



Training Leadership and Critical Mind Through SWOT Analysis in 8th Grade Students at Ma'arif Middle School, Batu City

Chandra Putri Nuraziza*, Muhammad Ilham Nugroho¹, Ranum Dyah Titah
Azelia¹, Rizky Aura Syahrani¹, Salsabilla Meidiana Putri¹, Zahra Rizki Novitasari¹

¹Public Health, Malang State Univesity, Malang, Indonesia

E-mail: chandra.putri.2206126@students.um.ac.id

ABSTRACT

A truly moral human means a quality human being who is involved in life, whether as a citizen, leader or being led. Because to become a complete human being, you must know yourself. In order to create a national generation that is superior and competitive and has the spirit of a good leader, the Community Health Science Service team has taken steps to carry out community service in the form of outreach regarding "SWOT Analysis" to students at Ma'arif Batu Middle School so that it is hoped that students will be able to know their strengths, weaknesses, opportunities and threats to himself The implementation method for the "Training Leadership and Critical Mind Through SWOT Analysis in 8th Grade Students at Ma'arif Middle School, Batu City " activity consists of three stages, there are pre activity devotion, implementation of activity devotion, and post-activity devotion The pre-test and post test questions consist of 5 questions with multiple choice options. The results of completing the pre-test and post-test for class 8D students at Ma'arif Batu Middle School about SWOT analysis. students" knowledge increased 27.40% regarding SWOT analysis. This activity also provides benefits for them, namely to recognize internal strengths and weaknesses and understand the organization"s or individual"s external opportunities and threats, so that the organization or individual can anticipate changes in the future, according to their abilities and capacities to achieve their goals.

KEYWORDS

Critical Thinking, Leadership, Students, SWOT Analysis

Received: 12 October 2023

Revised: 10 November 2023

Accepted: 30 November 2023

How to cite: Nuraziza, Chandra Putri, et al. (2023). Training Leadership and Critical Mind Through SWOT Analysis in 8th Grade Students at Ma'arif Middle School, Batu City. *Heal Front A Multidiscip J Heal Prof.*1(2): 122-129.





INTRODUCTION

A truly moral human means a quality human being who is involved in life, whether as a citizen, leader or being led. Because to become a complete human being, you must know yourself (Parancika, 2022). Knowing yourself needs to go through the material, spiritual and intellectual prosperity of each individual. Before doing something, you need to think first about the impacts that will be faced in the future, but in fact during the alpha generation, many individuals still do not recognize themselves (Bashori, 2017).

Research conducted by Dove Girl Beauty Confidence shows that 54% of teenage girls in the world do not have high self-confidence (Halik & Rakasiwi, 2020). In fact, 7 out of 10 teenagers in Indonesia withdraw from important activities in life because they lack self-confidence (Nuryanti & Nuraini, 2023). This happens because the alpha generation that has grown up since childhood has become familiar with technology (Fadlurrohman et al., 2019). They already have intelligence in using cellphones and the internet. Get used to television, gadgets and other technology that can enable them to discover their own world. It's as if they don't need to leave the house to socialize and make friends (Rahmawati, 2020). The current situation has all been made easier. However, this convenience actually has a negative impact. Causes dependency, making it difficult to socialize in a real environment because they are used to the virtual environment (Abdi, 2020). Sometimes what is shown in cyberspace does not match the actual reality, just because they expect recognition and other things, which makes them manipulate their world in cyberspace (Wulandari & Sari, 2022). This can increase the risk of mental illness. The reason this happens is because they do not recognize themselves (Hasanah, 2017).

Students are potential future leaders so they should be continuously trained and equipped in education so that they can become leaders with integrity in the future (Awaludin, A., 2022). Developing the potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills is very necessary for oneself and society (Pristiwanti et al., 2022). However, the lack of students who recognize themselves has an impact on achieving personal and national goals (Irawati, et al., 2022).

