

Swot-informed english teaching strategies to address mother tongue dominance and build global competence

Pina Dewi Apiyanti ^{a.1,*}, Emay Mastiani ^{b.2}

^{*ab} ¹ Universitas Islam Nusantara, Indonesia.

^{*1} dewipina444@gmail.com; ² emay.mastiani@gmail.com.

^{*}Correspondent Author

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ABSTRACT

This study aims to explore English learning strategies based on SWOT analysis integrated with the PDSA (Plan-Do-Study-Act) quality management cycle in the context of non-formal education at PKBM Askara Bandung and PKBM Insan Muwahid Garut. The research uses a qualitative approach with case study design and data collection through in-depth interviews, observations, and documentation. The results of the study show that the two PKBMs apply different but complementary adaptive strategies. PKBM Askara emphasizes global competency development through the English Club, adaptive lesson plans based on the Independent Curriculum, and bilingual projects, while PKBM Insan Muwahid focuses on basic communicative skills with the use of simple media. The translanguaging approach is applied as a bridge between the mother tongue and English to facilitate students' understanding. Evaluation is carried out through a combination of tests, observations, projects, portfolios, and reflections, followed by follow-up in the form of program strengthening, remedial, alumni mentoring, and collaborative strategy development. Despite obstacles such as limited resources, mother tongue dominance, diverse student motivations, and varying tutor competencies, SWOT-PDSA integration has proven effective in improving the quality of contextual and globally oriented learning. The findings of this study confirm that SWOT analysis is not only an internal-external mapping tool, but also a strategic framework for planning, implementation, evaluation, and continuous improvement in non-formal education, so that learners are better prepared to face the global challenges of the 21st century.

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Introduction

Education has a very strategic role in shaping the character, values, and competencies of the nation's generation. The religious foundation also emphasizes the importance of the function of education, as stated in the words of Allah SWT:

وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِإِلَهِكَ الشِّرْكَ لَظْمٌ عَظِيمٌ

"And (remember) when Luqman said to his son, when he was teaching him, 'O my son, do not associate with Allah. Indeed, associating with (Allah) is indeed a great tyranny.'" (Q.S. Luqman [31]: 13, Ministry of Religion of the Republic of Indonesia, 2019).

In addition, the Prophet PBUH prayed to avoid knowledge that is not useful, as the following hadith states:

اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنْ عِلْمٍ لَا يَنْفَعُ، وَمِنْ قَلْبٍ لَا يَخْشَعُ، وَمِنْ نَفْسٍ لَا تَتَّقُ، وَمِنْ دَعْوَةٍ لَا يُسْتَجَابُ لَهَا
"O Allah, I take refuge in You from useless knowledge, from an insincere heart, from a soul that is never satisfied, and from prayers that are not answered." (H.R. Muslim No. 2722).

These two foundations show that education is not only understood as a process of knowledge transfer, but also as a means of forming morality, spirituality, and usefulness in community life.

The era of globalization and technological disruption brings significant challenges for the younger generation who are required to not only excel academically, but also to be able to compete at the global level with adaptability, creativity, and innovation skills (Daffa et al. 2024; Juliawan 2024). Adaptation is important so that they can leverage technology and innovation to increase competitiveness in the international job market, while creativity allows the birth of new solutions and innovation encourages the application of these ideas in positive change (Daffa et al. 2024). On the other hand, the demands of globalization must not erode their identity, because the younger generation still needs to maintain cultural identity and noble values that are the foundation of the nation's pride, as emphasized by Fadli and Afwan (2024) that the preservation of local wisdom is important in strengthening identity in the midst of globalization. Strengthening local identity through art and culture plays a vital role in connecting the younger generation with their traditional roots, where studios and art communities can be spaces for identity expression as well as a means of intercultural dialogue that encourages understanding of local values (Dewantara et al. 2023; Sukmi et al. 2023). The use of digital platforms also opens up opportunities to introduce local culture to a global audience, but at the same time the younger generation must be critical in dealing with the penetration of dominant culture from outside by selecting and adapting values that are in harmony with their identity (Assidiq et al. 2023; Daffa et al. 2024). For this reason, education that emphasizes cultural literacy and appreciation of local heritage, plus active involvement in the community, is an important step to maintain a balance between global adaptation and cultural preservation (Azzahra, Dewi, and Hayat 2024). Thus, the young generation can develop as internationally competent individuals while being firmly rooted in cultural identity, so that they are able to face the challenges of globalization without losing their identity (Fadli and Afwan 2024; Sukmi et al. 2023).

English plays an important role as the lingua franca in a variety of fields, including science, technology, diplomacy, and the world of work, which requires individuals to have adequate language skills to participate effectively on the global scene. Data from the English Proficiency Index (EF EPI) 2024 shows that Indonesia is ranked 80th out of 116 countries, as well as 12th out of 23 countries in Asia, indicating a significant gap between the increasing global demands and the ability of national education graduates to speak English. This phenomenon highlights the need for reforms in the Indonesian education system to improve foreign language skills among students, in order to prepare them to face the ever-growing global challenges and compete in the international job market.

