Using the Appreciative Inquiry Model to Develop the Quality of Educational Organizations in Indonesia: SWOT Analysis Strategy

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Abstract

The research aimed provide implementation of how appreciative inquiry model can be used as a process of strategic change and to support the goal of developing school quality in marginal areas in Indonesia. The method used is qualitative with research design of educational organization development. The data were analyzed using SWOT analysis to measure internal factors (IFAS) and external factors (EFAS). The results showed that marginal state junior high school is in quadrant 1 (aggressive). Strategies that need to be carried out to develop the quality of marginal state junior high school include: 1). Changing the style or method of teaching and learning; 2). Establish cooperation with marketing companies; 3). Coordination with alumni; 4). Conducting learning facilities and marketing practices; 5). Cooperate with stakeholders; 6). Looking for donators; 7). Opening a school business (entrepreneurship); and 8). Opening recruitment for teacher guidance and counseling. Based on SWOT analysis, the application of appreciative inquiry model be used as a process of strategic change and to support the goal of developing school quality in marginal areas in Indonesia through four stages including discovery, dream, design and destiny.

Keywords: Appreciative Inquiry; Educational Organization; Swot Analysis; Quality

Introduction

Global life is a life full of challenges. Along with the development of the digital technology era that now dominates all areas of life, human beings are required to be able to survive and be able to compete. This phenomenon can also be applied to non-profit organizations such as education. Today the competition between educational institutions is increasingly competitive and tense. This is clearly

demonstrated such as competing in improving the quality of education, infrastructure development, getting new students, educators, and various other competitions (Keban, Arifin, & Wahyono, 2019; Dami, 2019; Dami et al., 2020; Dami et al., 2022).

The school as a formal educational institution must carry out its duties properly. The school's job is to realize the educational objectives that have been formulated by the Government of Indonesia. The purpose is stated in the Preamble to the 1945 Constitution. It's about educating the nation. Thus, good management is required. Good management certainly requires a strategy to offer added value from educational institutions. Strategies in improving the quality of education are inseparable from quality management or quality improvement in schools (Solihin, 2012; Dami et al., 2022). The school as a formal educational institution must carry out its duties properly. The school's job is to realize the educational objectives that have been formulated by the Government of Indonesia. The purpose is stated in the Preamble to the 1945 Constitution. It's about educating the nation. Thus, good management is required. Good management certainly requires a strategy to offer added value from educational institutions. Strategies in improving the quality of education are inseparable from quality management or quality improvement in schools (Solihin, 2012; Dami et al., 2022).

The model of change and development of educational organization used in this research is appreciative inquiry (AI). AI focuses on organizations as solutions designed in their own time to meet challenges or meet community needs (Cooperrider & Whitney, 2005). This approach focuses on what works well and is effective in the organization rather than seeing the organization as a problem that must be solved. In this way, we can approach individuals as solutions designed in their own time to answer challenges or meet needs. The AI research approach seeks to identify positive elements of the social world in terms of what works or what seems to cause a sense of life. At first, questions were asked and subsequent investigations brought about change (McCarthy, 2016). As a change strategy in organizational development, AI transforms social systems by generating collective image and a better future by exploring the best of current practices (Bushe, 1999). In addition, AI focuses on lives and experiences in which individuals and organizations are seen as entities looking for solutions rather than problems that must be fixed (Cooperrider & Srivasta, 1987; Cooperrider & Whitney, 1999; Whitney & Trosten-Bloom, 2003). In addition, this approach is designed to reward, asking him to cause life-centered moments as the basis for identifying emerging themes and aspirational statements for future practices (Hammond, 1998).

Since the 1980s, AI has been applied to other aspects of the business world including, for example, the nature and quality of leadership (Whitney, Trosten-Bloom, & Rader, 2010), and business services (Reed et al., 2002). The AI approach has also been used in disciplines outside of business. In education for example, Giles and Alderson (2008) used the AI process as the basis for an appreciative assessment of one's professional performance (Chapman & Giles, 2009; Giles & Kung, 2010). In addition, AI has been applied to organizational improvement in student affairs (Elleven, 2007), pedagogy of appreciation (Yballe & O'Connor, 2000), professional development systems (Goldberg, 2001), has become the basis of exploration into the cultural nature of educational institutions (Giles & Yates, 2011a, 2011b), and public education (Sandars & Murdoch-Eaton, 2017).

