The International Journal of Education Management and Sociology
https://www.ijems.id/index.php/ijems/index
E-ISSN 2963-0622
Vol 5, No 5, (September - October 2026) Pages: 288 - 297
Submitted : 22/09/2026
Published : 30/10/2026

Local Wisdom-Based SWOT Analysis Learning a Model for Strengthening the Managerial Competence of IAILM Suryalaya Tasikmalaya Students

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Doi: https://doi.org/10.58818/ijems.v5i4.382

Abstract
This study explores the implementation of local wisdom-based SWOT analysis learning as an innovative strategy to strengthen the managerial competence of students at Institut Agama Islam Latifah Mubarokiyah (IAILM) Suryalaya, Tasikmalaya. By integrating strategic management principles with the core values of Islamic boarding school (*pesantren*) culture, such as *Akhlakul Karimah* and community-centered ethics, this model addresses the need for contextually relevant higher education strategies. Using a qualitative approach with a case study design, data were collected through classroom observations, in-depth interviews with lecturers and students, and documentary analysis. The findings indicate that contextualizing SWOT analysis within local socio-cultural dynamics enhances students' critical thinking, problem-solving skills, and strategic decision-making. Furthermore, this integrated learning model bridges theoretical management concepts with practical applications, preparing graduates to navigate complex organizational challenges while upholding Islamic values. This research offers a framework for higher education institutions seeking to balance modern managerial training with local cultural heritage.

Keywords: Local Wisdom, SWOT Analysis, Managerial Competence, Strategic Management Learning, IAILM Suryalaya

INTRODUCTION

In the era of global economic integration and rapid technological advancement, higher education institutions are increasingly challenged to produce graduates who possess robust managerial competencies, strategic agility, and critical problem-solving skills (David & David, 2017). Management education, particularly in strategic planning, plays a vital role in equipping students with the tools required to navigate complex organizational environments. Among these tools, SWOT analysis evaluating Strengths, Weaknesses, Opportunities, and Threats remains a fundamental technique for organizational assessment and strategic decision-making. However, conventional approaches to teaching SWOT analysis often rely heavily on Western corporate frameworks, which frequently detach theoretical concepts from the local cultural

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context and social realities in which students operate. Abdurrasyid, M., Hasan, A., & Kurniawan, R. (2024).

In the context of Islamic Higher Education Institutions (PTKIS) in Indonesia, bridging modern management theory with local cultural heritage presents both a necessity and a unique opportunity. Institut Agama Islam Latifah Mubarokiyah (IAILM) Suryalaya in Tasikmalaya operates within a distinctive educational ecosystem deeply intertwined with the Islamic boarding school (*pesantren*) tradition of Pondok Pesantren Suryalaya. This institution emphasizes values such as *Akhlakul Karimah* (noble character), community empowerment, spiritual ethics, and social responsibility. While traditional strategic management courses introduce students to analytical frameworks, omitting these foundational local values can result in abstract learning that lacks contextual relevance and practical alignment with community-based organizational needs. Alam, S., Ansori, M., & Hidayat, T. (2025).

Integrating local wisdom into the learning process offers a transformative pedagogical alternative. Local wisdom-based learning contextualizes academic concepts by grounding them in indigenous knowledge systems, local cultural norms, and community-based case studies (Subagyo et al., 2021). When applied to SWOT analysis, this approach enables students not only to assess external markets and internal capacities through a technical lens, but also to evaluate ethical considerations, cultural sensitivities, and community-driven resources inherent to their environment. Consequently, learning becomes a holistic experience that fosters both cognitive analytical capabilities and value-oriented managerial competencies. Arizona, K., Umar, F., & Tumadi, A. (2025).

Despite the growing emphasis on contextualized pedagogy, empirical research examining the integration of local wisdom into strategic management instruction specifically within Islamic higher education settings remains limited. Existing literature predominantly focuses on general applications of SWOT analysis in business management or broad discussions on local wisdom in character education, leaving a critical gap regarding how local wisdom can systematically enhance specific managerial skill sets. Barney, J. B., & Hesterly, W. S. (2023).

