

SWOT Analysis as an Evaluation Model for Digital Education Programs in Secondary Schools: A Literature Review

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ABSTRACT: *Digital transformation necessitates that secondary schools conduct strategic evaluations of their digital education programs. This study aims to examine the use of SWOT analysis in identifying the strengths, weaknesses, opportunities, and threats associated with digital education programs. A literature review approach was employed, involving the examination of relevant journal articles and a descriptive analysis through the identification and synthesis of findings. The results indicate that digital education possesses strengths such as flexibility, a diversity of learning resources, and technological innovation. Weaknesses include limitations in infrastructure, internet access, and digital competence. Technological advancements present opportunities, whereas network constraints, access disparities, and technological changes pose threats. SWOT analysis can serve as a strategic evaluation approach, providing a comprehensive and contextual overview while acting as a foundation.*

Keywords: *SWOT Analysis, Strategic Evaluation, Digital Education, Secondary School, Literature Review.*

I. INTRODUCTION

The way education is delivered has changed dramatically as a result of advances in digital technology. Today, the digitalization of education encompasses not only the use of technology in the classroom but also learning procedures, school administration, communication, the provision of educational materials, and teacher preparation. Although the use of digital technology is essential for improving the quality and effectiveness of learning, schools face a number of obstacles in its implementation. A literature review by

Timotheou et al. (2023) states that schools' digital capacity, teacher competence, infrastructure, organizational support, and the readiness of various stakeholders within the school ecosystem all influence this complex process of digital transformation (Timotheou et al., 2023).

The use of digital technology is very important at the secondary school level because it facilitates more flexible learning procedures, expands access to materials, enhances learning interaction, and helps students acquire the skills needed in the digital era. However, the implementation of digital technology in secondary schools does not always go as planned. According to a systematic literature review on ICT integration in secondary education by Msafiri et al. (2023), there are a number of obstacles to implementing technology, such as limited access to and reliability of devices, lack of training, time and support constraints, curriculum alignment issues, and the readiness and motivation of both teachers and students. These findings indicate that the success of digital education initiatives cannot be guaranteed solely by the presence of technology itself (Msambwa et al., 2023).

These issues underscore the importance of evaluating the digital education initiatives that schools have implemented. Evaluation is essential for determining the extent to which a program has achieved its objectives, understanding the factors that support or hinder its implementation, and identifying aspects that require improvement. Infrastructure readiness, teachers' digital capabilities, the quality of learning platforms and materials, institutional support, and the efficiency of technology use are matters that must be taken into account when evaluating digital education initiatives. Through a systematic literature review, Wijaya et al. (2025) identified five crucial dimensions for assessing digital transformation in education in Indonesia, namely: digital infrastructure, learning materials and platforms, digital competence, institutional support, and the effectiveness of digital learning (Kumari et al., 2023).

SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is one method that can be used to assess the condition of digital education programs. An organization can use SWOT analysis to identify external elements that may influence the achievement of its goals, such as opportunities and threats, as well as internal factors, such as strengths and weaknesses. In the context of digital education, this method can be used to map a school's internal conditions, such as the availability of infrastructure, teachers' digital competence, principal support, school culture, and student readiness while also identifying external factors, such as government policy, technological advances, opportunities for collaboration, changes in societal needs, and the possible existence of digital access gaps (Astuty et al., 2022).

Various studies have shown how SWOT analysis can be applied in digital education. For example, Kumari et al. (2023) used SWOT analysis to identify the opportunities, threats,

vulnerabilities, and strengths associated with the implementation of e-learning in digital education. According to their study, the adoption of digital learning and technological advances offer many potentials for the advancement of education, but also present risks and weaknesses that need to be anticipated. In the context of digital education, Cahyadiana (2023) also applied SWOT analysis at the secondary school level. The results of that study show that evaluating school conditions and drawing up development plans aligned with the digital education environment can be done by mapping internal and external aspects (Kumari et al., 2023, p. 25).