In this study, we will explore appreciative inquiry to develop the quality of educational organizations, especially in marginal state junior high schools, Malang Regency, Indonesia. This school has low quality in both academic and non-academic fields, so it is not able to compete with other schools. In addition, the facilities and infrastructure are not owned by themselves but borrow from elementary schools in one area. This condition needs to be followed up in research to improve the quality of the school, and there has been no research related to the application of appreciative inquiry to provide implementation examples of how appreciative inquiry can be used as a process of strategic change and to support the goal of developing school quality in marginal areas in Indonesia.

Theoretical Framework

SWOT Analysis

SWOT analysis for schools, colleges and universities is a tool that guides principals, management teachers and staff, who take part in this analysis, and tells them what is effective and less effective in the educational environment system. In fact, SWOT is used for any planning activities that may affect the financial, planning and management decisions of educational institutions in the future (Morrison, 2018). SWOT analysis is used with strategic planning and is considered as one of the success factors in the strategic planning process (Tolba, 2015). The strategic planning process is considered a powerful tool and guideline to help all levels of educational institutions to develop plans and to find excellence in their environment (Shu-Hsiang & Ana, 2015). Schemes describing SWOT analysis can be seen in the following figure (Leiber, Stensaker, & Harvey, 2018).
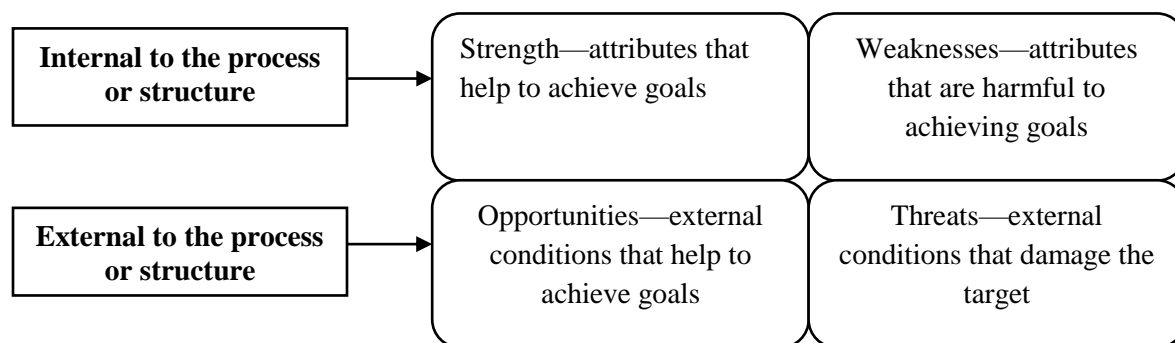

| Internal to the process or structure | Strength—attributes that help to achieve goals | Weaknesses—attributes that are harmful to achieving goals |
| External to the process or structure | Opportunities—external conditions that help to achieve goals | Threats—external conditions that damage the target |

