



Methods of Thinking and Argument in SWOT Analysis

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Abstrak

Berpikir merupakan fungsi jiwa yang mengandung pengertian yang luas, karena mengandung maksud dan tujuan untuk memecahkan masalah sehingga menemukan hubungan dan menentukan sangkut paut antara masalah yang satu dengan yang lainnya. penelitian ini dilandaskan karena untuk mengetahui pentingnya kajian analisis SWOT dalam Berpikir dan memberikan Argumentasi yang baik. metode penelitian yang digunakan adalah library research. hasil penelitian menunjukkan : Berpikir merupakan sebuah aktivitas untuk memecahkan masalah dan proses dalam penggunaan gagasan atau lambang-lambang, ide dan konsep baik yang tidak terlihat maupun kepada yang setengah terlihat, Argumentasi sebagai suatu pendapat yang dikemukakan dan digunakan untuk mengatasi suatu permasalahan yang dibangun atau didukung oleh 4 komponen dalam berargumentasi yakni komponen claim, evidence, reasoning, dan rebuttal. Dan Analisis SWOT sebuah bentuk analisis situasi dan kondisi yang bersifat deskriptif (memberi gambaran), yang kemudian dikelompokkan menurut kontribusinya masing-masing. sangat penting perannya dalam meningkatkan mutu pendidikan karena analisis dan gambaran yang diberikan merupakan tolok ukur dalam mengembangkan lembaga/satuan pendidikan lebih lanjut.

Kata Kunci: Analisis SWOT, Argumentasi, Metode Berpikir

Abstract

Thinking is a function of the soul that contains a broad understanding because it contains the intent and purpose to solve problems find relationships and determine the relationship between one problem and another. This research is based on knowing the importance of SWOT analysis in thinking and providing good arguments. The research method used is library research. the results show: Thinking is an activity to solve problems and processes in the use of ideas or symbols, ideas and concepts both invisible and semi-visible, Argumentation is an opinion that is put forward and used to overcome a problem that is built or supported by 4 components in arguing, namely the components of claim, evidence, reasoning, and rebuttal. And SWOT analysis is a form of descriptive analysis of situations and conditions (gives an overview), which is then grouped according to their respective contributions. Its role is very important in improving the quality of education because the analysis and description provided are a benchmark in developing further educational institutions/units.

Keywords: SWOT Analysis, Argumentation, Thinking Method

Introduction

Humans are creatures created by Allah SWT, with the best form. Humans are said to be perfect creatures because humans are endowed with reason and lust within themselves. Therefore, it is human nature to think and argue in everyday life, both in the life of society and the state.

The State of Indonesia also regulates the rights of citizens to express their opinions as regulated in the constitutional rights of the 1945 Constitution article 28 which stipulates the rights of citizens and residents to form associations and assemble, express ideas orally or in writing, and so on, the conditions will be regulated by law (Mesiono 2022; Zaini et al. 2020).

Furthermore, it is specifically regulated on the above freedoms in Article 28E paragraphs 2 and 3, namely (2) Everyone is free to believe in beliefs, and express thoughts and attitudes, according to his conscience. (3) Everyone has the right to freedom of association, assembly, and expression. And in article 28F, everyone has the right to communicate and obtain information to develop their personal and social environment, and has the right to seek, obtain, possess, store, process, and convey information using all available channels.

However, in the discussion of this paper, the author tries to discuss what is meant by thinking and how to argue based on systemic thinking course material.

SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) has become one of the useful tools in the industrial world. However, it is possible to use it as an application of decision-making aids in the introduction of new programs in vocational education institutions. The process of using SWOT analysis management requires an internal survey of the program's strengths and weaknesses, as well as an external survey of opportunities and threats. Structured external and internal testing is unique in the world of curriculum planning and development of educational institutions. The external environment has a very significant impact on an educational institution. During the last decades of the twentieth century, economic institutions, society, political structures, and even individual lifestyles are faced with new changes. The shift from an industrial society to an information society and from a manufacturing-oriented to a service-oriented economy has had a significant impact on the demand for new programs.

Vocational school administrators or managers must act as initiators or innovators in designing the future of the institutions they manage. Innovative new strategies must be developed to ensure that educational institutions will carry out their responsibilities to meet the needs of the future society, especially in the 21st

century and beyond. To do this, among other things, requires a test of not only the environment of the educational institution itself but also its external environment (Brodhead, 1991).