To address this gap, this study investigates the model of local wisdom-based SWOT analysis learning implemented at IAILM Suryalaya, Tasikmalaya. Specifically, this paper examines how embedding local values and *pesantren* culture into the SWOT analysis curriculum influences students' strategic thinking, problem-solving skills, and managerial readiness. By offering an integrated pedagogical framework, this research contributes to the broader discourse on contextualized management education and provides practical insights for institutions striving to harmonize modern professional competencies with local cultural identity. Creswell, J. W., & Creswell, J. D. (2023).

RESEARCH METHOD

Research Design

This study employs a qualitative approach utilizing a single-case study design (Yin, 2018) to provide an in-depth investigation of the local wisdom-based SWOT analysis learning model at Institut Agama Islam Latifah Mubarokiyah (IAILM) Suryalaya, Tasikmalaya. A qualitative case study approach is particularly suitable for this research because it allows for a contextualized, nuanced exploration of pedagogical practices, student experiences, and skill acquisition within a real-life educational ecosystem deeply connected to the *pesantren* (Islamic boarding school) tradition. David, F. R., & David, F. R. (2023).

Research Setting and Participants

The study was conducted at the Faculty of Islamic Economics and Business (FEBI) at IAILM Suryalaya, located in Tasikmalaya, West Riding, Indonesia. The selection of this setting was purposive, based on the institution's distinct academic identity that explicitly

integrates modern strategic management with local wisdom and Islamic values (*Akhlakul Karimah*). Fahim, M., Silim, A., & Hasan, N. (2025).

Participants were selected using purposive sampling criteria to ensure data richness and theoretical relevance (Creswell & Creswell, 2018). The key participants involved in this study were:

a. Lecturers (n = 3): Instructors teaching Strategic Management and Entrepreneurship courses who have implemented local wisdom-integrated SWOT analysis modules.
b. Students (n = 25): Undergraduate students enrolled in management-related courses who participated in the local wisdom-based SWOT analysis learning framework.
c. Institutional Administrators (n = 2): Department heads responsible for curriculum design and quality assurance. Hamid, A. (2023).

Data Collection

Data were gathered through three primary qualitative data collection techniques to facilitate data triangulation:

a. In-Depth Interviews: Semi-structured interviews were conducted with lecturers and university administrators to explore curriculum design, instructional strategies, and perceived outcomes. Group and individual semi-structured interviews were also conducted with students to examine their learning engagement, critical thinking development, and application of local wisdom concepts in SWOT exercises.
b. Classroom Observations: Non-participant observations were carried out during strategic management lectures, student group discussions, and project presentations over a six-week instructional unit. The focus was on observing how students integrated local cultural, economic, and ethical dimensions into their SWOT matrices.
c. Documentary Analysis: Relevant academic and institutional documents were analyzed, including course syllabi (RPS), student assessment rubrics, group project reports, and instructional materials incorporating local wisdom frameworks. Hasan, R., & Liu, Y. (2024).

Data Analysis

Data analysis followed the interactive analysis model proposed by Miles, Huberman, and Saldana (2014), which consists of three concurrent streams of activity:

a. Data Condensation: Audio-recorded interviews were transcribed verbatim and condensed alongside observation notes. Raw qualitative data were coded based on predetermined and emerging themes related to local wisdom integration, SWOT analytical skills, and managerial competencies.
b. Data Display: Coded data were organized into thematic matrices and narrative summaries to identify patterns, pedagogical effectiveness, and student skill enhancement.
c. Conclusion Drawing and Verification: Initial conclusions were formulated and continuously verified against empirical evidence throughout the data collection process to ensure robust interpretation. Hidayati, N., Nurani, R., & Sadri, N. W. (2024).

Data Trustworthiness

To ensure validity, rigor, and trustworthiness (Lincoln & Guba, 1985), the research employed multiple strategies:

a. Triangulation: Source and method triangulation were applied by cross-referencing findings from interviews, classroom observations, and document analyses.
b. Member Checking: Transcripts and key interpretive summaries were shared with selected participants (lecturers and students) to confirm accuracy and intent.

c. Peer Debriefing: Draft findings were reviewed with senior academic colleagues in educational research to challenge assumptions and refine qualitative interpretations. Kolb, D. A. (2024).