Figure 1. SWOT analysis and schematic representation

Model Appreciative Inquiry

Appreciative inquiry (AI) is a model, conceptual framework, and process that leads to change. Appreciative inquiry is a philosophy that invites us to choose consciously to seek and investigate what is generative and enriching to life, both in our own lives and in the lives of others, and to explore our hopes and dreams for the future (Watkins & Mohr, 2001, p. 58). AI focuses on what is right, what motivates, what generates energy, and what are the key strengths of a state. Instead of asking about "What's wrong and how do we solve that problem". AI begins by asking, "what is right and how do we increase that power to achieve a quantum leap in increased productivity". As for the five key principles in AI: 1). Choose the positive as the focus of the investigation; 2). Investigate stories of life-giving power; 3). Put the themes that appear in the stories and select topics for further investigation; 4). Create a common image for a preferred future; and 5). Find innovative ways to create that future (Watkins & Mohr, 2001, p. 39). Based on these principles, applying AI then requires a paradigm that shifts from focusing on what is wrong to what is right and then trying to leverage what is right into something new, a vision with a higher level of positive future. In addition to these principles, there are four stages in AI, among others: 1). Initiate: start with an attempt at change; 2). Inquire: Seek opinions and perceptions of what is true; 3). Imagine: Summarize and re-present key themes and then create a new vision of the future that can add strength; and 4). Innovate: Engages many people in discussions about ways to increase strength and realize key visions (Rothwell & Sullivan, 2005). Whitney and Trosten-Bloom (2003, p. 54-55) provide a very useful summary outlining eight principles and their definitions, including:

Table 1. Principles of Appreciative Inquiry (AI)

Principles	Definition
Construction principles	Words create the world • Reality, as we know, is a subjective vs. objective state. • It was created socially, through language and conversation.
Simultaneous principle	Inquiry creates change • Inquiry is an intervention. • When we ask questions, we start making changes.
Principles of poetry	We can choose what we learn • Organizations, like open books, are an endless source of learning and learning. • What we choose to learn makes a difference. It depicts—even creating—the world as we know it.
The principle of anticipating	Images that inspire action • The human system is moving towards their image in the future. • The more positive and hopeful the picture of the future, the more positive the action of the present
Positive principles	Positive questions lead to positive change • Momentum for large-scale change requires a huge amount of positive impact and social bonding. • The best momentum is generated through positive questions that reinforce the positive point.
Principle of wholeness	Wholeness produces the best • Wholeness produces the best in people and organizations. • Bring all stakeholders together in a large group forum that stimulates creativity and builds collective capacity.
Principle of enforcement	Acting "as if" is self-fulfilling • To really make a change, we have to be the "change we want to see". • Positive change occurs when the process used to create change is the ideal model of life from the future.
Principle of free choice	Freedom of choice to free power • People perform better and are more committed when they have the freedom to choose how and what they contribute. • Free choice stimulates organizational excellence and positive change.

Method

The method used is qualitative with research design of educational organization development. This research was conducted in marginal state junior high schools, Malang Regency, Indonesia. In this study was limited to producing strategic plans and implementation of improvement models in marginal state junior high school or *SMPN 5 Singosari Satu Atap* (public school), Malang regency, Indonesia.

The primary data of this research is data obtained directly from the object studied, obtained from the first data or the party that is considered the most appropriate to provide information. In this study, primary data in the form of factors of strength, weakness, opportunity, and threat to quality improvement in marginal state junior high schools. The main subjects in the study were 10 teachers including men (30%) and women (70%), and 116 students included men (45%) and women (55%).

While secondary data is data that has been further processed and presented well by data collectors or other parties. In this study secondary data was obtained from written sources through documentation studies such as school profiles, teacher data, student graduation results, school strategic plans, academic and non-academic achievement, inventory lists, and number of learners. Data collection method from research through document study, interview, and focus group discussion (FGD). In-depth interviews and FGDs are conducted online and documents are sent via WhatsApp. The data were analyzed using SWOT analysis to measure internal factors (IFAS) and external factors (EFAS).

Results

Based on the results of interviews, documentation studies, and FGDs conducted with research subjects, the internal and external conditions of the school that can be obtained are as follows:

