWOT analysis, the learning planning at Asy-Syuhada Junior High School is used as material for correction and evaluation as well as improving learning planning for the coming year. This is indicated by changes

in learning conditions in the short term, medium term and long term. The following are the results of the SWOT analysis of learning planning at Asy-Syuhada Junior School as shown in table 2.

<div>Internal Factor</div> <div>Exsternal Factor</div>	Strength <ol style="list-style-type: none"> Permanent Non-<i>PNS</i> Teacher status is appointed directly by the Foundation Involving practitioners in the learning process Facilities and infrastructure in Teaching Learning Activities KBM are inadequate Each class does not exceed 30 students in Teaching Learning Activities 	Weakness <ol style="list-style-type: none"> The preparation of the <i>RPP</i> and Syllabus is not in accordance with the conditions during the Covid pandemic Internet prices are expensive and connections are sometimes unstable Because there are distractions in the room, there is no time discipline There is no special management of teacher assignments sent simultaneously
	Opportunity <ol style="list-style-type: none"> Can carry out Islamic boarding school activities during school hours Productivity and motivation to learn independently. Access more information via internet media Productivity and motivation to learn independently 	Strategy SO <ol style="list-style-type: none"> More sources of information for learning references are provided Time management is used optimally Productivity and learning motivation are further enhanced
		Strategy WO <ol style="list-style-type: none"> Choose an internet package price that is affordable and stable The learning environment is made fun The material is made in a concept that is easy to understand

Threat	Strategy ST	Strategy WT
a. The influence of roommates who don't go to school b. Internet abuse c. Schoolwork is not a priority d. Teachers are busy outside which results in not modifying the lesson plans and syllabus	a. Building image and maintaining Teaching Learning Activities quality b. Improving good communication between maple teachers and Islamic boarding school administrators c. Teachers and students must increase their competence and professionalism d. Students who are creative and innovative need special assistance.	a. Providing more adequate internet connection services b. Supervision of internet use during class hours c. Providing an independent learning experience by giving assignments that are given and then done via Google Classroom

Table 2. SWOT Analysis of Asy-Syuhada Learning Plan

After looking at the results of the research that has been carried out on learning planning for Asy-Syuhada Junior High School during the Covid-19 pandemic in the form of data from case studies and interviews, it can be described by looking at the internal and external factors as follows:

a. Strength

- 1) Permanent (Non-PNS) Teacher status is appointed directly by the Foundation

The existence of learning in Islamic boarding schools during the Covid pandemic has made it easier to manage and monitor students in teaching and learning activities, this can be done because the status of non-PNS permanent teachers is appointed directly by the Foundation so that the Institution can provide direct direction to the teachers. As explained by

the chairman of the Foundation who stated that “...*Permanent teachers who teach at school is teachers who are directly appointed by the chairman of the Foundation*”

2) Involving practitioners in the learning process

Non-permanent teachers are also not prohibited by schools from participating in implementing learning at school, especially since schools involve practitioners in the learning process so that the teaching and learning process can be more optimal. Based on the results of interviews with school principals, it was revealed “*We also place external teachers as teaching staff because the Foundation's permanent teachers are limited, moreover, we always present practitioners in the teaching and learning process*”

3) Facilities and infrastructure in teaching-learning process are inadequate

Adequate facilities are indeed a major factor in implementing learning, because schools are educational institutions under the auspices of Islamic boarding schools, so the fulfillment of facilitation can be guaranteed. The Foundation Chairman explained “*Students are not allowed to go home, we can also handle school activities, please use the other facilities we provide to fulfill the learning process if you wish ...*”

4) Each class does not exceed more than 30 students

By the adequate facilities, the space for learning is full, so that the number of students in the class does not exceed the capacity, where each class has a maximum of 30 students, in this way the learning process can be more optimal. Interview with Islamic boarding school administrators “*Our leader (Kiai) has provided facilities for the school, so please use them, if there are too many students in one room, you can use another room..*”

b. Weakness

1) The preparation of lesson plans and syllabi is not yet in accordance with the conditions during the Covid pandemic

It turns out that the lesson plans and syllabus submitted to the Head of the Curriculum section have not been changed, as a result the learning process does not refer to existing conditions at all. This learning should be carried out in accordance with what is written in the *RPP* and Syllabus, so that student learning outcomes can be evaluated with appropriate measurements. Results of interviews with the Deputy Head of the

curriculum section *“The lesson plan that has not yet been prepared has been specifically modified to suit the Covid-19 pandemic due to busy activities so there has not been time to modify the lesson plan....”*

