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SWOT analysis in improving the quality of basic education at palm plantation in Indonesia

M Limbong*

Postgraduate Program for Education Administration, Universitas Kristen Indonesia, Jakarta, Indonesia

*mesta.limbong@uki.ac.id

Abstract. This research is conducted by thorough observation and anecdotal notes taken during the field research. The data was analysed with SWOT, resulting these points: teachers' educational background is S1/D4; the teachers are discipline; the schools are provided with sufficient facilitations and are free tuition. The identified barriers are no sufficient trainings for the teachers; the places (schools) are isolated; and lack of local government's attention. The schools have the opportunities to receive school operation fund from central government, called BOS (Bantuan Operasional Sekolah) and have internet connection provided by the company. On the other hands, there are many issues which need to be solved: teachers are lack of trainings; there's a possibility that. The school operation fund is stopped by government; some company policies which may not support school programs; and disorganized school management because students can leave before the school year ends. There are some underpin points to be done to increase the quality of teaching-learning process and school management, they are to give the teachers opportunities have external and internal trainings, and to provide facilities needed step by step.

1. Introduction

Initial mapping of the school conditions in the area of oil palm plantation give the following results: 1. Grade 1 and grade 2 students of elementary schools (SD) do not have enough study time, 2. There are no learning resources in poor areas (under server area), 3. The educational background of the teachers does not match the fields of study they are teaching, 4. The educational institutions there are ineffective [1]. The contributing factor to the above mentioned facts is the location of the school as it is situated in an isolated area, far from the nearest sub-district or district. This isolation may have an impact on the ongoing learning process as well as on the teacher's ability to implement the right methodology in the ongoing learning process. This is so since the teacher cannot easily join or share knowledge with other teachers [2], because they need training for a development and a future of a nation [3]. Generally speaking, the state of Indonesian National Education may be considered in a failing situation. This can be considered as one indication that education that meets the minimum quality as set by the set standards may not be available to all Indonesian children all over the country. The situation taking place in the oil palm plantation is a predominant condition of schools located in isolated areas as this geographical situation is one obstacle hampering the quality of education and hampering the school personnel to improve the school's quality of teaching and learning process.

Basic education in the remote areas requires serious handling so that the students in the area are not left behind and have the opportunities to improve themselves. It is important to consider the current



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situation in which all human activities are greatly influenced by advances in technology. The work market only uses human resources who are capable of dealing with the latest progress in technology, keeping up with the latest advancement. It is one of the reasons why it is greatly important that the quality of the school in oil palm plantations in the BGA Palm Oil Plantation in Central Kalimantan, Indonesia be gradually and continuously improved. This study aim to provide a potrait or an overview of: First, the condition of the basic education in the BGA Oil Palm Plantation area (Central Kalimantan) as a result of analysis using the SWOT method (Strengths, Weaknesses, Opportunities and Threats) in aspects regarding the school's educators, its education personnel, its finance, the facilities and the infrastructure. Second, possible remedial efforts that can be implemented for the elementary school within BGA Oil Palm Plantation (Central Kalimantan) as a result of SWOT analysis above-mentioned – efforts adjusted to the company's policy with regards to the school's educators, its education personnel, its finance, and facilities and its infrastructure.

SWOT is an abbreviation for Strengths, Weaknesses, Opportunities and Threats. SWOT consists of four factors – each factor clearly has its own identity and purpose. S.W.O.T analysis considers both internal factors and external factors. Internal factors are those that are internal in nature, normally within one's own control, such as capability-related factors such as production capability, market knowledge, management of distributors etc. Within the SWOT, Strengths and Weaknesses are internal factors. The external factors refer to elements that are normally outside one's control and most of which deal with external environmental factors, such as political, economy, societal and technological influences -- in short commonly known as PEST within SWOT - Opportunities and Threats belong to this category [5].

SWOT analysis is used in this study to observe or to conduct research by paying attention to the internal and external factors within an institution, in this case an elementary school managed by an oil plantation corporation. SWOT analysis allows the research to analyse the condition of this school, taking into accounts both the internal and external factors influencing this remotely-located school in developing quality education despite its isolated location and its being only mapped and documented in reports regarding education in remote places (the process and its efforts to offer education with quality). Education managed by corporations is mandatory as one of the requirements to be fulfilled by a corporate (RSPO) in order that it is licensed by the government to run its business. The fact that the opening of the school is a requirement, its operation may be conducted only to fulfil what the government requires, not considering giving benefits to the local society. For example, it is possible that the local community does not have the opportunity to benefit from the school because the school has limited capacity as the company itself has its own workers and children to study in the school. Of course, the first priority for the company is educating the children of its workers. The local community needs the school as other schools (not managed by the company and state-owned) are located outside the plantation area and special transportation, while the community does not have such transportation to send their children to study. Available means of transportation are exclusively for the students from the company.