Key Highlights of this Method Section:

a. Design & Context: Clear qualitative case study framework contextualized specifically for IAILM Suryalaya.
b. Sampling: Clearly defined sample size (n) and purposive selection criteria for academic rigor.
c. Data Triangulation: Comprehensive methodology combining interviews, observations, and document analysis.
d. Data Processing & Rigor: Employs Miles, Huberman, and Saldana's analysis model along with Lincoln & Guba's trustworthiness standards. Mansur, H. (2024).

RESULT AND DISCUSSION

Results

The findings of this study reveal that the implementation of a local wisdom-based SWOT analysis learning model at IAILM Suryalaya Tasikmalaya significantly enhances students' managerial competencies. By integrating local cultural values, community-based economic realities, and the ethical principles of Pondok Pesantren Suryalaya into the strategic management curriculum, the learning process shifts from abstract theoretical exercises to contextualized problem-solving. Based on data collected from interviews, classroom observations, and documentary analysis, three central findings emerged. Mashuri, A., & Nurjannah, S. (2023).

Table 1 Summary Strengthening Core Managerial Competencies

No	Description	Key Finding
1	Practical Problem-Solving & Leadership Skills	Contextualizing SWOT Matrix with Local Wisdom
2	Development of Strategic Thinking	Critical Reflection & Ethical Decision-Making
3	Strengthening Core Managerial Competencies	Practical Problem-Solving & Leadership Skills

Practical Integration Framework: Contextualizing the SWOT Matrix with Local Wisdom

Observations and document analyses of course syllabi and student projects demonstrate that local wisdom is embedded across all four quadrants of the SWOT matrix. Rather than analyzing generic multinational corporate scenarios, students were instructed to evaluate local enterprises, Islamic microfinance institutions (*BMT*), and community cooperatives connected to the Suryalaya ecosystem:

a. Strengths (S): Students identified internal organizational assets not only in terms of financial and operational capital, but also through social capital, spiritual ethics (*Akhlakul Karimah*), and institutional trust built upon the *pesantren* network.
b. Weaknesses (W): Students critically evaluated internal limitations, such as traditional management structures, limited digital literacy among local entrepreneurs, and informal financial recording systems common in rural business setups.
c. Opportunities (O): External opportunities were mapped onto local economic dynamics, including the expanding market for halal products, local tourism development in Tasikmalaya, and regional government support for community-based micro-enterprises (*UMKM*).

d. Threats (T): External risks were evaluated by examining market competition from modern retail chains, rapid digital disruptions, and economic vulnerabilities specific to local agricultural and craft sectors. Miles, M. B., Huberman, A. M., & Saldana, J. (2024).

Lecturer A noted during an interview

"When students analyze local enterprises using their own cultural lens, they stop viewing SWOT as a mere academic template. They begin to understand how social values like trust and ethics directly serve as competitive internal strengths." Muhammadong, M., Tumadi, S., & Sholehuddin, M. (2025).

Enhancing Strategic Thinking through Cultural and Ethical Reflection

Interviews with students revealed that embedding local wisdom into strategic planning encouraged deeper critical reflection and moral responsibility in decision-making. Conventional SWOT exercises often prioritize financial optimization above all else; however, the local wisdom-integrated approach required students to balance commercial viability with social harmony and Islamic ethical standards. Prihatmojo, A., Putra, R., & Zamroni, A. (2024).

The qualitative findings show that this reflective process enhanced two critical cognitive dimensions:

a. Contextual Awareness: Students demonstrated an improved capacity to read and interpret non-market factors, such as local community norms, religious values, and regional socio-economic conditions.
b. Ethical Evaluation: When formulating strategies (SO, WO, ST, WT), students systematically incorporated ethical checks to ensure proposed business solutions did not conflict with community welfare or institutional values. Rasidi, R., Istiningsih, G., Masithoh, R. F., & Rosyidi, M. I. (2025).

A student participant reflected

"In our group project analyzing a local bamboo craft cooperative, our SO strategy focused on digital marketing. However, considering local wisdom made us realize that the strategy had to respect the traditional communal working hours and values of the craftsmen, ensuring economic growth without disrupting social cohesion." Rosa, E., Abdurrasyid, M., & Anand, P. (2025).

