



Optimizing School-Based Management Effectiveness through the Integration of POACE and SWOT Analysis

Della Nurul Arsita*, Muhammad Aditia Prasetyo, Siti Amelia Wati, Zaera Khuswatun Khasanah, Yenny Merinatul Hasanah

Universitas Pamulang, Indonesia

Email : Dellanurulasita@gmail.com

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ABSTRACT

Keywords:

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*Corresponding Author

This study aims to analyze the implementation of POACE (Planning, Organizing, Actuating, Controlling, and Evaluating) and SWOT analysis in improving the effectiveness of School-Based Management (SBM) at an Islamic vocational school. A descriptive qualitative approach was employed using observations, semi-structured interviews, documentation, and data triangulation to ensure the credibility of the findings. Data were analyzed through the interactive model of data condensation, data display, conclusion drawing, and verification. The findings reveal that the school has successfully established a strong Islamic culture, effective organizational governance, structured disciplinary practices, and integrated extracurricular and vocational programs that support institutional effectiveness. However, challenges remain in implementing data-driven planning, strengthening industry partnerships, enhancing teacher professional competence, expanding Teaching Factory programs, and developing performance-based evaluation systems. The study concludes that integrating POACE with SWOT provides a comprehensive strategic management framework that strengthens School-Based Management through systematic planning and continuous improvement. The findings offer both theoretical contributions to educational management literature and practical guidance for vocational schools seeking sustainable institutional quality improvement through evidence-based management.

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INTRODUCTION

Vocational education plays a strategic role in preparing competent, adaptive, and competitive human resources capable of meeting labor market demands and supporting national economic development (Misdah et al., 2025; Zhang & Tur, 2023). Its success depends not only on instructional quality but also on effective school management that coordinates institutional resources systematically and sustainably (Mu'arifah et al., 2024). Rapid technological advancement, industrial digitalization, and increasing demands for twenty-first-century competencies require vocational schools to strengthen professional

governance and organizational adaptability (Farrokhnia et al., 2023; Lin et al., 2025). In Indonesia, the implementation of School-Based Management (SBM) provides schools with greater autonomy to manage curricula, human resources, finances, infrastructure, and stakeholder partnerships according to local needs while maintaining compliance with national education standards (Shimizu et al., 2023). Guided by the principles of autonomy, participation, transparency, and accountability, SBM encourages strategic decision-making and continuous improvement. Consequently, effective school management becomes a fundamental prerequisite for producing high-quality vocational graduates equipped with relevant competencies, strong character, and competitiveness in an increasingly dynamic industrial environment (Ayerbe-López & Perales-Palacios, 2023).

This situation is reflected at SMK IT Bina Adzkia, which continuously seeks to improve educational quality through strengthening school governance. Preliminary observations and interviews with the principal and curriculum staff revealed that the school regularly organizes teacher training, improves learning systems, promotes a quality-oriented culture, and expands partnerships with external institutions (Mifsud, 2023; Min et al., 2023). Nevertheless, several managerial challenges remain, including program planning that is not fully supported by systematic needs assessment, coordination among organizational units that requires improvement, limited facilities for practical learning, and evaluation processes that do not consistently employ measurable performance indicators (Cusi et al., 2023; Liu et al., 2023). Moreover, the school must continuously adapt its curriculum to evolving industrial demands while ensuring that graduates possess vocational competence, Islamic values, entrepreneurial skills, and strong character (Yue & Shen, 2024). These conditions indicate the need for a comprehensive School-Based Management approach capable of optimizing internal resources while responding effectively and sustainably to external educational and industrial challenges (Chatzipanagiotou & Katsarou, 2023; Puyt et al., 2024).

