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Beyond the SWOT Matrix: An Ontological, Epistemological, and Axiological Framework for Islamic Educational Administration

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ABSTRACT

SWOT analysis is widely used as a strategic planning instrument in educational administration. However, its application in Islamic educational institutions often focuses on identifying internal strengths and weaknesses as well as external opportunities and threats, without adequately considering the philosophical foundations underlying the process. This study aims to examine the ontological, epistemological, and axiological foundations of SWOT analysis and develop an integrative framework for its application in Islamic educational administration. This study employed qualitative library research using an integrative literature review and a descriptive-analytical approach. Relevant literature on SWOT analysis, educational administration, Islamic educational management, and the philosophy of science was critically examined and conceptually synthesized. The findings indicate that effective SWOT analysis requires three interconnected dimensions: ontological contextuality in understanding institutional realities, epistemological validity through evidence-based assessment and stakeholder participation, and axiological orientation grounded in Islamic educational values. These dimensions are integrated into five principles: contextuality, traceability, participation, value orientation, and continuity. The proposed framework provides a philosophical and practical foundation for strengthening evidence-based, participatory, accountable, and value-oriented strategic decision-making in Islamic educational institutions.

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INTRODUCTION

Educational administration is socially important because educational institutions shape human development, social cohesion, and communities' capacity to respond to change. In Islamic educational institutions, this responsibility extends beyond service efficiency: institutional decisions also

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influence moral formation, religious understanding, social responsibility, and public benefit. Effective administration therefore matters to leaders, teachers, learners, families, and society (Busari et al., 2025; Halimah, 2025). It determines how people, resources, and activities are coordinated to achieve educational purposes in a planned manner. Administration should accordingly be understood as an integrated process encompassing planning, organizing, directing, coordinating, supervising, and financing, rather than clerical work. This conception is particularly relevant when institutions must balance measurable performance with Islamic principles and ethical accountability. Such coordination supports institutional continuity, educational quality, and equitable opportunities across communities.

This issue has intensified as educational institutions face policy changes, technological development, shifting community expectations, and stronger demands for transparency and accountability. These developments require Islamic education managers to understand institutional conditions and external environments before setting priorities or allocating resources. Decisions based on incomplete impressions may misdirect budgets, weaken services, and reduce public trust. Systematic assessment is therefore necessary to connect institutional capacities with opportunities and risks (Putri et al., 2025; Syafaq et al., 2026). SWOT analysis is widely used for this purpose because it classifies strengths, weaknesses, opportunities, and threats and supports SO, WO, ST, and WT strategies. Carefully applied, this framework can help institutions identify strategic options and align administrative action with changing circumstances. Strategic foresight supports institutional resilience, responsible governance, and sustainable educational services.

Despite its practical appeal, Islamic educational institutions may struggle to translate complex realities into reliable strategic decisions. Internal conditions are not always documented consistently, stakeholders may interpret institutional features differently, and external developments can be uncertain. Limited participation, weak data practices, and insufficient follow-up may turn strategic planning into a formal exercise rather than a basis for improvement. These difficulties matter because decisions about staffing, learning resources, financing, partnerships, and quality assurance affect educational opportunities and institutional sustainability (Ahmed, 2026; Mas'ud, 2024). The central problem, therefore, is not simply whether SWOT is used, but whether its categories are identified and interpreted rigorously and whether resulting strategies suit institutional educational and Islamic responsibilities. This problem provides the practical basis for examining SWOT through the philosophy of science. Unverified judgments can significantly distort important institutional priorities.

Previous studies demonstrate that SWOT has been applied to quality planning and strategic management in Islamic educational institutions. Research on Islamic schools has highlighted the importance of leadership, stakeholder involvement, and institutional evaluation in identifying strategic priorities. Other investigations have examined SWOT-based strategic management as a means of strengthening institutional performance and improving educational quality. These studies establish the framework's practical relevance and show how institutional factors inform planning (Hayati et al., 2026; Sumiyati & Hakim, 2026). However, their emphasis on implementation and managerial application leaves a further question insufficiently addressed: how do institutional actors establish that identified strengths, weaknesses, opportunities, and threats represent credible knowledge? Addressing this question matters because strategic recommendations depend on the quality of their underlying assessments. The philosophical basis of assessment therefore requires further examination.