Despite the increase in the level of education, there still exists a wide gap in Indonesia's educational services [6]. This situation is especially true in the remote areas of oil plantation areas in Indonesia because it without any doubt that each corporate company has its own policies, the impact of which may not suit standards set by the government. Another factor to consider is the budget allocated by each company for these corporate-owned schools is different from government-owned schools. The expense for schools for members of local community is also the responsibility of the corporation.

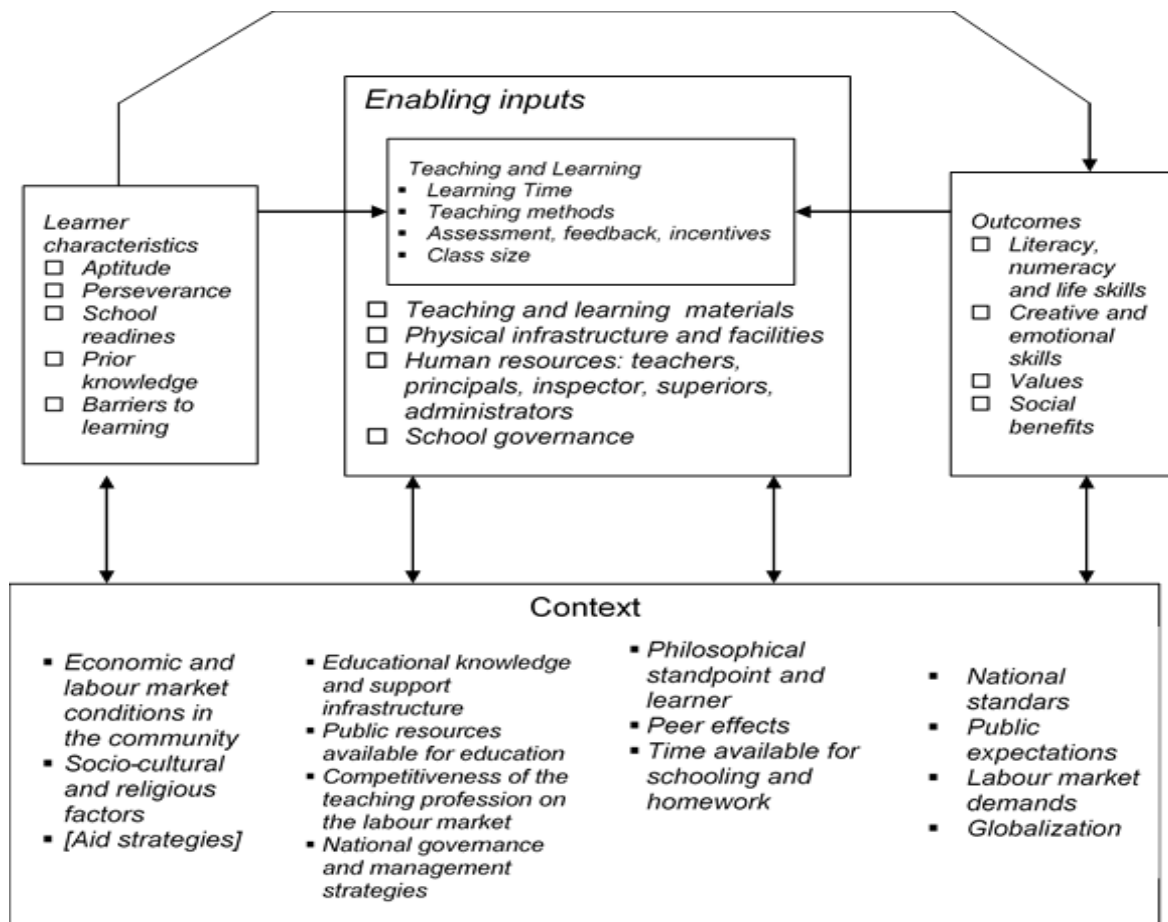


Figure 1. Framework for understanding education quality [7].

UNESCO defines quality education as a tool to enable students to acquire knowledge, values, attitudes and skills needed to deal with the world in this era of globalization. Quality education is surely positive to the students as it creates educated young generation equipped with high quality education as education is perceived as a way to solve current problems and challenges in the world. PP 37/2007 issued by the Indonesia government lists eight standards that should be the focus in quality education. The standards are (1) content, (2) process, (3) graduate competence, (4) educators and education personnel, (5) facilities and infrastructure, (6) management, (7) financing [8] and (8) education assessment. One can safely conclude that this policy (national standards regarding quality education) by the Indonesian government is in accordance with the quality education as defined by UNESCO.

2. Research methods

This study is designed to be an improved qualitative research project by carrying out the stages, such as data collection via observations, interviews, and field studies [4]. Data collection is done using the SWOT method. The collected data then are compiled according to the need of the research. The results, then, are used in answering the questions in the purpose of the study. The data collection was already carried out in 2016-2017 at PT WNL BGA Oil Palm Plantation – area of oil palm plantations in Central Kalimantan, Indonesia.