Previous studies have consistently demonstrated that the effectiveness of School-Based Management is strongly influenced by principal leadership, strategic planning, organizational governance, and stakeholder participation (Handayani et al., 2025; Nurrahman & Marmoah, 2025). Research shows that applying management functions, including planning, organizing, actuating, controlling, and evaluation, contributes significantly to improving school performance, teacher effectiveness, and educational service quality (Istikomah et al., 2026; Melian & Eliasa, 2026; Puyt et al., 2024). Other studies emphasize the importance of SWOT analysis in identifying institutional strengths, weaknesses, opportunities, and threats to formulate strategic development plans (Hamid et al., 2025). Within vocational education, SWOT has been widely utilized to strengthen school competitiveness, align curricula with industrial needs, and expand collaboration with business and industry partners (Gaffar et al., 2025). Likewise, research on the POACE framework highlights that incorporating evaluation into the management cycle promotes continuous quality

improvement through systematic assessment of program implementation. However, most previous studies have examined POACE and SWOT separately, leaving limited understanding of their integrated contribution to strengthening School-Based Management.

Although numerous studies have investigated vocational school management, they generally focus on principal leadership, curriculum development, teacher competence, stakeholder partnerships, or the implementation of School-Based Management independently (Ramdhani et al., 2025; Rofiudin et al., 2025). Research integrating the POACE management framework with SWOT analysis as a unified strategic model remains limited, particularly within Islamic vocational schools. This context possesses unique characteristics because educational objectives extend beyond vocational competence to include Islamic values, character formation, and the cultivation of a religious organizational culture (Syamsir et al., 2025; Wen et al., 2025). Consequently, existing studies have not adequately explained how internal management processes can be strategically aligned with environmental analysis to support sustainable institutional development (Waziroh et al., 2026). This limitation reveals an important research gap regarding the absence of an integrated analytical framework connecting managerial functions with strategic environmental assessment. Therefore, this study seeks to address this gap by examining how POACE and SWOT can be combined to strengthen governance, improve educational quality, and support sustainable school development.

The novelty of this study lies in integrating the POACE management framework Planning, Organizing, Actuating, Controlling, and Evaluating with SWOT analysis as a comprehensive strategic model for strengthening School-Based Management in Islamic vocational schools. Unlike previous research that applied SWOT only during strategic planning or examined POACE independently, this study positions SWOT as the analytical foundation for every stage of the management process. Consequently, planning, organizing, implementation, monitoring, and evaluation are guided by systematic assessments of institutional strengths, weaknesses, opportunities, and threats. This integration enables evidence-based decision-making, organizational adaptability, strategic responsiveness, and continuous quality improvement. Beyond describing management practices, the proposed framework offers a conceptual model that vocational schools can adopt to improve governance, institutional effectiveness, and educational excellence. Accordingly, this study contributes both theoretically and empirically by addressing the limited literature on integrated strategic management within Islamic vocational education.

Based on the preceding discussion, this study addresses the following research question: How does integrating the POACE management framework with SWOT analysis enhance the effectiveness of School-Based Management and support sustainable educational quality improvement in vocational schools? To answer this question, the research adopts a descriptive qualitative approach involving observations, semi-structured interviews, and document analysis to

obtain an in-depth understanding of school management practices. This study argues that effective School-Based Management depends not only on implementing managerial functions but also on systematically identifying and responding to internal and external organizational conditions. Integrating POACE with SWOT provides a holistic management framework that strengthens strategic planning, participatory governance, transparency, accountability, organizational adaptability, and continuous quality improvement. Therefore, the findings are expected to enrich the literature on educational management while offering a practical and replicable model for improving governance and institutional performance in vocational schools.

RESEARCH METHODS

This study employed a descriptive qualitative research design to obtain an in-depth understanding of the implementation of POACE (Planning, Organizing, Actuating, Controlling, and Evaluating) and SWOT analysis in improving the effectiveness of School-Based Management (SBM). A descriptive qualitative approach was selected because the primary objective of the study was not to measure causal relationships or test hypotheses, but to explore, interpret, and describe management practices as they naturally occurred within the school setting. Qualitative research enables researchers to understand social phenomena from the perspectives of the participants while considering the context in which those phenomena occur. As emphasized by Sugiyono (2018), qualitative research is conducted in natural settings to examine complex social realities, whereas Fadli (2021) highlights that qualitative inquiry facilitates comprehensive data collection, interpretation, and analysis through direct engagement with participants and field conditions. Therefore, this approach was considered appropriate for capturing the dynamics of school management, organizational culture, leadership practices, and stakeholder participation in implementing School-Based Management.