Achieving success is not so easy but of course through an optimal process, as in managing a newspaper in a business, the factors that influence the SWOT analysis, including internal factors and external factors. From these several factors, the author is very interested in knowing about SWOT analysis. The problem is quite interesting to examine, with the knowledge that the author has. Under the task given, the author will limit the subject matter, namely "SWOT analysis in managing newspapers".

Method

This research uses library research. In obtaining research data, researchers collect, analyze, and organize, sources from articles, books, and previous research on the implementation of strategic management in the field of education. Then the researchers conclude and present strategic management data for improving the quality of education (Danandjaja, 2014; Sari & Asmendri, 2020; Zed, 2014).

Results and Discussion

Thinking and Critical Thinking

Thinking can be interpreted as when a person uses his mind to consider and decide something, weighing in his memory only for the good in deciding something. Thinking is a function of the soul that contains a broad understanding because it contains the intent and purpose to solve problems find relationships and determine the relationship between one problem and another. Thinking belongs to a dialectical process, which means that, as long as we think, questions and answers occur in our minds to be able to put our knowledge relationships correctly. Thinking is a high-level mental ability that can only be achieved and possessed by individual humans.

Can be grouped from several expert's definitions of thinking, namely:

- a. According to Ross, thinking is a mental activity in aspects of the basic theory of psychological objects.
- b. According to Valentine, thinking in psychological studies explicitly examines the process and maintenance of an activity that contains "how" which is related to ideas that are directed towards some expected goal.
- c. According to Garrett, thinking is a behavior that is often hidden or semi-hidden in symbols or images, ideas, and concepts that someone does.

- d. According to Gilmer, thinking is a problem-solving process in the process of using ideas or symbols to replace a physically visible activity. In addition, he defines thinking as a process of presenting an internal and external event, ownership of the past, present, and future that interact with each other.

Critical thinking indicators can be categorized in the form of a table as follows:

Table 1. Indicators and Thinking Process

No.	Critical Thinking Process	Critical Thinking Indicator
1	Clarification	Formulate the main points of the problem
2	Assessment	The ability to give reasons to come to the right conclusion
3	Inference	Draw clear and logical conclusions from the results of the investigation
4	Strategy and tactics	Solve problems with various alternative solutions based on concepts

Based on the table above, it can be said that critical thinking is thinking rationally and reflectively in understanding the meaning of the problem more deeply, by emphasizing making decisions about what to do, where the thinker must improve the quality of his thinking with a skilled thinking style not only accepting questions. and perform procedures without significant understanding and evaluation.

Argumentation

An argument is an essay that proves the truth or untruth of a statement. Argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and ultimately act per what the person who conveys his statement wants.

Argumentation is the ability to justify claims through the use of evidence. Argumentation is used to refute claims made by others, to defend claims, and designs, and to ask questions. Argumentation generally includes the activity of identifying relevant assumptions and conclusions from a problem being analyzed. Argumentation also includes the activity of identifying conflicts whose results are necessary to support or reject certain conclusions. Argumentation is a way of dealing with a problem by making decisions, defending them, and influencing others based on existing data and rationalizations.

Argumentation according to Simon, Erduran, & Osborne is a process of gathering various components

needed to build an opinion/argument. The argumentation component according to Toulmin consists of a claim, evidence, warrant, backing, qualifier, and rebuttal. This component can identify aspects of the argument that will be assessed and can assess the justification of an argument.

Toulmin's argumentation component is the basic structure of argumentation that can improve students' argumentation skills orally and in writing. The understanding of each component of Toulmin's argumentation has been adjusted by Mc Neill & Krajcik to the student's abilities and resulted in 4 components of argumentation, namely: claim, evidence, reasoning, and rebuttal.

From the above understanding, the author concludes with the definition of argumentation as an opinion that is put forward and used to overcome a problem that is built or supported by 4 components in arguing, namely the components of claim, evidence, reasoning, and rebuttal.

The argumentation component used in this research is the argumentation component of McNeill & Krajcik, among others: claim, evidence, reasoning, and rebuttal.

1. Claim

Claim an answer to a question or a problem or identify an argument, criticism of an argument, and conceptual understanding. A claim can also be interpreted as a statement about what has been understood or conclusions that have been reached from the investigation or text that has been read. A claim will be supported by data.