In order to create a national generation that is superior and competitive and has the spirit of a good leader, the Community Health Science Service team has taken steps to carry out community service in the form of outreach regarding "SWOT Analysis" to students at Maarif Batu Middle School so that it is hoped that students will be able to know their strengths, weaknesses, and weaknesses. opportunities and threats to himself. Socialization is carried out with the aim of students being able to recognize existing potential and opportunities. As well as mapping weaknesses and threats that could hinder steps in realizing your goals.

MATERIALS AND METHODS

The implementation method for the "Training Leadership and Critical Mind Through SWOT Analysis in 8th Grade Students at Ma'arif Middle School, Batu City" activity consists of three stages, namely as follows.

Pre-Activity Devotion





This stage starts from observation and looking at the condition of the school and determining targets. Then write the concept of the activity to be carried out. Prepare SWOT material, prepare pre-test and post-test, and prepare tools that will be used in carrying out activities.

Implementation of Activities

This program was implemented at Ma'arif Middle School, Tugu District on Sunday, June 20 2023. This activity was attended by 19 students from class 8D. The activity begins with filling out a pre test questionnaire. Then the activity continued with a brief presentation of material by the speaker regarding SWOT analysis using the lecture and question and answer method. After that, participants were invited to practice individually using the demonstration method and practice making a SWOT analysis about themselves. And the activity ends with filling out a post test questionnaire.

Post-Activity Devotion

Post-implementation of the service is an evaluation stage carried out by the group 5 team. Creating the output of the service activity begins with recapping the results of the pre-test and post-test that were given to the participants during the activity.

Results and Discussion

This community service was carried out on Thursday, November 30 2023 at Ma'arif Batu Middle School which is located at Oro-Oro Ombo, Batu, Batu City, East Java. The team took 8th grade as the target, specifically class 8D with a total of 19 students. This activity starts at 07.30-09.30 WIB. The main purpose of implementing this community service is to recognize internal strengths and weaknesses and understand external opportunities and threats of the organization or individual, so that the organization or individual can anticipate changes in the future, according to the abilities and capacities they have towards goals to be achieved. Apart from that, by using information from the results of this observation, the organization or individual is more capable of taking long-term steps (Mukhlisin, A., & Pasaribu, M. H., 2020). This education also aims to increase the knowledge of class 8D students at SMP Ma'arif Batu about SWOT analysis and the means to recognize themselves.

The series of activities in implementing this service are as follows:

1. Participant registration
2. Filling out the pre-test questionnaire
3. Delivery of SWOT analysis material
4. Filling out the SWOT analysis by each individual
5. Completing the post-test questionnaire

The pre-test and post-test questions consist of 5 questions with multiple choice options. The results of completing the pre-test and post-test for class 8D students at Ma'arif Batu Middle School about SWOT analysis can be seen in table 1 below.





1. Result from the pre-test and post-test

No	Aspect	Result		
		PreTest (mean)	PostTest (mean)	value increase (%)
1	Understanding about the 4 components in SWOT	2.63	10	280.23
2	Understanding about the purpose of a SWOT analysis	8.42	9.47	12.47
3	Understanding of how to overcome weaknesses through SWOT analysis	8.94	9.47	5.93
4	understanding of how to determine strengths through SWOT analysis	4.73	7.36	55.60
5	understanding of the main strengths in achieving career goals according to SWOT analysis	3.15	5.26	66.98
Overall average		5.57	8.31	49.19

It can be seen from Table 1, students' knowledge increased 49.19% regarding SWOT analysis. which initially only got an average score in the pretest 5.57 changed to 8.31 in the post-test. It can be concluded that the knowledge of class 8D students has increased.



Picture 1. Filling out the pre-test questionnaire

Given the broad nature of SWOT analysis, this tool has uses for both organizations and individuals. Even though it was born from the business world, it has clinical applications at the individual level (Teoli, et. al., 2019). Therefore, the team wants each student to be able to analyze themselves, so that in the future they can apply SWOT analysis at the organizational level.