The study was conducted at SMK IT Bina Adzkia, an Islamic vocational high school that implements School-Based Management while integrating Islamic values into its educational and managerial practices. This school was purposively selected because it demonstrates distinctive organizational characteristics, including a well-established management structure, religious habituation programs, vocational education, digital administrative systems, and continuous quality improvement initiatives. Furthermore, the school has actively implemented various managerial strategies aimed at strengthening institutional effectiveness through collaborative leadership, teacher professional development, and partnerships with stakeholders. These characteristics provided a rich context for examining the integration of POACE management functions and SWOT analysis in educational management. The research participants were selected using purposive sampling, involving individuals who possessed direct knowledge and experience regarding school management processes. The participants consisted of the principal, vice principals responsible for curriculum, student affairs, and Islamic character development,

administrative staff, teachers, and several students who were actively involved in school programs.

Data were collected from both primary and secondary sources using multiple qualitative techniques. Primary data were obtained through participant observation, semi-structured interviews, and field documentation. Participant observation enabled the researcher to directly observe school activities, including strategic planning meetings, classroom management, congregational prayers, Qur'an recitation sessions (*muroja'ah*), morning assemblies, extracurricular activities, and administrative practices. Semi-structured interviews were conducted with the principal, vice principals, teachers, administrative staff, and students to gain comprehensive insights into management implementation, institutional challenges, and strategic decision-making processes. Meanwhile, secondary data consisted of official school documents, including organizational structure, school regulations, annual work plans, strategic planning documents, curriculum documents, quality assurance reports, meeting minutes, and other institutional records relevant to the implementation of School-Based Management. The combination of these techniques enabled the researcher to obtain comprehensive and credible information from different perspectives.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of four interconnected stages: data condensation, data display, conclusion drawing, and verification. Data condensation involved selecting, simplifying, coding, categorizing, and organizing relevant information obtained from observations, interviews, and documents according to the research objectives. Subsequently, the condensed data were presented through descriptive narratives, matrices, and thematic categories to facilitate systematic interpretation of the findings. The display process enabled the researcher to identify relationships among emerging themes related to the implementation of POACE, SWOT analysis, and School-Based Management effectiveness. Finally, conclusions were continuously drawn and verified throughout the research process by comparing evidence from multiple data sources, revisiting field notes, and refining interpretations to ensure that the findings accurately represented the actual conditions observed in the field.

RESULTS AND DISCUSSION

Results

School Culture and Islamic Habituation

School culture and Islamic habituation in this study are operationally defined as a set of values, norms, routines, and behavioral patterns that are continuously implemented by all members of the school community to foster students' religious character, discipline, responsibility, and moral conduct. Within the context of SMK IT Bina Adzkia, Islamic habituation is not merely a series of religious activities but constitutes an integral part of the school's management strategy in strengthening School-Based Management (SBM). These values are institutionalized through structured daily programs, including congregational prayers, Qur'an recitation (*muroja'ah*), morning greetings,

classroom discipline, and environmental cleanliness. Consequently, Islamic culture functions as a hidden curriculum that shapes students' attitudes while simultaneously supporting the school's organizational culture and educational objectives.

The principal explained that Islamic culture has become the foundation of every educational activity conducted at the school. According to the principal: *"Every school program begins with strengthening Islamic values because we believe that students' competence should be accompanied by strong character. Therefore, congregational prayers, Qur'an recitation, discipline, honesty, and mutual respect are integrated into daily school activities rather than being treated as separate religious programs."*

The interview indicates that Islamic habituation is strategically positioned as an organizational culture rather than merely an extracurricular religious activity. The researcher interprets that this approach reflects value-based educational leadership in which religious values become the basis for managerial decision-making, school policies, and educational practices. Such integration contributes to developing consistency between institutional vision and daily implementation, thereby strengthening organizational commitment among teachers and students.