Table 2. Strategic Plan Based on SWOT Analysis Results

	STRENGTH	**WEAKNESS**
Internal Factors (IFAS)	• Good and transparent school management. • Direct/field practice for students. • Principal adopted an instructional leadership style. • Teachers are qualified. • Teachers want to participate in professional development activities.	• The school does not have a website. • Lack of learning facilities and practices. • Lack of use of social media for promotion. • Salary is below the provincial minimum wage in Indonesia. • Don't have a counseling teacher. • Alumni are not well coordinated by educational institutions. • Lack of cooperation with other companies for the field of marketing. • The number of teaching staff is decreasing. • School location is not strategic (marginal area)
External Factors (EFAS)		
OPPORTUNITY	**Strategy S - O (Strength – Opportunity)**	**Strategy W – O (Weakness – Threat)**
• There is funding support from local government • Lots of job opportunities for students when they graduate. • The development of science and technology, especially digital technology, is very helpful for educational institutions for school promotion activities and also helps in changing the teaching and learning style.	• Change the style or method of teaching and learning. • Building cooperation with marketing companies. • Coordination with alumni. • Conducting learning facilities and marketing practices. • Working with stakeholders. • Looking for donors. • Open a school business (entrepreneurship). • Opening recruitment for	• Develop facilities and infrastructure for the teaching and learning process. • Open a sports field and install sports facilities. • Expanding school grounds. • Using technology to promote. • Cost optimization. • Optimization of the functions of vocational education organizations.

THREAT	Strategy S – T (Strength – Opportunity)	Strategy W – T (Strength – Threat)
• Open a new course tailored to the needs of the community. • Scholarships for educators and education personnel from local governments.	teacher guidance and counseling.	
• Many other excellent schools in the city center have good quality management. • The number of students is unstable. • There are teachers, education personnel, and PTK who want to resign from the school. • Many other private schools offer allowances/honorariums for higher teachers.	• Improving the promotion of educational institutions directly and regularly. • Improve educator cooperation and performance and ask educators to work based on the job description provided. • Establishing cooperation with the Malang regency government.	• Recruiting new educators and training educators. • Create a clear action plan for one semester in the next period. • Fostering the loyalty of the school's teaching staff, education personnel, and PTK. • Build customer loyalty.

Based on the SWOT matrix table, there are four strategies obtained. The formulation of the strategy is as follows: First, the SO strategy (power-opportunity). In this formulation strategy, schools harness all the strengths and take advantage of the opportunities available. Second, the WO (weakness-opportunity) strategy. The formulation of this strategy is applied based on the utilization of opportunities by reducing the shortcomings or weaknesses of educational institutions in marginal state junior high school. Third, the ST (strength-threat) strategy. The formulation of this strategy uses the power of these educational institutions to address external threats of educational institutions. Fourth, the WT (weakness-threat) strategy. This formulation of weakness threats seeks to reduce weaknesses and avoid various existing threats.

SWOT analysis process with quantitative method is analysis using EFAS matrix approach (External Strategic Factor Analysis Summary), IFAS matrix (Internal Strategic Factor Analysis Summary), and internal-external matrix (IE). The results of the study are described as follows:

Table 3. IFAS Matrix

Internal Strategy Factor	Weight	Rating	Score
Strength			
Good and transparent school management	0,15	4	0,6
Direct/field practice for students.	0,07	3	0,21
Principal adopted an instructional leadership style.	0,15	4	0,6
Teachers are qualified.	0,07	4	0,28
Teachers want to participate in professional development activities.	0,12	4	0,48
Amount	**0,56**		**2,17**
Weakness			
The school does not have a website.	0,04	3	0,12

Lack of learning facilities and practices	0,05	3	0,15
Lack of use of social media for promotion.	0,06	3	0,18
Salary is below the provincial minimum wage in Indonesia.	0,06	3	0,18
Don't have a counseling teacher.	0,05	3	0,15
Alumni are not well coordinated by educational institutions.	0,05	2	0,1
Lack of cooperation with other companies for the field of marketing.	0,05	2	0,1
The number of teaching staff is decreasing.	0,03	2	0,06
School location is not strategic (marginal area)	0,05	3	0,15
Amount	**0,44**		**1,19**
TOTAL	**1**		**3,36**

Based on the IFAS table, there are 5 strength factors and 9 weaknesses owned by marginal state junior high school. Of the factors available, the average total is 3.36 where the total strength is 2.17 and the total weakness is 1.19.