Various types of technology-based learning have also utilized SWOT analysis as an analytical method in digital education. For example, Mariani et al. (2022) used SWOT analysis to evaluate an online learning system and to identify the internal and external factors that affect the quality of its implementation. Their results show that SWOT analysis can serve as a foundation for improving the quality of learning systems by highlighting the strengths, weaknesses, opportunities, and threats associated with technology-based learning (Mariani, 2022). In addition, Rohiem and Sari (2023) conducted a SWOT analysis of the Ruang Guru Massive Open Online Course (MOOC), a digital learning platform. Although they identified a number of weaknesses, such as limited face-to-face interaction, technical problems, and uneven internet connections, their study also highlighted various benefits, such as the use of cutting-edge technology and the diversity of course materials. The threats identified include competition among platforms and changes in education regulations, while the opportunities include the growing digital education market and rising interest in online learning. These results show that SWOT analysis can provide a comprehensive picture of the internal and external factors related to the delivery of digital-based education (Rohiem & Sari, 2023).

Although the number of studies on SWOT analysis and the digitalization of education has increased, this field still requires further research. Very few studies have specifically synthesized SWOT as an assessment framework for digital education programs at the secondary school level, even though previous research has more often used SWOT as a strategic tool for drawing up development plans or improving institutional competitiveness. Therefore, it is necessary to examine how the four SWOT elements can be applied methodically to assess digital education programs, particularly in identifying the internal and external factors that influence program performance. This research gap becomes increasingly crucial given that assessing digital transformation demands a comprehensive strategy that considers the program as a whole, rather than focusing merely on the use of technology or learning objectives.

Given these conditions, SWOT analysis should be viewed as a strategic assessment strategy that enriches the evaluation process of digital education programs, rather than as a

replacement for established educational program evaluation models. Schools can obtain a comprehensive picture of a program's condition by identifying its strengths, weaknesses, opportunities, and threats. This information can then be used as a basis for drawing up development plans and determining improvement priorities. This strategy is also in line with the demands of assessing digital transformation, which requires a comprehensive analysis of institutional, technological, human resource, and environmental factors.

Therefore, through a literature review, this study seeks to examine the use of SWOT analysis as an assessment method for digital education programs in secondary schools. In addition to examining the potential of SWOT analysis to provide strategic information for the development and sustainability of such programs, this study focuses on identifying the strengths, weaknesses, opportunities, and threats associated with the implementation of digital education. It is hoped that the results of this study will make a conceptual contribution to the design of more comprehensive and contextual assessments of digital education programs that are oriented toward continuous improvement.

II. METHOD

This study uses a qualitative approach with a literature review design. The literature review was conducted by examining various relevant previous research findings in order to obtain a comprehensive understanding of SWOT analysis as an evaluation approach for digital education programs in secondary schools. A literature review can be used to identify, examine, compare, and synthesize various research findings related to the topic under study (Yusril et al., 2021). The research data are secondary data obtained from scientific journal articles published between 2020-2026. Data were collected by searching for articles on Google Scholar and various scientific journal portals using the keywords SWOT analysis education, digital education program evaluation, secondary school digital education, and SWOT digital education. The selected articles were those relevant to the research focus, published in scientific journals, available in full text, and within the specified publication period. Subsequently, the data were analyzed using content analysis by reading, identifying, grouping, comparing, and synthesizing relevant information from each article. The results of the review were then grouped according to the four SWOT components, namely Strengths, Weaknesses, Opportunities, and Threats, to obtain a picture of the internal and external factors that influence the implementation of digital education programs in secondary schools. The use of a literature review with stages of searching, selecting, and analyzing previous research has also been applied in various educational studies (Wardani & Subekti, 2022).

III. RESULT AND DISCUSSION

SWOT Analysis as a Strategic Evaluation Approach for Digital Education Programs

Based on the literature review, SWOT analysis can be used as a strategic assessment method to identify the external and internal factors that influence the implementation of digital education programs in secondary schools. By evaluating strengths, weaknesses, opportunities, and threats, schools can gain a deeper understanding of the various elements that support, hinder, create opportunities for, or threaten the sustainability of the program. This strategy is particularly important for secondary schools because the effectiveness of digital education depends not only on the availability of technology but also on the readiness of educators, learners, infrastructure, management systems, and the school environment. Referring to the research conducted by Latifah et al. (2025) on a number of junior high schools in Indonesia, digital transformation demands a learning system that is efficient, adaptive, and aligned with the distinctive characteristics and resource limitations of the school (Latifah et al., 2025).

As shown by the literature review by Sari (2026), which focused on the levels of general senior high school and vocational high school, the use of digital media can improve students' understanding of subject matter, learning outcomes, motivation, attention, participation, creativity, and engagement. The success of its implementation nevertheless depends on teachers' digital literacy, internet access, technical readiness, and the availability of resources. This condition shows that evaluating digital education programs requires a comprehensive strategy that considers both the benefits and the various variables that influence performance (Avanthie, 2026).