From the results of completing the SWOT analysis by each individual, it shows that students really understand the meaning of SWOT (Strength, Weakness, Opportunity, and Threat) literally. However, some students still have difficulty understanding themselves. There were 4 students who did not complete their SWOT analysis. When the team asked why this happened, the students concerned admitted that they did not know themselves more deeply. But most students are capable and understand the strengths, weaknesses, opportunities and threats they have. This shows that they are aware of their future existence with a vision and mission that is dissected using SWOT analysis.

Overall, the activity went very smoothly and was exciting. The students listened to the material very well and were able to recall it after a pop quiz. At the end of the meeting, student representatives came forward to read out their SWOT results, this was done to train their self-confidence. This activity was developed as a form of leadership where they must have a clear vision and mission for the future, and a form of self-accountability to be more critical. The team hopes that students can exercise their strengths and opportunities and can control their weaknesses and threats to become individuals with the soul of a leader.



Picture 2. Delivery of SWOT analysis material



Picture 3. Filling out the SWOT analysis by each individual



Picture 4. Documentation with class 8D students

SWOT analysis is a process that involves analyzing four areas. It consists of strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors, while opportunities and threats are external factors. SWOT analysis helps identify internal and external factors that can influence behavior and thinking, and it aids in planning strategies based on the information (Siburian, 2020). Through Personal SWOT analysis, we are able to manage ourselves well, effectively and efficiently manage the resources we have, and become familiar with our abilities and potential, as well as the character differences that are inherent in us. Every person is equipped with different potentials to produce various works according to their abilities. We need to recognize our strengths, appreciate ourselves by always thinking positively and optimistically, and believe that we can be productive and beneficial in every activity. In simple terms, Personal SWOT analysis can be interpreted as an analysis of the strengths, weaknesses, opportunities, and threats that exist within us and must be faced well. By knowing our Personal SWOT, we can quickly become a quality person because we know what we need to do, where to go, and what our targets are to achieve our goals or aspirations. The ability to analyze ourselves through Personal SWOT analysis will encourage us to become better, more meaningful, and colorful individuals throughout our life journey (Apriyanti et al., 2023).

The personal SWOT analysis is a strategy that involves examining internal factors such as strengths and weaknesses, as well as external factors such as opportunities and threats, to plan one's career. Before conducting the analysis, it is advisable to develop a list of outcomes one aspires to achieve, followed by the development of action plans. The action plan should include defining strategic outcomes, brainstorming strengths and weaknesses, brainstorming opportunities and threats, examining cross-quadrant relationships, and developing an action plan using a timeline (Owens, 2020). Personal SWOT analysis can provide insights based on personality strengths, foreseeable challenges, and present opportunities that can be maximized in pursuit of career goals. The analysis can help individuals identify and understand their strengths, weaknesses, opportunities, and threats, which can be an invaluable advantage in achieving their goals. By engaging students in the process of conducting a SWOT analysis, they can develop critical thinking skills, leadership qualities, and a better understanding of the factors that can influence the success of a project, an organization, or even themselves. The process involves students working to identify and analyze these four SWOT aspects, encouraging them to think critically, collaborate, and make well-informed decisions based on the findings. This approach can be a practical way to foster leadership and critical thinking skills.

CONCLUSIONS





This activity was carried out at Ma'arif Middle School, Batu City, which aims to increase students' knowledge regarding SWOT analysis so that they can find out their strengths and weaknesses so that they can be equipped to join an organization or become leaders. At Ma'arif Batu Middle School, many people do not understand SWOT analysis itself, so a productive effort that can be made to develop SWOT analysis at Ma'arif Batu City Middle School is to provide education regarding SWOT analysis. The target of this activity is middle school students in class 8D, consisting of 19 students. This activity also provides benefits for them, namely to recognize internal strengths and weaknesses and understand the organization's or individual's external opportunities and threats, so that the organization or individual can anticipate changes in the future, according to their abilities and capacities to achieve their goals. Apart from that, this activity aims to increase students' knowledge at Ma'arif Middle School, Batu City about SWOT analysis and how to recognize themselves.