Table 4. EFAS Matrix

External Strategy Factors	Weight	Rating	Score
Opportunity			
Scholarships for educators and education personnel from local government	0,09	3	0,27
Lots of job opportunities for students when they graduate	0,1	4	0,4
The development of science and technology, especially digital technology, is very helpful for educational institutions for school promotion activities and also helps in changing the teaching and learning style.	0,12	4	0,48
Open a new course tailored to the needs of the community.	0,15	3	0,45
There is funding support from local government	0,12	4	0,48
Amount	**0,58**		**2,08**
Threat			
Many other excellent schools in the city center have good quality management.	0.09	1	0,09
The number of students is unstable.	0,06	2	0,12
There are teachers, education personnel, and PTK who want to resign from the school.	0,12	3	0,36
Many other private schools offer allowances/honorariums for higher teachers.	0,15	3	0,45
Amount	**0,42**		**1,02**
TOTAL	**1**		**3,1**

Based on EFAS data table, it is known that there are 5 opportunity factors and 4 threat factors. From the data, the average total is 3.1 where the total opportunity value is 2.08 and the total threat value is 1.02.

Discussion

Internal – external matrix (IE)

The IE (internal-external) matrix is the next step of the EFAS and IFES matrix used to determine the position of marginal state junior high school. The position of marginal state junior high school can be determined by the total score of the two matrices. The result of the score obtained is as follows: 1). The

strength score is 2.17 while the weakness score is 1.19 so if the strength-weakness score then the result is 0.98. This result is placed on the X axis. 2). the opportunity score is 2.08 while the threat score is 1.02. Therefore, when the opportunity-threat, the result is 1.06. This result is placed as a Y-axis. The position of the diagram can be explained as follows:
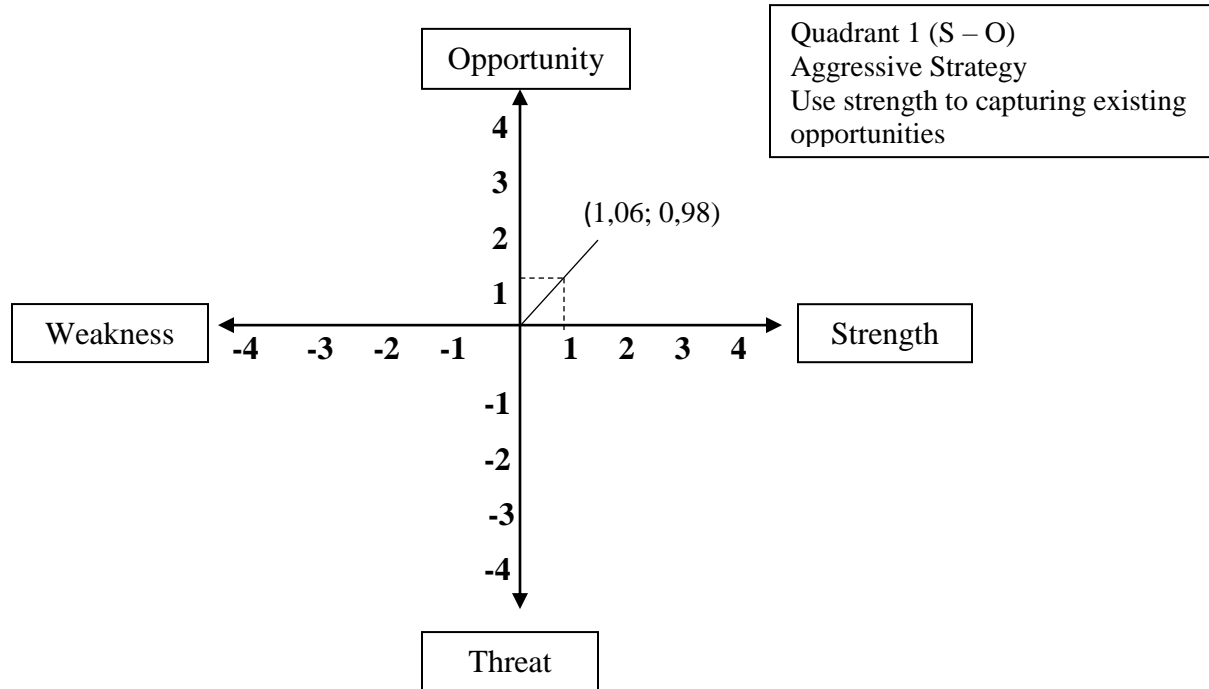