Similarly, the Vice Principal for Islamic Character Development (Tarbiyah) emphasized that the sustainability of Islamic culture depends on collective participation from all school members. The informant stated: *"Islamic habituation can only be sustained when teachers serve as role models. Students observe what teachers do every day; therefore, teachers are expected to demonstrate discipline, responsibility, and good manners consistently. This shared commitment gradually shapes students' behavior without coercion."*

The researcher interprets that the success of Islamic habituation is strongly influenced by exemplary leadership and collaborative participation. The interview demonstrates that teachers function not only as educators but also as cultural agents who internalize institutional values through daily interaction. Consequently, character education occurs naturally through continuous social interaction, reflecting the concept of a hidden curriculum where values are transmitted implicitly through organizational practices rather than formal instruction alone.

Field observations confirmed that Islamic values were systematically embedded in the daily life of SMK IT Bina Adzkie through structured religious and character-building activities. Students consistently greeted teachers respectfully upon arrival, participated in collective *muroja'ah* before lessons, performed Dhuha and Dhuhr prayers in congregation under teacher supervision, and demonstrated responsibility by maintaining classroom cleanliness and vocational practice facilities. Positive interactions characterized by courtesy, mutual respect, cooperation, and discipline were evident throughout the school environment, indicating that Islamic values had become institutional norms rather than ceremonial practices. These findings suggest that Islamic habituation is integrated into school governance through planning, implementation,

supervision, and continuous evaluation, thereby reinforcing School-Based Management. The observed pattern highlights three interconnected dimensions leadership commitment, teacher role modelling, and structured habituation which collectively foster students' character development, strengthen organizational culture, and support sustainable improvements in educational quality and institutional effectiveness.

Table 1. Influence of Islamic School Culture on School-Based Management Effectiveness

Informant Position	Interview Excerpt	Indicator
Principal	"Every school program begins with strengthening Islamic values because character is the foundation of students' competence."	Leadership commitment to Islamic values
Vice Principal for Tarbiyah	"Teachers must become role models because students imitate what they observe every day."	Teacher role modelling
Teacher	"Congregational prayers and muroja'ah are implemented consistently according to schedule."	Consistency of religious habituation
Administrative Staff	"All school members are expected to maintain discipline, cleanliness, and responsibility in daily activities."	Institutional discipline and organizational culture
Student	"Religious activities have become daily habits, making us more disciplined and respectful toward teachers."	Internalization of students' character values

Table 1 demonstrates that the implementation of Islamic school culture is consistently supported by all stakeholders, including school leaders, teachers, administrative personnel, and students. Each participant emphasized different aspects of Islamic habituation, yet all statements converge on a common objective: integrating Islamic values into everyday educational practices. The principal highlighted leadership commitment as the foundation for institutional policies, whereas the vice principal emphasized teachers' exemplary behavior as a key mechanism for transmitting organizational values. Teachers focused on the consistency of religious activities, while administrative staff reinforced institutional discipline through daily operational practices. Students, meanwhile, perceived these activities as meaningful habits that positively influenced their attitudes and behavior. These findings indicate that Islamic school culture is collectively constructed rather than individually implemented.

Organizational Structure and School Governance

Organizational structure and school governance in this study are operationally defined as the systematic arrangement of institutional roles, responsibilities, coordination mechanisms, and regulatory procedures that enable the school to implement School-Based Management (SBM) effectively. At SMK IT Bina Adzkia, school governance extends beyond formal organizational

structures by integrating disciplinary regulations, leadership coordination, and shared responsibilities among school stakeholders. The governance system is reflected in the implementation of school rules, violation point systems, dress-code inspections, classroom supervision, and regulations regarding mobile phone usage. These mechanisms establish clear behavioral expectations while promoting accountability and organizational discipline. Consequently, the organizational structure functions not only as an administrative framework but also as a managerial instrument that facilitates coordination, decision-making, supervision, and continuous quality improvement across all educational activities.

The principal explained that the school's organizational structure was intentionally designed to ensure that every staff member clearly understood their respective responsibilities and authority. According to the principal: *"Each division has clearly defined duties and responsibilities. Decision-making is carried out collaboratively through coordination meetings so that every school program can be implemented effectively and monitored continuously. This governance system enables us to maintain institutional discipline while ensuring that educational objectives are achieved."*

The researcher interprets this statement as evidence that school governance emphasizes collaborative leadership and organizational accountability. Rather than relying solely on hierarchical authority, managerial responsibilities are distributed across different organizational units, creating stronger coordination, transparency, and institutional effectiveness in implementing School-Based Management.