Related scholarship has considered philosophical foundations of Islamic educational administration through three dimensions: ontology, epistemology, and axiology. These dimensions provide a framework for examining the nature of institutional reality, the validity of knowledge, and the values guiding administrative decisions. Discussions have also addressed the relationship between organizational management, Islamic ethical principles, leadership responsibilities, institutional communication, and public accountability. Such perspectives demonstrate that educational administration cannot be separated from its philosophical and moral foundations. However, these discussions do not specifically establish a philosophical framework for evaluating SWOT as a producer of strategic knowledge. Consequently, an important research gap remains concerning how institutional conditions are understood, how strategic information is validated, and how resulting decisions are evaluated according to Islamic educational values. These issues remain insufficiently integrated.

This article addresses the gap by treating SWOT not merely as a managerial checklist, but as an instrument whose assumptions, knowledge claims, and value commitments require examination. Its novelty lies in integrating ontological, epistemological, and axiological analysis around how SWOT factors are identified, validated, interpreted, and converted into administrative strategies in Islamic educational institutions. Institutional strengths and weaknesses, and external opportunities and threats, are approached as context-dependent assessments rather than self-evident facts. The analysis also connects the credibility of these assessments with the ethical purposes guiding strategic choices. This focus distinguishes descriptive mapping from defensible strategic knowledge and helps ensure that administrative

decisions remain accountable to educational quality, Islamic ethical commitments, and public interest. It therefore provides a philosophical foundation for more responsible institutional strategy formulation.

This article aims to: (1) explain SWOT's position within the administrative functions of Islamic educational institutions; (2) analyze ontological assumptions underlying the identification of internal and external factors; (3) formulate epistemological requirements for collecting, verifying, and interpreting SWOT information; (4) explain axiological criteria guiding strategy selection; and (5) develop an integrative framework for using SWOT within Islamic educational administration. It addresses this research problem: how can SWOT be understood and applied as a credible, value-oriented instrument for producing strategic knowledge in Islamic educational administration? The argument is that SWOT becomes defensible only when institutional conditions are treated as contextual realities, assessments are supported by verifiable, participatory evidence, and strategic options are evaluated against educational purposes and Islamic ethical values. Integration is expected to strengthen accountability and relevance in institutional planning.

RESEARCH METHODS

This study employed a qualitative research design using an integrative literature review and a descriptive-analytical approach. This design was selected because the study aimed to examine the conceptual and philosophical foundations of SWOT analysis in Islamic educational administration rather than investigate its implementation in a particular educational institution. A qualitative approach enabled an in-depth interpretation of ideas, concepts, and relationships presented in academic literature (Dewi, 2026; Zuhair & Wasehudin, 2026). The integrative review facilitated the comparison and synthesis of perspectives from different scholarly sources to develop a comprehensive conceptual understanding. The descriptive-analytical approach was used to describe the relevant concepts systematically and critically examine their relationships through three philosophical dimensions: ontology, epistemology, and axiology. This combination provided an appropriate methodological foundation for constructing an integrated framework of SWOT analysis in Islamic educational administration.

This study did not involve a physical research location because its primary data were obtained from academic publications rather than direct field observations or interactions with research participants. The research was conducted through literature exploration and examination of scholarly sources relevant to the research objectives (Rizvi & Shafiei, 2026; Yaqien et al., 2024). The conceptual setting focused on Islamic educational administration, particularly

the relationship between institutional administration, strategic management, SWOT analysis, and the philosophy of science. This focus was selected because Islamic educational institutions possess distinctive administrative characteristics that integrate organizational effectiveness with religious principles, ethical responsibilities, and educational objectives. Accordingly, the study concentrated on literature addressing Islamic educational institutions and their strategic management practices. The absence of a specific geographical research location was consistent with the conceptual nature of the investigation and its emphasis on developing a philosophical understanding.

Data were collected through documentation and literature review techniques. The materials consisted of academic books, peer-reviewed journal articles, and other relevant scholarly publications addressing four principal themes: educational administration concepts and functions, Islamic educational administration and management, strategic management and SWOT analysis, and the philosophy of science, particularly ontology, epistemology, and axiology. Literature selection was conducted purposively by considering thematic relevance, publication traceability, conceptual contribution, and alignment with the research questions. Sources that mentioned SWOT analysis or philosophical concepts only superficially were excluded from the main analytical materials. The collected literature was examined to identify fundamental arguments, conceptual definitions, theoretical perspectives, and relevant discussions. Particular attention was given to the relationships between institutional conditions, strategic knowledge, administrative decision-making, and Islamic ethical values.