Figure 1. IFAS and EFAS Final Score SWOT Matrix

Implementation of Appreciative Inquiry (AI) Model

In principle, AI (Kotter & Cohen, 2002; McCarthy, 2016) has 4 stages namely discovery (current state), dream (what to expect for the future), design (planning for expected future achievements) and destiny (taking action to make changes happen and remain). The following Table 8 provides a more detailed explanation of the 4 stages of AI.

Table 5. Four Stages of Appreciative Inquiry

Discovery *(Appreciating what gives life).*	• Understand the situation by engaging all stakeholders to articulate the best strengths and opportunities to respond to problems. In this way, marginal state junior high school can begin to find hope and the 'problem' can be reduced (McCarthy, 2016). • Principal and teachers do not focus on 'problem behavior', but focus on the success that schools have in functioning in dealing with factual conditions (McCarthy, 2016). To recognize and awaken the positive potential of a team or organization through investigation (Van Vuuren & Crous, 2005).
Dream *(Envisioning what might be)*	• The foundation and principals gather information through in-depth interviews conducted in the discovery stage. The main themes that have emerged are further explored and transformed into strategic statements and social intents (positive propositions) aimed at exciting, stretching, and guiding participants towards a preferred future (Mellish, 1999). • What do foundations and principals want? (McCarthy, 2016).

Design *(Co-constructing what should be)*	The foundation and the principal focus on developing plans and steps that can be achieved to make the vision of the dream stage a reality (Akdere, 2005).
Destiny *(Sustaining; to empower, learn and adjust/improvise)*	• Teachers discuss what will happen and how to liberate, learn, actualize, and implement what has been planned (Akdere, 2005). • Teachers implement changes, monitor their progress and engage in new discussions and appreciative inquiry (Coghlan, Preskill & Catsambas, 2003).

The purpose of this study is not only to prove that AI can be a model for quality development of marginal state junior high school but, rather, to provide implementation examples of how AI can be used as a process of strategic change and to support the goal of developing school quality.

Based on SWOT analysis, marginal state junior high school is found to be in quadrant 1 (aggressive), which uses force to capture existing opportunities (S - O), then in this section will be discussed the implementation of the quadrant using appreciative inquiry (AI) model with a focus on three stages including development, implementation, and monitoring based on 4 cycles of appreciative inquiry.
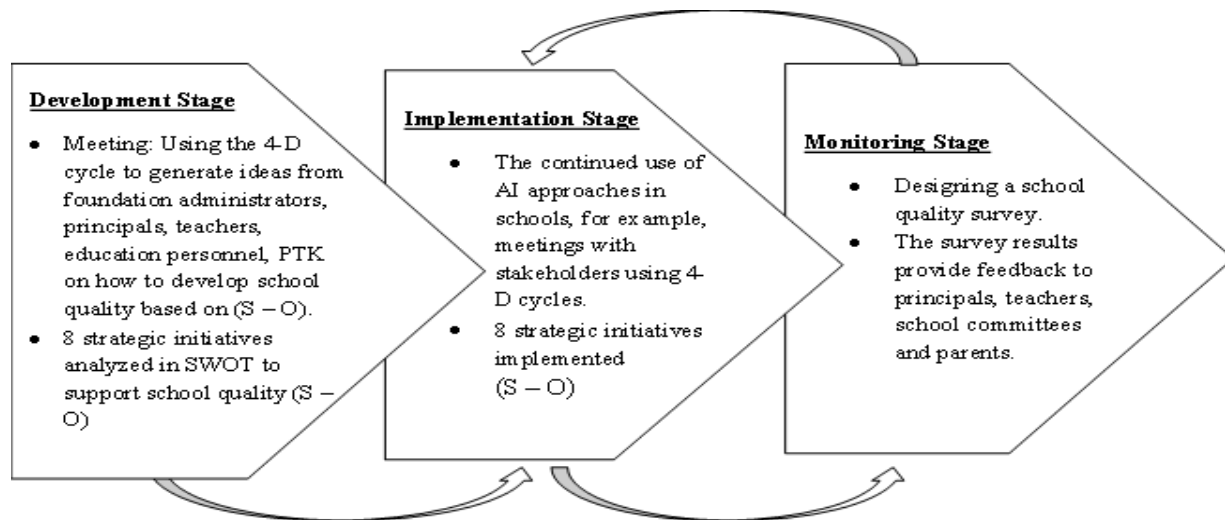