Similarly, the Vice Principal for Student Affairs explained that disciplinary policies are implemented consistently through preventive and corrective approaches. The informant stated: *"Student discipline is managed through a violation point system, routine uniform inspections, attendance monitoring, and clear regulations regarding mobile phone use. Students understand that every violation has consequences, while those who consistently demonstrate discipline receive recognition from the school."*

The researcher interprets these findings as indicating that school discipline is implemented through systematic behavioral management supported by clear institutional regulations. This approach reflects preventive discipline by establishing clear behavioral expectations while simultaneously applying reinforcement mechanisms that encourage students to develop responsible and disciplined behavior through consistent supervision.

Field observations confirmed that the school's governance system operated systematically across daily educational activities. Organizational coordination was evident through regular communication among school leaders, teachers, and administrative staff regarding academic and non-academic programs. Student discipline was consistently monitored through morning inspections, attendance verification, classroom supervision, and enforcement of mobile phone regulations. The violation point system was implemented transparently, enabling teachers to monitor students' behavioral development objectively. At the same time, students who consistently complied with school

regulations received appreciation from teachers and school management. The researcher interprets these observations as demonstrating that organizational governance at SMK IT Bina Adzkia is characterized by consistency, accountability, and collaborative supervision. The implementation of disciplinary policies not only regulates student behavior but also reinforces institutional values that support an orderly and productive learning environment.

Overall, the findings indicate that the effectiveness of organizational structure and school governance is achieved through the integration of clear organizational roles, collaborative leadership, transparent disciplinary systems, and continuous supervision. School regulations function not merely as administrative requirements but as strategic instruments that guide organizational behavior and strengthen institutional accountability. The implementation of preventive disciplinary measures and positive behavioral reinforcement contributes to establishing an educational environment that promotes responsibility, discipline, mutual respect, and organizational commitment. Therefore, effective governance serves as an essential foundation for strengthening School-Based Management and ensuring the sustainability of educational quality improvement.

School Ceremonial Activities

School ceremonial activities in this study are operationally defined as structured and routine institutional programs designed to strengthen students' character, discipline, physical well-being, national identity, and religious values through collective participation. At SMK IT Bina Adzkia, ceremonial activities constitute an integral component of the school's educational culture rather than merely formal events. These activities include the weekly flag ceremony, Friday morning exercise, religious lectures (*kajian agama*), national commemorations, and other collective programs implemented according to the school's academic calendar. Beyond fulfilling institutional routines, these activities function as educational instruments that cultivate responsibility, cooperation, leadership, respect, discipline, and spiritual awareness. Consequently, ceremonial programs become an essential mechanism for reinforcing School-Based Management (SBM) by integrating character education into the school's organizational culture and everyday educational practices.

The principal explained that ceremonial activities are intentionally designed to reinforce students' character while strengthening the school's institutional identity. According to the principal: *"School ceremonies are not simply routine events. Every activity has educational objectives, whether strengthening discipline through the flag ceremony, promoting healthy lifestyles through Friday exercise, or fostering students' spiritual awareness through religious lectures. These programs help students develop positive habits that support both academic achievement and character development."*

The researcher interprets this statement as demonstrating that ceremonial activities are strategically integrated into school management rather than

functioning as isolated extracurricular programs. School leadership intentionally utilizes these collective activities to create shared values and reinforce institutional culture, thereby supporting the broader objectives of School-Based Management.

Similarly, the Vice Principal for Student Affairs emphasized that students' participation in ceremonial activities contributes significantly to behavioral development. The informant stated: *"Students become more disciplined because ceremonial activities are implemented consistently every week. They gradually learn punctuality, teamwork, respect for rules, and responsibility. Religious gatherings also encourage students to improve their attitudes and strengthen their moral values."*

The researcher interprets these findings as indicating that repeated participation in ceremonial programs promotes the internalization of positive behavioral patterns. The consistency of these activities enables students to transform institutional expectations into habitual behaviors, suggesting that ceremonial programs function as an effective medium for character education through continuous practice rather than occasional instruction.