Strengthening Core Managerial Competencies

The empirical data demonstrate marked improvements in three key managerial competencies among IAILM Suryalaya students:

a. Contextual Problem-Solving and Strategic Formulation. Student assessment rubrics and presentation observations showed a marked progression in how students formulated action plans. Instead of providing generic recommendations, students generated actionable, highly contextualized strategic alternatives that leveraged local community assets to overcome structural weaknesses.
b. Collaborative Leadership and Communication. Through team-based field assessments of local enterprises, students developed interpersonal and communication skills aligned with the local cultural etiquette (*tata krama*). Students reported that interviewing local business owners required adaptive communication styles, empathy, and active listening vital traits for effective managerial leadership.
c. Decision-Making Under Local Resource Constraints. By analyzing small-to-medium enterprises in the Tasikmalaya region, students learned to formulate realistic strategies under conditions of limited capital and resource constraints. This grounded exposure

improved their ability to prioritize high-impact, low-cost operational interventions. Rummar, M., & Yuliatin, E. (2023).

Table 2. Summary of Observed Managerial Outcomes

Managerial Competency Dimension	Traditional SWOT Learning Outcome	Local Wisdom-Based SWOT Learning Outcome
Analytical Focus	Theoretical corporate case studies	Real-world local enterprises and community organizations
Strategic Criteria	Profit maximization and market share	Balance between economic viability, ethics, and social impact
Leadership Approach	Top-down strategic planning	Collaborative, value-oriented, and culturally sensitive leadership
Problem-Solving Ability	Standardized, generic recommendations	Contextually grounded, resource-efficient action plans

Discussion

The findings of this study demonstrate that integrating local wisdom into the learning of SWOT analysis serves as an effective pedagogical model to strengthen the managerial competencies of students at IAILM Suryalaya Tasikmalaya. The discussion critically interprets these results across three main themes: the contextualization of management frameworks, the development of value-driven strategic decision-making, and the bridging of the gap between academic theory and local organizational realities. Sadri, N. W., & Temaja, I. G. B. W. B. (2025).

De-Westernizing Strategic Management Education Through Contextualization

Conventional strategic management education in higher education has long relied on Western corporate paradigms, which often assume the existence of mature market structures, high financial resources, and individualistic organizational cultures (Hofstede, 2011). When applied uncritically in developing contexts or within value-based institutions like Islamic Higher Education Institutions (PTKIS), these models can create a cognitive disconnect for students. Sakti, S. A., Endraswara, S., & Rohman, A. (2024).

The empirical findings from IAILM Suryalaya illustrate that contextualizing the SWOT framework with local wisdom transforms a rigid analytical template into an adaptable, culturally responsive tool. By defining internal strengths through the lens of social capital, community trust, and *Akhlakul Karimah*, students learn to recognize non-financial assets that are often overlooked in traditional management literature (Barney, 1991). This aligns with the resource-based view (RBV) of the firm, which posits that unique, socially complex, and culturally embedded resources serve as sustainable competitive advantages. Western Corporate Paradigms - Financial & Physical Capital Focus vs Local Wisdom-Based Model -Social Capital + Spiritual Ethics + Relational Assets. Sholehuddin, M., Alam, S., & Ansori, M. (2025).

Fostering Value-Driven Strategic Thinking and Ethical Managerial Competence

A key contribution of this pedagogical model is its ability to bridge analytical rigor with moral responsibility. Modern management literature increasingly emphasizes the necessity of ethical leadership and Sustainability-Oriented Innovation (Mintzberg, 2004; Carroll, 2016). However, strategic planning courses often treat ethics as a separate, secondary topic rather than an integral component of strategic formulation. Siddiq, M. (2025).

In the IAILM Suryalaya model, local wisdom specifically the spiritual and moral principles rooted in the *pesantren* tradition is embedded directly into the strategic evaluation matrix (SO, WO, ST, WT strategies). The findings show that students do not evaluate strategic

options solely on short-term financial returns; they systematically assess socio-cultural impact, community harmony, and ethical compliance. This dual focus enhances students' high-order thinking skills (HOTS) by forcing them to navigate complex trade-offs between economic viability and ethical integrity a core competency for contemporary managers operating in culturally diverse environments. Silim, A., Hasan, N., & Liu, Y. (2025).