Development Stage
- Meeting: Using the 4-D cycle to generate ideas from foundation administrators, principals, teachers, education personnel, PTK on how to develop school quality based on (S – O).
- 8 strategic initiatives analyzed in SWOT to support school quality (S – O)

Implementation Stage
- The continued use of AI approaches in schools, for example, meetings with stakeholders using 4-D cycles.
- 8 strategic initiatives implemented (S – O)

Monitoring Stage
- Designing a school quality survey.
- The survey results provide feedback to principals, teachers, school committees and parents.

Figure 2. Three main stages support the development of school quality

Stage 1: Development

The goal of developing the quality of marginal state junior high school began with a planning period assisted by a one-day meeting, facilitated by the principal. The topic used in the meeting was "Quality Development Model of marginal state junior high school". Principal and teachers worked together for a full day on the topic. Teachers are included in a balanced team based on gender, sub-school, and staff classification to encourage collaboration across different sub-schools and job roles. The team then went through an all-day 4-D cycle to explore what school quality development looks like and how more examples of exceptional wellbeing can be given.

In the discovery stage, participants were asked to pair up and share time from the past where they had seen the development marginal state junior high school. During the discovery stage, participants were encouraged to share their experiences, first in pairs and then with groups right around their desks. They then documented what they had shared and gave feedback to all participants. Participants then switched to

the dream stage and were asked to imagine their best school within the next five years. They used the strength that can be found in SWOT analysis and have discussed in depth in the discovery stage to consider what marginal state junior high school would look like if participants harnessed the power to capture opportunities. This stage is used to identify a common theme used in the third stage, design, where teams are asked to think of ways to actualize the strength – opportunity (S - O). After the design aspect was identified, the groups moved to the final stage, destiny, and were asked to think about concrete actions they could take to develop the quality of marginal state junior high school.

Phase 2: Implementation

During the implementation phase, foundation management and school leaders are trained in the 4-D AI process by external consultants (Dami, 2021; Purnomo et al., 2021). They then used this training in a reflection process of ongoing action to monitor the launch of the quality development plan of marginal state junior high school. The team continued to ask appreciative questions when analyzing marginal state junior high school, such as: What do we have to do to improve the quality of the school? What resources can we use? What are our strengths and abilities? How can we create ongoing motivation and commitment to teacher change? What are our dreams for the future? This stage builds a collaborative culture and quality in a sustainable manner and encourages stakeholders to continue to ask questions and collaborate on affirmative topics to build the quality of marginal state junior high school.

After the AI meeting, ongoing attention was placed on AI as a model throughout the school to build school quality. For example, teachers are encouraged to use AI in classrooms and AI in staff team meetings. A stakeholder consultation group was also formed to continue to inquire and consult on the topic of quality development of marginal state junior high school.

The implementation of eight collective suggestions was made and approved by the staff team at the end of the AI meeting based on SWOT analysis of quadrant 1 (aggressive) strengths – opportunities (S – O) to support the objectives of quality education development at marginal state junior high school, including: 1). Changing the style or method of teaching and learning; 2). Establish cooperation with marketing companies; 3). Coordination with alumni; 4). Conducting learning facilities and marketing practices; 5). Cooperate with stakeholders; 6). Looking for donators; 7). Opening a school business (entrepreneurship); and 8). Opening recruitment for teacher guidance and counseling. In the implementation of AI models, it is necessary to share tasks and measurable responsibilities so that no dual roles occur.