2) Internet prices are expensive and connections are sometimes unstable

As an effort to evaluate students, teachers need an internet network, because the assignments that students will answer use the Google Classroom application. During evaluations such as daily tests and final semester tests, students will work in the lab, this requires an adequate internet network. In reporting teaching and learning results to teachers in order to evaluate students, technological assistance is needed so that the use of the internet becomes a necessity. Interview with Subject Teacher *“Institutions should provide adequate internet facilities, so that we don't need to pay money to buy internet quota, considering that we have to send material to the management to be delivered to students in the form of videos and image files which need to use a fairly large internet network.”*

3) There are distractions in the room that makes students not discipline

The learning that is taking place is indeed considered quite good, but this does not rule out the possibility that there are weaknesses in the teaching and learning process, such as teachers being late in sending material to administrators which results in learning being carried out outside of the teaching and learning time. Interview with Islamic boarding school administrators *“...Teachers who are late in sending material make us confused, the students have no activity so the teaching and learning time is not right because we are waiting for the material to be sent.”*

4) There is no special management of teacher assignments sent simultaneously

Islamic boarding school administrators and school managers collaborate in the continuity of teaching and learning activities, however, because previously Islamic boarding school administrators had their own activities, they had to start over with a new activity agenda and this became a weakness in the learning process. Interview with teacher *“...In fact, we have held a meeting to coordinate with the boarding school administrators, this has also been agreed upon by the head of the Islamic boarding school regarding several provisions that have been discussed.”*

c. Opportunities

1) Can carry out Islamic boarding school activities during school hours

Considering that learning activities are carried out within the school environment, as a result, students have the opportunity to carry out Islamic boarding school activities that are still relevant to educational activities. Interview with Islamic boarding school administrators *"To prevent students from being unemployed due to teachers' delays in sending assignments, we divert children to make recitation deposits in time to fill vacancies."*

2) Productivity and motivation to learn independently

From the first opportunity that has been described, student independence in productivity and learning motivation is increasing, due to circumstances that force students to do other things in Islamic boarding schools. Interview with Islamic boarding school administrators *"...I observe that students and santri (students of boarding school) often do creative things such as reading books in the library when they are free."*

3) Access more information via internet media

Basically, students are prohibited from using electronic devices such as cellphones and computers, but conditions like this may force students to be allowed to use them with direct supervision from Islamic boarding school administrators. As a result, students can absorb a lot of information outside the material taught by the teacher. Interview with school staff *"It is true that before this pandemic, students, both junior high school students, were prohibited from using computers or cellphones, but now it is allowed because of the need for student evaluation in school exams."*

4) Productivity and motivation to learn independently

In connection with the implementation of learning in the Islamic boarding school environment, such as in the Islamic boarding school hall, there is an opportunity to be able to carry out this learning offline, this was expressed by the Head of the Curriculum Department, saying *"Its implementation in offline learning during the pandemic is already underway. This is also carried out with very strict health protocols within the Islamic boarding school environment."*

d. Threat

1) The influence of roommates who don't go to school

Some of the students at the Asy-Syuhada Islamic boarding school have only Islamic boarding school status and do not have the status of Asy-Syuhada Junior High School students, this has resulted in the influence of the students who do not have responsibility for school activities on the

students who attend the school. In this case, Islamic boarding school administrators should provide barriers between students who are in school and who are not in school during teaching and learning activities. This was stated by the boarding school administrator in an interview “...*The biggest problem we face is that those who go to school will usually play with those who don't go to school, in the end they abandon their responsibilities as students to take part in teaching and learning activities.*”

2) Internet abuse

Considering that using the internet does not only contain positive things, it does not rule out the possibility that there are negative things on the internet. Misuse of the internet such as playing online games where students should be doing assignments or exams. Interview with Islamic boarding school administrators “*We often see students who should be doing assignments instead playing online games, and the perpetrators will be subject to sanctions according to Islamic boarding school regulations.*”

3) Schoolwork is not a priority

The background was the establishment of schools under the auspices of Islamic boarding schools where previously there were no formal educational institutions so that the students' specialization was not the school's priority, as a result some students ignored school assignments and materials. This can be overcome by planning learning patterns that are in sync with Islamic boarding schools, so that the curriculum in schools can follow Islamic boarding school activities “...*Students' interest in learning material seems to be very low, because Islamic boarding schools always emphasize Islamic boarding school material ...*”

4) Decreasing the quality of non-permanent teachers

Offline learning which is carried out by providing materials through administrators causes the quality of non-permanent teachers to decline, such as decreased attention to students, not knowing the names of new students and delays in sending materials to administrators. This was expressed in an interview with the Head of the curriculum section “*The quality of external teachers is decreasing, to the point where the students themselves don't know, how can they educate and approach them in providing familiar material.*”

SWOT ANALYSIS MAPPING OF ASY-SYUHADA OFFLINE LEARNING PLAN

1. SO (Strength Opportunity)

The work carried out on the IE and SWOT matrices, offline learning strategies during the Covid-19 pandemic require strengthening information sources, the Management Team and productivity and motivation to learn. This was in line with the theoretical implication that efforts to educate a person or group of people through various efforts and various strategies, methods and approaches towards achieving planned goals (Abdullah & Azis, 2019).