Strengths

Based on the study findings, technology's ability to deliver learning that is more adaptive, diverse, and scalable is the main advantage of digital education programs in secondary schools. By utilizing a Learning Management System (LMS), digital media, and other learning platforms, teachers can present a variety of learning resources and give students the opportunity to learn in a more flexible way. At the junior high school level, Latifah et al. (2025) found that various LMS innovations can encourage learning flexibility, management effectiveness, teacher-student cooperation, and the development of digital competence.

The ability of technology-based learning systems to improve the efficiency of the learning process is another indicator of the strength of digital education at the senior high school level. According to Miftahurrizqi and Nuswantoro (2026), the implementation of an e-learning system at SMA Muhammadiyah 2 Palangka Raya succeeded in improving student learning outcomes by 15.4% with an effectiveness level reaching 88.7%. These results show

that the management of learning and student progress can be greatly aided by the use of technology tailored to the specific needs of the school.

Therefore, a school's ability to integrate technology into the teaching and learning process is as important to the success of digital education programs as the availability of the technology itself. When technology is used wisely, is readily available, is tailored to the needs of educators and learners, and is supported by efficient administration, it becomes a very powerful tool. This underscores the importance of conducting program evaluations that consider the extent to which technology.

Weaknesses

The research results show that although digital education systems have many advantages, they also have a number of shortcomings. These shortcomings include schools' unpreparedness in managing technology, limited devices, technical problems, and differences in teachers' digital skills. According to Sari (2026), there are a number of challenges in implementing digital media at the secondary school level (SMA/SMK), including limited internet connections, technical constraints, inadequate facilities, the need for digital competence among teachers, and distractions caused by social media use.

Latifah et al. (2025) further show that the diversity of schools and resource limitations must be considered when developing digital learning at the junior high school (SMP) level. This implies that successful technology implementation in one school will not necessarily yield the same results in another. When evaluating digital education programs, it is important to take into account variations in facilities, teacher qualifications, student characteristics, and environmental variables.

These shortcomings show that providing devices and applications alone is not enough to fully digitalize education. For technology use to be sustainable, schools must ensure the readiness of human resources, technical support, teacher training, and management systems. Addressing these shortcomings is an important element of the evaluation process in helping schools identify the aspects of the program that require improvement.

Opportunities

With regard to external influences, secondary schools have many opportunities to improve the quality of learning thanks to developments in educational technology. Learning Management Systems (LMS), interactive media, e-learning systems, and various other digital platforms enable schools to design more flexible and student-centered learning experiences. According to Latifah et al. (2025), junior high schools can build a digital learning culture while

promoting flexibility, efficiency, and teamwork through the integration of platforms such as Moodle, Canva, and Google Drive.

Senior high schools also have similar options. Technology can facilitate blended learning, simplify learning administration, and improve student learning outcomes, as shown by the development of the e-learning system at SMA Muhammadiyah 2 Palangka Raya. Therefore, if schools are able to choose and develop technology that suits learning objectives and available resources, technological advances offer strategic opportunities

In addition, schools have the opportunity to create a more flexible learning culture thanks to the expansion of digital education. Schools can improve digital capabilities, expand access to learning materials, and encourage cooperation between teachers and students. Therefore, the mapping of these external opportunities needs to be carried out appropriately so that technological advances can be utilized effectively to support the achievement of educational goals, rather than merely becoming a passing trend.

Threats

The growth of digital education offers many benefits, but it also presents a number of risks that schools must address. Unstable internet connectivity, inequality in access to devices, rapid technological advances, security threats, inappropriate use of technology, and dependence on digital infrastructure are some of these challenges. According to Sari (2026), there are still various obstacles related to the use of digital media in general secondary schools and vocational schools, including inadequate facilities, limited internet connections, technical barriers, and distractions caused by social media use.

These risks show how crucial it is for schools to be able to anticipate changes in the technological landscape for the long-term sustainability of digital education initiatives. In addition to choosing the right technology, schools need to build infrastructure, improve the competence of teaching staff, and conduct regular evaluations. To ensure that the implementation of digital learning can be adapted to the specific conditions and limitations of each school, Latifah et al. (2025) emphasize the importance of an adaptive and contextual technological approach.