Data analysis was conducted through an interactive process involving data condensation, data display, and conclusion drawing with verification. First, data condensation involved selecting, focusing, simplifying, and organizing relevant information from the collected literature according to the research themes. Second, data display was conducted by arranging the findings into thematic categories covering Islamic educational administration, SWOT analysis, ontology, epistemology, and axiology. These categories facilitated comparisons and identification of conceptual relationships. Third, conclusion drawing and verification involved interpreting the synthesized findings, examining their consistency, and evaluating the logical connections between strategic diagnosis, knowledge validity, value orientation, and administrative functions. The analysis distinguished explicitly stated arguments from the researcher's interpretations and proposed conceptual framework. This process ensured analytical coherence and supported the development of a comprehensive philosophical framework for SWOT application in Islamic educational administration.

RESULTS AND DISCUSSION

Results

The Position of SWOT Analysis in Islamic Educational Administration

The findings indicate that SWOT analysis occupies a diagnostic position within the administrative processes of Islamic educational institutions. Educational administration integrates human resources, facilities, financing, information, and institutional activities to achieve educational objectives. Within this process, SWOT supports strategic planning by organizing information about internal institutional conditions and external environmental developments into four categories: strengths, weaknesses, opportunities, and threats. These categories provide a basis for formulating SO, WO, ST, and WT strategies.

The application of SWOT can inform several institutional development priorities, including improving educator competencies, strengthening curricula, developing community partnerships, improving financial governance, and enhancing educational services. Its function is to identify strategic alternatives based on institutional conditions rather than independently determine the most appropriate decisions.

The findings further establish that SWOT is not equivalent to the entire strategic management process, an independent quality evaluation instrument, or an automatic decision-making mechanism. Its application requires leadership judgment, stakeholder deliberation, consideration of available resources, regulatory compliance, and assessment of potential consequences. Therefore, SWOT functions as a supporting instrument within a broader administrative cycle.

Ontological Dimension: The Nature of Institutions and the Reality Being Assessed

The ontological analysis reveals that Islamic educational institutions represent complex socio-educational realities rather than merely technical organizations. Their characteristics encompass organizational structures, human resources, budgets, and facilities, as well as educational objectives, human relationships, organizational culture, scholarly traditions, religious practices, community relationships, and moral responsibilities.

This understanding influences how institutional factors are classified. Strengths are not limited to physical assets or institutional reputation but also include public trust, a culture of trustworthiness, consultative practices, teacher competencies, and continuity in student development. Similarly, weaknesses extend beyond inadequate facilities and may involve unclear task distribution, insufficient documentation of decisions, limited transparency, and the absence of follow-up mechanisms.

Opportunities and threats are also dependent on institutional circumstances. Technological developments, for instance, can create opportunities for institutions possessing sufficient adaptive capacity while becoming challenges for institutions lacking the necessary resources and competencies.

The findings demonstrate that SWOT factors are contextual and relational rather than fixed categories. A particular factor may have different meanings across institutions and may change its classification over time. An alumni network, for example, represents a strength when alumni actively contribute to learning and institutional development. However, when relationships are not maintained, the network remains an unrealized institutional potential.

Consequently, identifying the object and unit of analysis is essential before conducting SWOT assessments. The analysis must clarify whether it focuses on the entire educational institution, a curriculum program, student services, pesantren governance, or a particular administrative unit. Without clearly defined boundaries, identified factors may combine different organizational levels and produce an unfocused institutional diagnosis.

Epistemological Dimension: Sources, Validity, and Limitations of SWOT Knowledge

The epistemological findings demonstrate that identifying SWOT factors requires traceable evidence rather than relying exclusively on leadership intuition or assumptions. Internal information can be obtained from personnel records, learning outcomes, facility conditions, financial documents, evaluation reports, and institutional experiences. Meanwhile, external information can be derived from policy developments, community needs, technological changes, partnership data, and relevant environmental conditions.

The reliability of strategic knowledge also depends on appropriate indicators, comparison of perspectives, and verification. Different stakeholders possess different experiences and access to institutional information. Institutional leaders provide information about organizational policies, teachers understand instructional processes, students experience educational services directly, parents evaluate communication and institutional trust, and external partners assess institutional relevance.