2. WO (Weakness Opportunity)

It was known that to help improve student competence, improvements must be made such as providing internet services equally for both teachers and students, on the other hand, comfortable infrastructure must be further improved, such as making the learning environment enjoyable and creating material that will be presented in a more conceptual way. easy to understand. In order to achieve competency for students with these characteristics, a learning model is needed that can activate students in learning (Herawaty, 2018).

3. ST (Strength Treatment)

An effort to provide assistance and direction for students by Islamic boarding school administrators, they need to be more creative and innovative for more strategic learning. This is a learning strategy that is expected to be successfully implemented by growing students who are disciplined, creative, innovative and independent. The media used in this learning process by teachers and also Islamic boarding school administrators for students is internet media using Google Classroom and WhatsApp Groups as material for collective learning evaluation. So that the results of the planning that has been carried out can be reviewed and updated. This is in accordance with what was expressed by Apriyani in Laudria Nanda Prameswati, Istiana Malikatin Nafi'ah, (2021) which

stated that when someone does not always hone their academic abilities, gradually there will be a decline in abilities, even loss of academic abilities.

4. WT (Weakness Treatmen)

By having weaknesses in terms of curriculum preparation and syllabus not being in accordance with the Covid-19 pandemic, resulting in undirected learning planning, on the other hand, an unstable internet connection becomes an obstacle for students in sending assignments given by the teacher, so that assignments are not conveyed to the teacher. In this case, the evaluation process via applications such as Google Classroom and WhatsApp groups becomes hampered. So it is necessary to emphasize costs for internet packages in this learning so that the learning experience by giving assignments given and then carried out via Google Classroom can run stably and with few obstacles.

SWOT analysis was used to map and evaluate how offline learning is implemented in order to achieve the objectives of the *RPP* and syllabus in line with expectations. The results of the SWOT matrix showed that the strengths of learning modeling produce six strengths, namely: cost and time efficiency, good time management, a more relaxed learning atmosphere, reduced feelings of stress when studying, increased learning motivation and more productive, creative and innovative learning. Meanwhile, the weaknesses of this learning were six factors, those are: additional costs to buy an internet package, sometimes a feeling of laziness arises because studying is more relaxed, not being disciplined in studying because it is outside the school room, not being able to discuss directly with outside teachers when there is an assignment from the teacher Outside, the learning atmosphere is different, and the material is not easy to understand because the learning methods of the teachers are different.

SWOT analysis was used to map and evaluate learning implementation in order to achieve the *RPP* and syllabus objectives as expected. The results of the SWOT matrix showed that the excellence of the learning model produces six

advantages, namely: cost and time efficiency, good time management, a more relaxed learning atmosphere, reducing stress when studying, increasing student learning motivation, and being more productive, creative and innovative.

The weaknesses of this learning were additional costs to buy internet packages, sometimes because learning is easier, it causes students to be lazy, because students studying outside the classroom become undisciplined and teachers cannot interact directly with students during the teaching and learning process.

Even though learning was done online, it required the help of technology. There were two media used in the learning process, those are Google Classroom and WhatsApp Group. Meanwhile, the policies governing the learning process during the pandemic had not been consistent until the 2021/2022 academic year, so the learning media chosen by teachers could use one of two media (Google Classroom and WhatsApp).

This was related to what Suherman stated in Darmawan (2020) that learning during the Covid-19 pandemic must implement health protocols to ensure that it did not become a cluster for the spread of Covid-19.

CONCLUSION

Asy-Syuhada Junior High School is a private Islamic School which established in 2018 under the Mulia Savana Foundation. Even though this school was still relatively new, it had been able to meet the educational standards that had been set in accordance with the regulations of the Minister of Education and Culture. The SWOT Analysis Of Asy-Syuhada Junior High School Offline Learning Plan During the Corona Virus Pandemic could be concluded: (1). Strength, the appointment of permanent teachers by the Foundation was a strength to provide provisions for teachers in carrying out their duties, on the other hand adequate infrastructure provides comfort in implementing learning; (2). The weakness was that the preparation of the lesson plans and syllabus are not modified according to the needs during the pandemic, so that the ongoing learning process did not have a standard reference; (3). The opportunity was that students could

carry out Islamic boarding school activities during school hours, so that students were more productive and independent in educational activities combined with Islamic boarding school; (4). Threat, because school activities were carried out in Islamic boarding schools by means of assignments and learning material that was sent in the form of documents, student supervision was reduced.

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