3. Results and discussions

This discussion of quality of basic education in a school in a palm oil plantation uses SWOT analysis. The study used the national indicators of quality education as set by the governments as aspects that should be analyzed in the study. The aspects are: (1) content, (2) processes, (3) graduate competencies,

(4) educators and education personnel, (5) facilities and infrastructure, (6) management, (7) financing and (8) educational assessment. However, the SWOT analysis is only used to study the educators and education personnel, financing and facilities and infrastructure as found in the school of PT WNL BGA (Central Kalimantan).

The results are documented in the following table 1:

Table 1. SWOT analysis for aspects of educators, education personnel, financing, facilities and infrastructure.

Internal Strength			
Educators	Education Personnel	Financing	Facilities and Infrastructure
1. Educational background bachelor degree (S1/D4).	1. Personnel have skills in computer operation.	1. The company is responsible for financing the school.	1. Location is sufficiently wide. The school building is the responsibility of the company.
2. 75% of teachers are 30-40 years old (productive age).	2. Able to finish administrative chore for the school.	2. The school has government grants for the operational cost of the school.	2. School transportation for the students is available.
3. The school and their place of residence are in the same location.	3. The school has drivers for the transportation.	3. Education is free, as part of the company's obligation.	
4. 60 % of teachers are active members of teachers' associations (KKG dan MGMP).	4. The school has cleaning service personnel.	4. Service from the teachers in the company.	
5. Teachers are disciplined			
Internal Weaknesses			
Educators	Education Personnel	Financing	Facilities and Infrastructure
1. Teachers rarely take part in additional teacher training.	1. There is only one administrative personnel to take care of the whole school's administration matters.	1. Should the government grant be stopped, the school will be deeply impacted.	The number of classes is not enough as there are more students. This induced the existence of morning classes and afternoon classes.
2. Teachers are given subjects not related to their educational background.	2. There is only one cleaning service personnel for the whole school.	2. Should the company suffer from financial problems, budget for education may be deducted or reduced.	
3. Insufficient cooperation with other schools due to the school's isolated location.			

Table 1. Cont.

Opportunities			
Educators	Education Personnel	Financing	Facilities and Infrastructure
1. Teachers receive teacher grant (certification) from the government 2. Regular raise from the company.	1. Government teachers assigned in the school. 2. The local community begins to realise the importance of education. 3. The local community admitting the advantages of the school in the area of oil palm plantation (PT. WNL BGA).	1. Each year, the company monitors the addition of the number of classes in the school. 2. The government offers aid in education expense.	1. Able to add classes due to the school's sufficient space. 2. Corporation facilities may be used for education necessities. 3. Sufficient facilities because the company allows the school to use its facilities for school needs.
Threats			
Educators	Education Personnel	Financing	Facilities and Infrastructure
1. There is a possibility for competent teachers to transfer or to become government teachers because for them teaching for the school in the plantation is only a stepping stone. 2. For certain subjects, it is hard to find teachers. 3. Teachers have to teach 3-4 subjects, which may not be their specialty.	Personnel may transfer to other schools because they are competent and much needed in other schools.	1. Grants from the government may be terminated. 2. The company may experience decrease in income. 3. The arrangement of the spending for education post/budget may be imbalanced. More is spent on one-time expense. Little is spent on teacher training.	1. When seasons change, the condition of the class becomes less optimum. 2. Books are limited and lacking in variety.

The education or teaching and learning process taking place in the plantation may be considered unique since the school does not have to look for students – at times the school administration is overwhelmed because they have to face an overflowing number of students. To overcome this problem, there are two shifts in the teaching and learning process: the morning session or classes and the afternoon session or classes. The number of available books in the school is limited and lacking in variety. What the school excels in need to be more utilized: the teachers' educational background, the grants and budget available, and the available facilities to overcome the identified threats. Teachers need to be more disciplined and pay more attention in supporting their students so that the students may overcome the national standard test and be successful [9]. The facilities and infrastructure provided in the plantation area may contribute

to the effectiveness of the teaching and learning process. This, in turn, will give significant and positive impact to the teachers and contribute to the students' academic achievement [10].

Another obstacle is teachers who try to become government teachers (PNS) and move to other schools. The result is the number of teachers lessens and to look for new substitute teachers is a challenge, however, once they find out they have to work in remote areas with almost the same income, the applicants usually resign. Furthermore, the fact that teachers have to teach subjects that are not their own subjects is also problematic. This problem is the result of the lack of teachers mentioned previously.

4. Conclusion

Results of the SWOT analysis of the school in the palm oil plantation PT. WNL BGA (Central Kalimantan) portray the number of teachers the school has, the opportunity in improving the quality education by paying more attention to (1) Early planning in supporting the improvement of the teachers' competence by setting aside special funds for teacher training, allocating well-balanced funding both from the company and the government grants; (2) Frequently planning training the teachers to give them more room for improvement and to make them become more competent; (3) Should there be change of policy regarding the school, the government needs to give special attention to the education process taking place in the school. This should be taken seriously so that the children in the plantation in the area still have the opportunity to have access to quality education; (4) Teachers should be encouraged and supported to have teaching certifications from the government.

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