The involvement of these stakeholders provides a broader information base and reduces the possibility that SWOT assessments merely reflect the interests of a particular group.

The findings also establish the importance of distinguishing facts, interpretations, and projections. Facts represent information supported by identifiable sources and evidence. Interpretations involve assigning meaning to

available information, whereas projections concern anticipated developments in the institutional environment.

For example, the number of teachers possessing particular academic qualifications constitutes a factual indicator when supported by personnel records. Describing the overall quality of human resources as an institutional strength represents an interpretation requiring additional performance indicators. Meanwhile, anticipating new funding opportunities following policy changes constitutes a projection that requires verification through relevant regulations and official information.

Several epistemological limitations are also identified. The four-category SWOT matrix simplifies complex institutional realities, potentially separating interconnected or ambiguous factors. Its classifications may be influenced by confirmation bias, leadership dominance, excessive optimism, and confusion between internal weaknesses and external threats.

Therefore, the findings establish that SWOT assessments require supporting evidence, participatory discussions, transparent prioritization, and periodic review. SWOT should also be understood as a time-bound assessment because changes in policies, demographics, technology, and community needs can alter the relevance and classification of institutional factors.

Axiological Dimension: Values and Strategic Objectives in Islamic Education

The axiological findings establish that the application of SWOT in Islamic educational administration must be directed toward educational and ethical objectives. Institutional success cannot be evaluated exclusively through efficiency, organizational growth, or competitive positioning. Instead, strategic decisions must consider human development, moral formation, equitable educational access, learning quality, and community welfare.

Five fundamental values emerge as important criteria for evaluating institutional strategies.

First, *amanah* requires honest reporting of institutional conditions and responsible utilization of resources. Second, justice requires strategies to consider not only influential or easily accessible groups but also students and institutional members experiencing greater vulnerability. Third, *musyawarah* emphasizes the involvement of affected stakeholders in determining institutional priorities. Fourth, accountability requires decisions to have clear justifications, responsible parties, and evaluation mechanisms. Fifth, *itqan* emphasizes professional commitment, careful implementation, and the achievement of quality standards.

These values also influence how institutions interpret opportunities and threats. Public trust, for example, should not be considered merely an instrument for increasing student enrollment but a responsibility maintained through service quality and transparency. Similarly, institutional competition should

encourage educational improvement rather than manipulative promotional practices.

The findings further indicate that financial limitations cannot justify reducing essential educational services related to student safety and learning rights. Consequently, strategic decisions must consider not only institutional benefits but also their ethical consequences and effects on the wider educational community.

Integrative Synthesis: Evidence-Informed and Value-Oriented SWOT Framework

The synthesis produces an integrative framework connecting institutional reality, knowledge validity, and value orientation in the application of SWOT within Islamic educational administration. This framework does not replace the conventional four SWOT categories but strengthens the analytical process before, during, and after institutional assessment.

The framework consists of five interconnected stages: defining the object of analysis, identifying institutional factors, validating and prioritizing those factors, formulating strategies, and implementing and evaluating the resulting strategies. The relationship between these stages and the three philosophical dimensions is presented in Table 1.

Table 1. Integrative Framework for Value-Conscious and Evidence-Informed SWOT Analysis

Analysis Stage	Ontological Questions	Epistemological Requirements	Axiological Evaluation
Object identification	Which institution or organizational unit is being analyzed?	The boundaries and institutional context must be clearly defined.	Is the object relevant to educational objectives?
Factor identification	Which realities belong to internal and external conditions?	Every factor must have identifiable sources, indicators, and evidence.	Do the factors reflect the needs of all stakeholders?
Validation and prioritization	How are factors interconnected and changing?	Triangulation, participatory discussion, and data updates are required.	Are priorities established fairly and transparently?
Strategy formulation	What institutional changes are expected?	Relationships between identified factors and proposed strategies must be explainable.	Are strategies consistent with trustworthiness, justice, consultation, and public benefit?
Implementation and evaluation	How do strategies transform institutional conditions?	Indicators, baselines, responsible parties, and outcome evidence must be available.	Do the outcomes provide benefits without disproportionate harm?