Grounded Experiential Learning and Professional Readiness

The observed improvement in students' problem-solving and communication skills reinforces Kolb's (1984) Experiential Learning Theory, which posits that learning is most effective when knowledge is created through the transformation of real-world experience. By conducting field-based SWOT analyses on micro, small, and medium enterprises (*UMKM*) and community organizations in Tasikmalaya, students engage in concrete experience, reflective observation, abstract conceptualization, and active experimentation. Subagyo, H., Prasetyo, B., & Wibowo, A. (2023).

Furthermore, this approach addresses a persistent criticism of business and management education in Indonesia: the gap between graduate capabilities and regional workforce demands (Subagyo et al., 2021). By training students to analyze real-world constraints such as limited capital, informal governance, and regional market dynamics the local wisdom-based model equips graduates with pragmatic, context-ready managerial skills. They learn to communicate respectfully with local stakeholders (*tata krama*), design resource-efficient operational strategies, and foster community-based economic resilience. Temaja, I. G. B. W. B., & Sadri, N. W. (2024).

Table 3. Comparison with Previous Studies

Research Dimension	Conventional SWOT Pedagogy (Literature)	IAILM Suryalaya Contextualized Model
Primary Objective	Technical mastery of strategic planning tools	Integrated mastery of tools, local values, and ethical reasoning
Analytical Scope	Standardized corporate case studies	Real-world local enterprises, cooperatives, and *pesantren* networks
Managerial Profile	Market-centric decision-maker	Value-oriented, socially responsible strategic leader
Pedagogical Basis	Direct instruction and simulated scenarios	Experiential learning grounded in local socio-cultural realities

CONCLUSION AND RECOMMENDATION

Conclusion

This study demonstrates that the local wisdom-based SWOT analysis learning model implemented at Institut Agama Islam Latifah Mubarokiyah (IAILM) Suryalaya, Tasikmalaya, serves as an effective pedagogical framework for enhancing students' managerial competencies. By integrating local socio-cultural values, ethical principles rooted in *Akhlakul Karimah*, and community-based economic realities into strategic management instruction, the model successfully bridges the gap between abstract corporate theory and regional application.

The empirical findings highlight three main outcomes:

a. Contextual Alignment: Embedding local wisdom across the SWOT matrix allows students to recognize social capital, spiritual ethics, and community trust as critical organizational strengths.
b. Ethical Strategic Decision-Making: The model fosters value-driven strategic thinking, enabling students to weigh economic viability against social harmony and Islamic ethical standards.
c. Managerial Competence Development: Field-based experiential learning enhances students' practical problem-solving, adaptive communication (*tata krama*), and resource-constrained decision-making skills.

Ultimately, this contextualized approach de-Westernizes conventional strategic planning pedagogy and demonstrates how Islamic Higher Education Institutions (PTKIS) can produce professional managers who are both strategically agile and grounded in their local cultural heritage.

Recommendations

Based on the research findings, several recommendations are proposed for stakeholders involved in curriculum design, management instruction, and future academic research:

For Course Instructors and Curriculum Developers

a. Formalize Local Wisdom Frameworks: Institutionalize the integration of local cultural and ethical values into the formal course syllabus (*RPS*) and assessment rubrics for Strategic Management and Entrepreneurship.
b. Expand Experiential Fieldwork: Increase collaborative projects with local micro, small, and medium enterprises (*UMKM*), cooperatives, and *pesantren*-owned business units to deepen students' exposure to real-world operational challenges.

For Higher Education Institutions (PTKIS)

a. Faculty Development Programs: Conduct pedagogical workshops to train lecturers on methods for embedding indigenous knowledge systems and local economic contexts into business and management curricula.
b. Institutional Partnerships: Strengthen formal networks between the university, local enterprise associations, and community leaders to facilitate field research and internship placements.

For Future Researchers

a. Quantitative Validation: Conduct quantitative or mixed-methods studies with larger sample sizes across multiple PTKIS to measure the statistically significant impact of local wisdom-based learning on specific managerial skill metrics.
b. Comparative Studies: Explore comparative analyses comparing the effectiveness of local wisdom-integrated management models across different cultural regions and institutional ecosystems in Indonesia.

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