Strategies for Developing Digital Education Programs Based on SWOT Analysis

The synthesis results show that the identification of internal and external factors using SWOT analysis can serve as a basis for drawing up digital education program strategies. A school's strengths can be leveraged to harness technological advances, while weaknesses can be addressed by utilizing available resources. At the same time, schools need to use existing

skills to face threats and minimize problems that could potentially amplify the impact of external threats (Simanullang, 2025).

According to research conducted by Ismayani and Wahyudin (2025) at SMKN X Cianjur, SWOT analysis can be used to assess a school's readiness and design learning implementation methods that suit that school's specific conditions. Development strategies can be formulated by leveraging strengths to seize opportunities, overcoming weaknesses by utilizing opportunities, using strengths to face threats, and minimizing weaknesses in order to reduce the impact of threats. The formulation of these methods must take into account the specific learning needs, human resource competencies, and level of technological readiness at each school (Ismayani & Wahyudin, 2025). This is in line with the research of Mahdalena, Asnawi, and Hermadi (2025), which highlights digital literacy gaps, infrastructure limitations, and organizational barriers as obstacles to digital transformation in secondary schools. Therefore, each school's unique conditions and needs must be taken into account when designing methods for digital education (Mahdalena et al., 2025).

The implementation of these methods can be carried out through the development and implementation of a Learning Management System (LMS), improving teachers' digital competence, providing technological infrastructure, and creating digital-based learning resources. Based on the research of Adhita, Indra, and Maryani (2025) at MAN 4 Bogor, SWOT analysis was used in digital learning planning, which included student-centered learning, the preparation of digital lesson implementation plans (RPP), and the integration of LMS platforms with various digital technologies. These results show that real program designs that successfully meet learning objectives can be produced through insights gained from identifying internal and external factors (Adhita et al., 2025).

The availability of technology and the readiness of human resources are crucial factors for the success of this strategy. In addition to using digital devices, teachers must be able to integrate technology into learning in ways that are effective and pedagogically appropriate. Therefore, ongoing training, mentoring, exchange of best practices, and assessment of teachers' digital competence must go hand in hand with the development of digital education programs. This approach can leverage technical advances to improve the quality of learning while also addressing internal shortcomings, such as limited teaching staff capacity (Cordias & Priskila, 2025).

Digital education development plans can include aspects of school administration and services, in addition to the educational components themselves. Digital transformation in school administration can accelerate administrative procedures, increase transparency, make information easier to access, and encourage improvements in the quality of

educational services, as shown by Jennah, Chotib, and Sukamto (2025). However, implementing this still requires adequate infrastructure and human resource readiness. Therefore, SWOT analysis can help schools identify key areas, whether in terms of learning methods, administration, facilities and infrastructure, or human resource development (Jennah et al., 2025).

Program development can also be focused on creating an integrated digital school ecosystem. According to Hidayanti and Safuan (2025), the implementation of the "Smart School" concept can encompass various school elements, including education, infrastructure and facilities management, and school services. Through such integration, technology can become an important component of school governance, not merely a teaching aid. When schools have an integrated digital system along with supporting resources, this can become a strength for expanding the scope of digital education initiatives (Hidayanti & Safuan, 2025).

Based on these various findings, SWOT analysis can be used to determine development priorities for digital education programs according to each school's conditions. Schools can prioritize improving teacher competence if human resources are the main weakness, strengthen infrastructure if there are facility limitations, develop an LMS if digital learning needs are the priority, or integrate learning and administration systems if the school already has adequate technological readiness. Thus, the results of SWOT analysis serve not only to map the condition of digital education programs but can also become a foundation for determining strategic priorities, improvement measures, and the direction of sustainable program development.

Implications of SWOT Analysis for the Evaluation of Digital Education Programs

SWOT analysis can provide strategic information to facilitate a more comprehensive assessment of digital education programs based on the overall results of the study. Such an assessment goes beyond merely determining whether technology has been used; it also considers the advantages of technology, learner access, infrastructure availability, human resource readiness, development potential, and the risks that may threaten the program's sustainability. Based on the findings of Sari (2026), technological readiness, digital literacy, teacher competence, and infrastructure support are closely related to the effectiveness of digital media in general secondary schools and vocational secondary schools (Fajariah, 2025).