Table 1 presents the relationship between the five stages of SWOT analysis and the three philosophical dimensions. The framework demonstrates that institutional assessment must begin with clearly defined organizational boundaries, proceed through evidence-based identification and validation, and conclude with strategies that can be implemented and evaluated. Ontological considerations establish the reality being assessed, epistemological requirements ensure the reliability of information, and axiological criteria determine the ethical acceptability of institutional decisions. The table therefore positions SWOT as an integrated analytical process rather than a simple classification exercise.

The synthesis also identifies five fundamental principles for implementing the framework.

1. Contextuality: SWOT analysis must reflect the characteristics, institutional conditions, and organizational boundaries of the institution being examined.
2. Traceability: Every identified factor must be accompanied by an identifiable information source and justification for its classification.
3. Participation: Strategic knowledge must incorporate the perspectives and experiences of relevant institutional stakeholders.
4. Value orientation: Strategies must be evaluated according to Islamic educational objectives and ethical principles.
5. Continuity: SWOT results must be reviewed through implementation, monitoring, and periodic evaluation.

Operationally, these principles connect SWOT with the administrative cycle. During planning, institutions establish priorities based on evidence and institutional values. During organizing, strategies are translated into responsibilities and resource allocations. Leadership mobilizes stakeholder participation and maintains ethical consistency. During implementation, programs are conducted using measurable indicators and appropriate documentation. Supervision subsequently compares institutional outcomes with established objectives and provides information for improving subsequent planning activities.

The findings distinguish procedural SWOT implementation from reflective SWOT implementation. Procedural implementation generally stops after completing the four categories and preparing strategic alternatives. Reflective implementation examines who identifies the factors, what evidence supports their classification, which stakeholders are affected, what values guide decisions, and how the resulting strategies are evaluated. This distinction represents an important feature of the proposed integrative framework.

Implications for the Development of Islamic Educational Administration

The findings identify several practical implications for institutional leadership. SWOT should be positioned as an evidence-informed decision-making process. Institutional leaders need to establish indicators, examine information sources, facilitate stakeholder dialogue, and document the reasons behind strategic priorities rather than simply requesting lists of strengths and weaknesses.

For human-resource development, SWOT findings should be translated into specific competency requirements. Administrative weaknesses should be examined to determine whether problems originate from individual competencies, organizational systems, task distribution, or technological support. Consequently, institutional interventions should address diagnosed problems rather than rely exclusively on general training programs.

Regarding financial and facility governance, strategic decisions must prioritize transparency, actual institutional needs, and sustainability. Community partnerships and external financial support should strengthen institutional capacity without compromising financial accountability.

For quality evaluation, institutions should establish indicators measuring program achievement, process quality, distribution of benefits, and alignment with Islamic educational objectives. Public relations management also requires honest communication, consistent services, and openness to criticism to maintain community trust.

These findings demonstrate that integrating philosophical dimensions into SWOT analysis has practical implications for institutional decision-making. Ontology clarifies what institutional conditions should be assessed, epistemology determines how strategic knowledge is obtained and verified, and axiology establishes the purposes and values guiding institutional strategies. Together, these dimensions strengthen the conceptual foundation of SWOT and prevent educational quality from being reduced to administrative achievements or competitive advantages.

Discussion

The findings position SWOT as a diagnostic instrument within, rather than a substitute for, the administrative cycle of Islamic educational institutions. This interpretation is consistent with accounts of administration as coordinated planning, organizing, directing, and supervision, where strategic planning depends on understanding institutional conditions (Listiana et al., 2026; Ramadhan & Astuti, 2024). It also extends practical studies that apply SWOT to institutional quality planning and strategic management (Panday, 2026; Uyun & Susilo, 2026). The distinction is important: identifying four categories does not

itself produce sound decisions. Mahmud et al., (2026) similarly caution that SWOT becomes superficial when it remains a list without analysis and follow-up. The theoretical implication is that SWOT should be understood as a structured diagnostic stage embedded in accountable institutional administration.

The ontological finding that institutional conditions are contextual and relational deepens the interpretation of SWOT in Islamic education. It supports the view that strengths and weaknesses cannot be defined independently of an institution's educational purposes, culture, relationships, and social setting. Studies of SWOT in madrasahs likewise show the importance of institutional conditions and stakeholder involvement in strategic planning (Nuraeni et al., 2025; Rohman et al., 2025). However, the present synthesis makes explicit that a factor may change meaning across institutions and over time. This qualification challenges standardized checklists that treat similar indicators as universally equivalent. The theoretical implication is that SWOT categories are not simply objective labels awaiting collection; they are context-sensitive classifications requiring explicit institutional boundaries and careful interpretation. Practically, managers should define the organizational unit before identifying factors.