Field observations confirmed that ceremonial activities were conducted regularly and systematically throughout the academic year. Weekly flag ceremonies were organized every Monday with active participation from students, teachers, and school leaders, emphasizing discipline, patriotism, and institutional responsibility. Friday morning exercise sessions encouraged students to develop healthy lifestyles while strengthening social interaction and teamwork. Religious lectures and Islamic studies were implemented according to a structured schedule, providing opportunities for students to deepen their spiritual understanding and moral awareness. Students consistently demonstrated orderly participation, punctuality, and respectful behavior during these activities. The researcher interprets these observations as evidence that ceremonial activities have become embedded within the school's organizational culture and function as practical instruments for cultivating discipline, cooperation, leadership, physical well-being, and religious commitment through continuous habituation.

Overall, the findings indicate that school ceremonial activities function as strategic educational mechanisms for strengthening both students' character development and institutional culture. Rather than serving merely as formal routines, these activities are integrated into the school's governance system to reinforce educational values through continuous participation. The implementation of ceremonial programs contributes to developing students' discipline, responsibility, teamwork, physical health, nationalism, and spiritual maturity while simultaneously fostering a positive organizational climate. Consequently, ceremonial activities support the effectiveness of School-Based Management by creating meaningful learning experiences that extend beyond classroom instruction and contribute to sustainable educational quality improvement.

Field findings indicate that SMK IT Bina Adzkia implements a comprehensive range of extracurricular and co-curricular activities designed to

strengthen both students' character and vocational competencies. Based on interviews and document analysis, extracurricular programs include Scouts, Flag-Raising Troops (*Paskibra*), English Club, Saman Dance, various sports activities, and Islamic spiritual organizations that reflect the school's identity as an Islamic vocational institution. In addition, co-curricular programs are integrated with vocational learning, particularly in the Information and Communication Technology (ICT) department, through computer assembly, computer maintenance, software installation, network configuration, and technology-based mini projects. Informants emphasized that these activities provide students with opportunities to apply classroom knowledge in authentic contexts while simultaneously developing creativity, teamwork, communication, leadership, and problem-solving skills. The researcher interprets these findings as evidence that extracurricular and co-curricular programs function not merely as complementary activities but as strategic learning experiences that bridge academic instruction, vocational competence, and character education, thereby supporting the achievement of graduate competency standards.

Field observations further revealed several institutional best practices that distinguish SMK IT Bina Adzkia from comparable vocational schools. Daily *muroja'ah* sessions and structured congregational worship have become sustainable character-building programs embedded within the school's culture. Furthermore, the school has introduced a simplified **Teaching Factory (TeFa)** model, particularly within the ICT department, by engaging students in computer repair services, software installation, and basic technological services that simulate real workplace experiences. Administrative digitalization has also been implemented through electronic attendance systems, digital scheduling, and online information dissemination, enhancing administrative efficiency and communication. Character education is reinforced through integrated disciplinary supervision, religious habituation, and teachers' exemplary conduct. The researcher interprets these practices as demonstrating a holistic educational management approach in which vocational competence, Islamic values, technological innovation, and organizational effectiveness are developed simultaneously. This integrated pattern strengthens School-Based Management by fostering institutional quality, student employability, and sustainable school improvement.

Discussion

The findings demonstrate that the implementation of POACE (Planning, Organizing, Actuating, Controlling, and Evaluating) has played a significant role in strengthening School-Based Management (SBM) at SMK IT Bina Adzkia, although several managerial components require further optimization. Planning has been implemented through annual, semester, and operational programs, while organizing is reflected in a clearly defined organizational structure and delegated responsibilities (Kholik et al., 2026; Nurhikmah, 2024). Actuating is evident in the implementation of Islamic habituation, vocational learning, extracurricular activities, and character-building programs, whereas controlling

and evaluating are conducted through disciplinary supervision, routine monitoring, and periodic program reviews (Sharma et al., 2025; Siswadi et al., 2025). These findings are consistent with previous studies reporting that systematic managerial functions contribute to institutional effectiveness, organizational accountability, and educational quality improvement (Kun et al., 2025). However, unlike earlier studies that primarily emphasize administrative implementation, this research found that planning and evaluation remain insufficiently supported by evidence-based performance indicators and comprehensive institutional data (He, 2025). Consequently, managerial effectiveness depends not only on the execution of management functions but also on the school's capacity to integrate strategic information into decision-making processes.