2. Evidence

Evidence a supporting data or information that supports a claim originating from a source that can be observed in the same way by anyone and the feature is constantly observed. The data must be appropriate and sufficient to support the claim. The more data provided, the stronger the claim submitted. Data can be obtained from investigations or other sources including observations, information found in the text, archived data, and information from an expert.

3. Reasoning

The reasoning is an explanation of how the evidence supports the claim and invites or convinces others that the evidence used can support the claim. According to Meri and Amy, the reasoning is a justification that connects claims and evidence and includes appropriate and adequate principles to defend claims and evidence. Each piece of evidence

may have a different justification for the reasons why the data can support it.

4. *Rebuttal*

Rebuttal to describe alternative explanations or provide counter-evidence. And the reasoning why the alternative is not correct. A rebuttal can also be interpreted as evidence that negates or disagrees with the rebuttal.

Based on the explanation presented above, it can be concluded that the argument has the following characteristics. First, there is a statement of opinion. Second, include reasons to convince others of the opinions expressed. Third, it contains evidence of truth in the form of relevant supporting data and facts. Fourth, the analysis is based on the data and facts presented.

Definition of SWOT Analysis

SWOT analysis is the systematic identification of various factors to formulate strategies. This analysis is based on a logic that can maximize Strengths and Opportunities, but simultaneously minimize Weaknesses and Threats.

The following is a more detailed definition of the SWOT element:

- *Strength*(Strength); internal or internal factors that tend to have a positive effect on (or be able to) achieve the goals of an educational institution
- *Weakness*(Weakness); internal or internal factors that may harm (or become a barrier to) achieving the goals of an educational institution
- *Opportunity*(Opportunity); external or external factors that are likely to have a positive effect on the achievement or goals of the school, or goals that were not previously considered
- *Threat*(Threat); external factors or conditions that tend to hurt the achievement of the goals of an educational institution, or make goals absurd or even difficult to achieve.

If a SWOT analysis is used in education, a school can get a comprehensive picture of the situation of the school itself both with society, other educational institutions, and the industrial field that will be entered by its students, even the internal situation of the school. alone. An understanding of external factors, (consisting of threats and opportunities), combined with an examination of strengths and weaknesses will help in developing a vision of the future. Such an estimate is implemented by starting to develop competent programs or replacing irrelevant and redundant programs with more innovative and relevant programs, following the conditions of the school itself.

The strategic decision-making process is always related to the development of mission, goals,

strategies, and policies. Thus the strategic planner must analyze the strategic factors (strengths, weaknesses, opportunities, and threats) in the current conditions.

According to Erwin Suryatama (2016:130) said that "SWOT analysis is a strategic planning method used to evaluate the strengths or Strengths, Weaknesses or Weaknesses, opportunities or Opportunities, and threats or Threats in a project or business speculation. And it can be applied by analyzing and sorting out various things that affect the four factors.

According to Kotler, SWOT analysis is an evaluation of the overall strengths, weaknesses, opportunities, and threats.

This technique was developed by Albert Humphrey, who led a research project at Stanford University in the 1960s and 1970s using data from Fortune 500 companies.

Scope and Purpose of SWOT Analysis

The environment of educational organizations is always changing from year to year. What is meant by the environment is the physical nature, plants, animals, and humans with their culture. Among the types of environments that are developing the most rapidly are humans and their cultures' Development.

This type of environment is especially challenging for managers of educational institutions in changing organizational structures. The changes in Indonesia's educational environment that stand out are:

1. Changes in world science and technology,
2. The development of people's lives and ways of life,
3. Improving the implementation of education,
4. Improved effective education to keep pace with cognitive development and,
5. Coaching the next generation to be able to continue development.

SWOT Analysis Techniques

According to Irawan (2014: 569) the SWOT analysis technique used is as follows:

Internal Analysis

• **Strength Analysis**

Every company needs to assess its strengths and weaknesses compared to its competitors. The assessment can be based on factors such as technology, financial resources, manufacturing capabilities, marketing strengths, and customer base. Strengths are the skills and advantages possessed by competing companies.

• **Weaknesses Analysis**

It is the state of the company in dealing with competitors that have limitations and shortcomings as well as the ability to dominate the market, resources and expertise. When people talk about

the weaknesses contained in the body of a business unit, what is meant is limitations or deficiencies in terms of resources, skills and abilities that are serious obstacles to the appearance of satisfactory organizational performance. In practice, various limitations and deficiencies in these capabilities can be seen in the facilities and infrastructure that are owned or not owned, low managerial abilities, marketing skills that are not following market demands, products that are not or less requested by users or potential users and the level of acquisition. insufficient profits.