Acknowledgement

We would like to thank Mr. Ronal Surya Aditya, S.kep., Ns., M.kep and Mrs. Nohan Arum Romadlona, S.K.M M.K.M., as lecturers in the Leadership and Public Health Systems Thinking course, who have provided guidance and opportunities for the authors to carry out this community service activity through the literature review method. Apart from that, we would like to thank all the residents of Batu City Ma'arif Middle School who have given permission and helped provide a place to carry out activities and thank the implementing team friends who have prepared and implemented the program and have contributed to writing this article.

Conflict of Interest

The authors confirm that they are not aware of any financial or interpersonal conflicts that would appear to impact the research presented in this study.

REFERENCES

- Abdi, S. (2020). Peran Orangtua Dan Lingkungan Dalam Pendidikan Akhlak Anak Di Era Digital (Studi di Dusun Leles Desa Condong Catur Kecamatan Depok Kabupataten Sleman Yogyakarta).
- Apriyanti, M. E., Widyastuti, A., & Yohanna, L. (2023). Menggali Potensi Diri pada Ranah Pendidikan melalui Personal Swot Analisis. *Jurnal PkM (Pengabdian kepada Masyarakat)*, 6(5), 605-615.
- Awaludin, A. (2022). *Analisis implementasi hidden curriculum dalam pengembangan nilai-nilai kepemimpinan siswa (Studi Kasus di Madrasah Aliyah Darunnajah Jakarta)* (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Bashori, K. (2017). Menyemai perilaku prososial di sekolah. *Sukma: Jurnal Pendidikan*, 1(1), 57-92.
- Fadlurrohim, I., Husein, A., Yulia, L., Wibowo, H., & Raharjo, S. T. (2019). Memahami perkembangan anak generasi alfa di era industri 4.0. *Focus: Jurnal Pekerjaan Sosial*, 2(2), 178186.
- Halik, A., & Rakasiwi, N. (2020). Efektivitas Bimbingan Kelompok Teknik Sosiodrama untuk Meningkatkan Kepercayaan Diri Siswa. *Consilium: Berkala Kajian Konseling dan Ilmu Keagamaan*, 7(1), 32-44.





- Hasanah, M. (2017). Pengaruh gadget terhadap kesehatan mental anak. *Indonesian Journal Of Islamic Early Childhood Education*, 2(2), 207-214.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil pelajar Pancasila sebagai upaya mewujudkan karakter bangsa. *Edumaspol: Jurnal Pendidikan*, 6(1), 1224-1238.
- Mukhlisin, A., & Pasaribu, M. H. (2020). Analisis Swot dalam membuat keputusan dan mengambil kebijakan yang tepat. *Invention: Journal Research and Education Studies*, 1(1), 33-44.
- Nuryanti, M., & Nuraini, N. (2023). PENGARUH SOCIAL SUPPORT TERHADAP SELF ESTEEM PESERTA DIDIK KELAS XI DI SMA NEGERI 3 CIBINONG. *Research and Development Journal of Education*, 9(2), 595-600.
- Owens, I. (2020). Supplementing the SWOT Matrix for Personal Growth and Leadership. *Library Diversity and Residency Studies*, 1(1), 33-36.
- Parancika, R. B. (2022). Pembentukan Karakter dengan Mengenal Diri Sendiri. *Journal Educational of Indonesia Language*, 3(2), 37-51.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911-7915.
- Rahmawati, Z. D. (2020). Penggunaan media gadget dalam aktivitas belajar dan pengaruhnya terhadap perilaku anak. *TA'LIM: Jurnal Studi Pendidikan Islam*, 3(1), 97-113.
- Sibirian, A. M. (2020). Implementasi Analisis SWOT dalam Perencanaan Strategi Bersaing Perusahaan Manufaktur Kimia (Studi Kasus Pada PT. ABC). *Jurnal Ilmu Manajemen Terapan*, 1(4), 372-384.
- Teoli, D., Sanvictores, T., & An, J. (2019). SWOT analysis.
- Wulandari, R., & Sari, D. R. (2022). Aktivitas Sexting melalui Aplikasi Anonim. *Saskara: Indonesian Journal of Society Studies*, 2(1), 20-53.