The epistemological findings reinforce the need to ground SWOT classifications in traceable evidence and multiple stakeholder perspectives. This requirement develops Mahmud et al., (2026) warning that unprioritized lists have limited analytical value. It also connects strategic diagnosis with communication and public accountability, since institutional knowledge is strengthened when relevant groups can contribute information and question managerial assumptions (Burhanuddin, 2026; Zulkifly et al., 2026). The distinction among facts, interpretations, and projections is particularly important: a documented personnel profile is not equivalent to a judgment about staff quality or a prediction about future funding. The theoretical implication is that SWOT produces provisional, revisable knowledge rather than timeless certainty. In practice, institutions should triangulate records and stakeholder accounts, state indicators, document classification decisions, and periodically update assessments as policies, technologies, and community needs continually change over time.

The axiological findings show that the usefulness of a strategy cannot be judged only by efficiency, institutional growth, or competitive advantage. This is consistent with approaches to Islamic educational administration that place ethical and religious values within administrative practice rather than treating them as ceremonial additions (Mujiburrohma & Mabruroh, 2025; Mutalib & Hakim, 2026). The principles of amanah, justice, consultation, accountability, and itqan provide criteria for assessing both the decision-making process and its

consequences. This orientation also accords with the emphasis on morally responsible leadership (Muryanti et al, 2026), openness and service (Ni'mah et al., 2024), and the ethical limits of managerial rationality (Sirajuddin et al., 2026). Practically, strategic choices should protect learning rights, distribute benefits fairly, use resources transparently, and avoid responses that undermine public trust, institutional integrity, educational equity, and social responsibility.

The integrative framework contributes theoretically by connecting ontology, epistemology, and axiology to each stage of SWOT, from defining the unit of analysis to evaluating implementation. It moves beyond treating philosophy as a general foundation and makes each dimension operational: ontology clarifies what is assessed, epistemology establishes how claims are supported, and axiology determines which purposes and consequences are acceptable. Its practical contribution is a sequence of institutional actions involving evidence-based diagnosis, participatory prioritization, assignment of responsibilities, and continuous evaluation. This approach complements leadership and management discussions that emphasize institutional direction and stakeholder engagement (Alhadar et al., 2026; Mahmoud, 2026). It also supports targeted staff development and collaborative supervision rather than generic interventions (Chigbu et al., 2023; Purnomo et al., 2026). Thus, the framework links philosophical rigor with sustainable and measurable administrative improvement.

The contribution of this study lies in reframing SWOT as a context-sensitive, evidence-informed, and value-oriented process for Islamic educational administration. The framework does not replace the conventional SWOT categories; rather, it specifies the conditions under which their use becomes more credible and ethically defensible. Its application can help leaders distinguish documented conditions from interpretations, include groups affected by decisions, and evaluate strategies against educational and public purposes. Nevertheless, the framework is conceptual and has not been tested through implementation in a particular institution. Its stages and criteria therefore require empirical examination across diverse Islamic educational institutions nationally. Future research could investigate how participatory evidence collection, ethical prioritization, and periodic review influence planning quality and institutional outcomes. Such testing would clarify the framework's practical feasibility, contextual limits, and potential for adaptation.

CONCLUSION

This study concludes that SWOT analysis serves as a diagnostic instrument in Islamic educational administration, but its effectiveness depends not merely on completing the analytical matrix but also on understanding

institutional realities, validating strategic information, and ensuring that decisions are guided by Islamic educational values. The most important lesson is that strategic planning must integrate contextual understanding, evidence-based assessment, and ethical responsibility. The scholarly contribution of this study lies in developing an integrative framework that connects ontological, epistemological, and axiological dimensions to the application of SWOT within the administrative cycle of Islamic educational institutions. Nevertheless, this study is limited by its integrative literature-based approach, as the proposed framework has not been empirically tested in specific institutions. Future research should employ case studies or action research in madrasahs, pesantren, and other Islamic educational institutions to examine its applicability and effectiveness. The implications of this study highlight the importance of strengthening institutional planning, stakeholder participation, accountability, and value-oriented decision-making to achieve sustainable educational quality and public benefit.

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