Based on research by Ransun et al. (2023) on online learning among grade 11 students at SMA Negeri 1 Tomohon, challenges related to internet access and the method of delivering learning materials are matters that need attention in implementing digital learning. This shows that various interrelated criteria must be considered when evaluating the performance of digital education initiatives (Ransun et al., 2023).

These results are in line with a study conducted at SMA Negeri 5 Padang by Rahmadesi et al. (2026), which showed that there are still a number of problems related to digital readiness in the use of educational technology in secondary schools. This condition shows that the success of digital transformation in schools is not determined solely by the existence of the technology itself. Program assessment methods must consider various elements such as supportive facilities and environments, as well as teacher and student readiness. Therefore, in implementing digital education, schools can use SWOT analysis to help identify internal and external problems that need to be corrected or anticipated (Rahmadesi et al., 2026).

In addition to technological readiness, human resource competence is a key component of the assessment. Dharma (2024) showed a relationship between the use of online learning in vocational high schools (SMK) in Gowa Regency and the digital literacy of their teachers. This finding supports the idea that teachers' digital competence is one of the important internal components that must be taken into account when evaluating the effectiveness of digital education initiatives. Thus, if SWOT analysis shows that teachers' digital competence is still a weak point, schools can use this information as a basis for drawing up professional development, mentoring, and training programs (Dharma, 2024).

Given that each school's conditions differ, the SWOT method also provides a more contextual evaluation. Of course, schools with strong technological infrastructure require a different approach compared to schools with limited devices and network connectivity. According to Latifah et al. (2025), SWOT-based evaluation results can be used to identify specific needs and development priorities in line with each school's unique conditions (Hakim, 2023).

In this context, SWOT should be viewed as a strategic evaluation method that complements formal program evaluation models, rather than replacing them. Although formal program evaluation models can be used to assess certain program elements more systematically, SWOT analysis helps determine the program's strategic position based on internal and external considerations (Livianti et al., 2024).

In addition, SWOT analysis influences decision-making. Strengths-Opportunities (SO), Weaknesses-Opportunities (WO), Strengths-Threats (ST), and Weaknesses-Threats (WT) strategies can be formulated based on the identification of internal and external elements. Citraningsih and Wiranata (2022) showed how SWOT mapping can be used to design learning development methods, such as increasing digital learning support, utilizing technology, and improving teacher competence. Thus, SWOT analysis serves not only to identify problems but also to provide guidance for improvement measures (Citraningsih, 2022).

The findings from SWOT analysis can also be used to set development priorities in secondary schools. For example, improving teacher competence can become the main goal if teachers'

digital skills are a significant weakness. Schools may prioritize infrastructure improvements if the main problems lie in networks and devices. On the other hand, schools can choose platforms that meet learning needs as the opportunities presented by technological breakthroughs develop. Thus, this assessment does not only provide an overview of the program.

Overall, the literature review shows three important conclusions that reflect the objectives of this study. First, SWOT analysis is used as a strategic evaluation method to map the external and internal conditions of digital education programs in secondary schools. Second, although digital education programs offer various advantages such as learning flexibility, diverse learning resources, technological innovation, and improved digital competence, they also have shortcomings, such as limited access, infrastructure, digital skills, and technical constraints. Third, in addition to the many opportunities for the development of digital education resulting from technological advances, there are also various risks, such as unequal access, rapid technological change, network problems, and limited facilities.

Based on these results, SWOT analysis makes a conceptual contribution by enabling a more comprehensive, contextual evaluation of digital education initiatives that is oriented toward continuous improvement. Information on strengths, weaknesses, opportunities, and threats can be used by schools to formulate strategies, prioritize improvements, anticipate risks, and seize opportunities arising from technological advances. Thus, SWOT analysis can be positioned as a strategic evaluation method that helps schools understand the condition of their programs and determine the direction of digital education development that suits each school's needs and unique characteristics.

IV. CONCLUSION

Based on the literature review, SWOT analysis can be used as a strategic evaluation method for digital education programs in secondary schools. These programs have advantages such as flexibility, diverse learning materials, and technological innovation, but they also face constraints related to internet access, infrastructure limitations, and digital competence. Although network limitations, uneven access, and rapid technological change are challenges that require careful management, technological advances also offer potential for improving the quality of learning. Thus, SWOT analysis provides schools with a comprehensive and contextual picture of their digital education initiatives, which becomes the foundation for drawing up development and sustainable improvement plans.

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