Another important finding concerns the integration of SWOT analysis with POACE as a strategic management framework. The study revealed that the school's strengths, including a strong Islamic culture, committed teachers, structured organizational governance, and positive disciplinary practices, provide a solid foundation for implementing School-Based Management (Lauta, 2025; Saga, 2025). Nevertheless, weaknesses such as limited vocational facilities, insufficient industry collaboration, and inconsistent performance evaluation reduce the overall effectiveness of school management (Hasnadi et al., 2024; Simatupang et al., 2024). These findings support previous research indicating that SWOT analysis enables educational institutions to formulate strategic priorities based on internal and external conditions. However, this study extends the existing literature by demonstrating that SWOT becomes substantially more effective when integrated into every stage of the POACE cycle rather than functioning solely as a strategic planning instrument (Zahiri & Sahal, 2025). Through this integration, planning becomes more evidence-based, organizing becomes more adaptive, implementation becomes more responsive to emerging opportunities, and evaluation becomes increasingly focused on continuous institutional improvement.

From a theoretical perspective, this study contributes to the development of educational management literature by proposing an integrated conceptual framework that combines managerial functions with strategic environmental analysis. Previous studies have generally examined POACE and SWOT independently, resulting in fragmented explanations regarding their contribution to School-Based Management (Afriyanti et al., 2025; Wahyudi et al., 2025). In contrast, this study argues that organizational effectiveness emerges from the interaction between internal managerial capacity and external strategic responsiveness (Tamam et al., 2025). This perspective enriches the theoretical discourse on School-Based Management by emphasizing that sustainable educational quality depends not only on effective leadership and organizational coordination but also on continuous environmental scanning and evidence-based strategic planning (Saputra & Hartati, 2024). Accordingly, the integration of POACE and SWOT provides a more comprehensive understanding of how educational institutions can improve governance while maintaining

organizational adaptability in rapidly changing educational environments.

Practically, the findings provide important implications for school leaders, teachers, policymakers, and other educational stakeholders seeking to strengthen School-Based Management. Schools are encouraged to develop data-driven planning systems, establish measurable key performance indicators, strengthen coordination among organizational units, and expand partnerships with business and industry to improve vocational relevance (Kakomole et al., 2025; Keravnos & Orphanos, 2025). Continuous professional development for teachers and systematic monitoring mechanisms should also become institutional priorities to ensure sustainable quality improvement (Sumual, Rawis, Lengkong, Hartono, et al., 2025). Furthermore, integrating SWOT analysis into routine managerial practices enables schools to anticipate external challenges while maximizing institutional strengths and available opportunities. The primary contribution of this research lies in offering an empirically grounded strategic management model that integrates POACE and SWOT into a unified framework for improving organizational effectiveness, educational quality, and institutional sustainability (Rufon & Baldera, 2024; Sumual, Rawis, Lengkong, Tengker, et al., 2025). This model may serve as a practical reference for Islamic vocational schools and other educational institutions implementing School-Based Management in dynamic educational contexts.

CONCLUSION

This study demonstrates that integrating POACE (Planning, Organizing, Actuating, Controlling, and Evaluating) with SWOT analysis provides an effective strategic framework for strengthening School-Based Management (SBM) at SMK IT Bina Adzkia. The most significant finding is that the school's strong Islamic culture, disciplined organizational climate, and collaborative governance constitute essential institutional strengths, while data-driven planning, industry partnerships, teacher professional development, and performance-based evaluation remain key areas for improvement. Theoretically, this study contributes to educational management literature by proposing an integrated POACE–SWOT framework that links managerial functions with strategic environmental analysis to enhance school effectiveness. Practically, the findings offer a reference for vocational schools seeking sustainable quality improvement. Nevertheless, this study was limited to a single Islamic vocational school using a descriptive qualitative approach; therefore, future research should involve multiple institutions, comparative designs, or mixed-methods approaches to validate and generalize the proposed management model across diverse educational contexts.

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