Stage 3: Monitoring

Copland (2003) suggested that using an investigation-based process set norms that enable sustainable change by empowering school members to inquire, identify, complete, and continuously monitor the accomplishments of school goals. AI principles such as collaboration, investigation, empowerment, and appreciation are deliberately used in the monitoring stage. In the development phase of both principals and teachers have identified that to support the new strategic objectives to develop the quality of marginal state junior high school, schools must start measuring the quality of the school along with the academic measures used (Dami & Loppies, 2018). The motto I propose is 'If you appreciate it, you have to measure it'. The results of the survey feedback are three main keys monitored are: 1) the use of classroom practices to improve the welfare of visible students; 2) the use of a new behavioral management system; and 3) teacher and students welfare. The results of this survey are also used as the basis for monitoring the extent of the success and success of the implementation (feedback).

Student wellbeing can be achieved if the school implements interesting teaching methods such as high order thinking skills (HOTS). Teachers can also adopt the method of teaching problem solving, discovery learning and advocacy learning (Alexander et al., 2020). In addition, it is necessary to equip learning facilities such as installing the internet in order to support information system-based learning, in particular can quickly adapt to the online mode learning system that is being implemented today during the COVID-19 pandemic. Another important factor that needs to be focused is that the headmaster must adopt an instructional leadership style. One of the four pillars of realizing student wellbeing in the training is instructional leadership, which emphasizes learning that includes curriculum components, learning processes, assessment (assessment of learning outcomes), assessment and teacher development, excellent service in learning, and community development of learning inside and outside the school. This policy has an important role because the preparation and selection of the principal is based on the instructional leadership competency of the principal through the Letter of Education and Training Completion (STTPP) as one of the requirements to hold the position of Principal (Directorate of Professional Education and Teacher Development and Education Personnel, 2020).

New behavioral management in AI is more likely to shift the paradigm from focusing on what's wrong to what's right and then trying to leverage what's right into something new, a vision with a higher level of positive future. The principle is to use the strength to capture the opportunities that exist for the development of the quality of marginal state junior high school. The realization of teacher welfare is closely related to financing. One of the factors of teachers at marginal state junior high school resigned is a small salary. To overcome this problem, the foundation and the principal need to build a network or networking with companies, local governments, other stakeholders in order to gain support and become donors to the existence of marginal state junior high school.

Conclusion and Limitations of Research

Based on internal environmental conditions (strengths) and external environment (opportunities – threats), marginal state junior high school is in quadrant one (aggressive). Strategies that need to be carried out to develop the quality of marginal state junior high school include: 1). Changing the style or method of teaching and learning; 2). Establish cooperation with marketing companies; 3). Coordination with alumni; 4). Conducting learning facilities and marketing practices; 5). Cooperate with stakeholders; 6). Looking for donators; 7). Opening a school business (entrepreneurship); and 8). Opening recruitment for teacher guidance and counseling.

Based on the results of SWOT analysis and strategy (strengths - opportunities), the model that can be used to develop the quality of marginal education of public junior high schools is appreciative inquiry (AI). This model has 4 stages, namely discovery (current state), dream (what is expected for the future), design (planning future achievements expected) and destiny (taking action to make changes happen and remain). Based on these 4 stages, this study classifies three main stages in floating the quality of education marginal state junior high school covering the stages of development, implementation, and monitoring.

This study has limitations because it does not test the impact of appreciative inquiry application. Therefore, future research can use a lottery-based experimental design to test the impact of appreciative inquiry application in school settings. In addition, future research can also use quantitative methods with more complex variables such as testing the influence of appreciative inquiry on instructional leadership, school organizational culture, student academic achievement, work motivation, job satisfaction, and work engagement.

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