External Analysis

- Opportunities Analysis

Every company has resources that distinguish it from other companies. Certain opportunities and breakthroughs or competitive advantages and some opportunities require a large amount of capital to be exploited. On the other hand, new companies are emerging. A marketing opportunity is an area of buyer need in which a company can operate profitably.

- Threat Analysis (Threats)

Threats are challenges that are demonstrated or doubted by a trend or an unfavorable development in the environment that will cause a decline in the company's position. The notion of threat is the opposite of the notion of opportunity. Thus it can be said that threats are environmental factors that do not

SWOT Analysis Model

Survey Method

To obtain information from various sources through the SWOT analysis above, a survey method is used with a frame sample of parties (stakeholders) who can provide an assessment of internal and external aspects that affect the performance of an institution or institution. For this, the following steps are required:

1. Conducting Focus Group Discussion (FGD) to get an initial picture of the problem map in the institution. The FGD must be carried out thoroughly, meaning that it involves all stakeholders so that the map formed represents all stakeholder interests. Because it is sourced from qualitative information, the selection of credible respondents greatly affects the final results of the SWOT analysis, so it should be done with several qualifications.
2. Making a SWOT questionnaire based on the information that has been collected in the FGD. In general, this questionnaire has an assessment categorization as follows:

- Assessment of internal and external factors. Here respondents give preference opinions on internal and external factors of the institution at this time and forecasts in the future.
- Urgency assessment. Here respondents are asked to rate the level of urgency of these factors to be addressed. This assessment relates to the scale of priorities in solving development problems as reflected through the assessed factors.

These factors are then categorized as strengths or weaknesses (from internal analysis) and opportunities or threats (from external analysis):

- After all the questionnaires are filled in and collected, the factor assessment is carried out by ranking the weight of the assessment on the "respondent assessment" which has a maximum value of 6 and a minimum of 1. Factors that have a value above the median (or the average seen from the distribution of the probability distribution) are called "strength". " in internal analysis and "opportunities" in external analysis. On the other hand, factors that have a rating value below the median are called "weaknesses" in internal analysis and "threats" in external analysis.
- Form a quadrant of development factors, namely a block that explains the position of a combination of internal and external factors of development, with a combination of: strengths-opportunities (SO), strengths-threats (ST), weaknesses-opportunities (WO) and weaknesses (WT). Before determining the development quadrant, it must be seen first the consistency test of the SWOT questionnaire processing.
- Creating a pattern of development strategies based on the Quadrant Assessment Index. The priority of development strategies based on this scenario is determined by implementing a combination of policies with the smallest value index in sequence to the largest. In other words, the regions will try to overcome all the weakest factors they have and then switch to a combination of strategies that already have a good/high index. From the example above, the development strategy carried out by the institution will move from WT_ST_WO_SO.

Conclusion

Thinking is a function of the soul that contains a broad understanding because it contains the intent and purpose to solve problems to find relationships and determine the relationship between one problem and another.

Thinking in psychological studies explicitly explains that thinking is a process and maintenance for an activity that contains "how" which is connected with ideas that are directed towards some expected goal. Thinking is an activity to solve problems and processes in the use of ideas or symbols, ideas and concepts, both invisible and semi-visible.

While argumentation is a form of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and ultimately act under what the person who conveys his statement wants. Argumentation is an opinion that is put forward and used to overcome a problem that is built or supported by 4 components in arguing, namely the claim, evidence, reasoning, and rebuttal components.

SWOT analysis is a form of descriptive analysis of situations and conditions, which are then grouped according to their respective contributions. Its role is very important in improving the quality of education because the analysis and description provided is a benchmark in developing further educational institutions/units. After the analysis, it is necessary to formulate a more concrete vision, mission, goals, and work program. The development of relationships or interactions between internal elements, namely strengths and weaknesses against external elements, namely opportunities and threats. In analytical research we want to get results in the form of conclusions based on the factors that have previously been analyzed:

1. Strength-Opportunity Strategy
2. Weakness-Opportunity Strategy
3. Strength-Threat Strategy
4. Weakness-Threat Strategy

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