In the contemporary era of globalization, English has solidified its role as a global lingua franca in science, technology, diplomacy, and the labor market, yet Indonesia still faces significant challenges in this domain, as reflected in the EF EPI 2024 report placing the country 80th out of 116 globally and 12th out of 23 in Asia (Apunyo et al. 2022). This ranking highlights a critical gap between global demands and the English proficiency of Indonesian graduates, particularly when educational outcomes are measured against the requirements of the international job market. Research shows that English is no longer optional but a prerequisite

for employability, especially in fields shaped by international collaboration and digital globalization (Adeyemo 2023; Unya, Onya, and Aare 2022). The lack of proficiency threatens to disadvantage Indonesian graduates in securing competitive roles and reduces their participation in the global economy (Apunyo et al., 2022). This challenge is compounded by broader issues within the national education system, where reforms are needed to integrate 21st-century competencies, including English communication and soft skills vital for the global workforce (Ali 2021). Vocational and technical programs, though crucial for employability, often lack sufficient emphasis on English training, undermining the graduates' ability to contribute effectively in diverse international settings (Apunyo et al., 2022). Addressing this issue requires strategic reforms at the policy level, with recommendations focusing on curriculum alignment with global linguistic demands, teacher capacity building, and improved resources for English instruction (Unya et al., 2022; Adeyemo, 2023). Strengthening English proficiency is not only a pathway to enhancing individual employability but also a lever for advancing national development and increasing Indonesia's presence in global dialogues (Unya et al., 2022). Ultimately, these challenges present an opportunity for systemic reform: by prioritizing English language acquisition alongside technical expertise, Indonesia can better prepare its youth to navigate global complexities, contribute meaningfully to the international community, and simultaneously strengthen the local economy.

The Center for Community Learning Activities (PKBM) has a strategic role as a non-formal educational institution regulated in Law No. 20 of 2003 and Permendikbud No. 81 of 2013, with the main goal of providing access to education for people who cannot reach formal channels. However, in practice, PKBM faces various challenges in learning English. One of the main obstacles is the dominance of mother tongues in various regions which makes the use and practice of English very limited, so the learning process is less than optimal (Harlina and Yusuf 2020). In addition, the limited number of competent teaching staff also worsens the situation, considering that many PKBMs experience a shortage of trained and experienced teachers in this field (Harlina and Yusuf 2020). The lack of learning facilities and media is also a serious obstacle, where English teaching is often carried out without the support of interesting and interactive learning tools or resources (Sya and Helmanto 2020). Students' motivation to learn, especially in rural areas, is relatively low due to the lack of support from parents and the surrounding environment, which has implications for their lack of interest in English (Harlina and Yusuf 2020). To overcome this, it is very important to create a conducive learning environment through the application of innovative teaching methods, continuous training for teachers, and the development of contextual and relevant teaching materials. With these steps, it is hoped that English learning at PKBM can be more effective and able to improve community competence in accordance with the ever-growing global demands (Upa, Rahayu, and Tangkelangi 2022).

Previous Research, Gap, and Novelty

Various studies have highlighted English learning strategies in non-formal education, especially in PKBM. Puspitasari and Sugirin (2024) shows that the application of translanguaging in speaking classes in non-formal education, such as in Kampung Ang, Pare, Kediri, can increase student involvement and understanding. Translanguaging uses the mother tongue as a bridge to understand English, so that learning becomes more inclusive and contextual.

Umiyati (2022) emphasized the effectiveness of the hybrid learning model in English learning in PKBM. This model combines online and offline learning, so that students' speaking and listening skills are improved, even though it is done in a non-formal environment with diverse backgrounds of participants. Kusumajati et al. (2023) discusses the effectiveness of the hybrid learning model as a technology-based approach in education. This approach supports

flexibility, active participation, and adaptation to the needs of students in PKBM. Sorfina (2025) highlights the application of SWOT analysis in the management of the non-formal education curriculum at Gajahwong School, Yogyakarta, to improve children's character education. This analysis helps identify strengths, weaknesses, opportunities, and threats in the management of non-formal learning.

Although previous research has made significant contributions, there are still some shortcomings. Most studies only emphasize specific learning strategies without linking them to a sustainable quality management framework. The integration of SWOT analysis with the PDSA (Plan-Do-Study-Act) cycle introduced by Deming (2000) has not been widely implemented, so it has not provided guidance for long-term systematic improvement.

This research presents a novelty by integrating SWOT analysis as a method of mapping the strengths, weaknesses, opportunities, and threats of English language learning, with the PDSA cycle as a framework for continuous improvement. This integrative approach was tested on two PKBMs with different characteristics, namely PKBM Askara in urban areas and PKBM Insan Muwahid in rural areas. Differences in geographical and social conditions allow for the development of learning strategies that are more adaptive to local contexts, while remaining relevant to global competency demands. With the integration of SWOT-PDSA, the research focuses not only on the identification of problems and opportunities, but also on the continuous implementation, evaluation, and follow-up. This is expected to produce a systematic, flexible learning strategy that is able to improve the global competence of students, while strengthening the capacity of non-formal educational institutions to face the challenges of the 21st century.

Method

This study uses a qualitative approach with a case study design. The selection of this design is based on the purpose of the research to gain an in-depth understanding of the management of English learning in PKBM, including strategies, constraints, and efforts to improve it in the social and cultural context of each region. The case study design allows researchers to examine phenomena contextually and thoroughly, as well as capture the dynamics of interactions that occur between educators, learners, and the learning environment. The focus is not on generalization but on the exploration of subjective meaning, managerial structure, and interaction between educational actors with triangulation techniques through in-depth interviews, observations, and document analysis (Creswell 2018; Yin 2018). In line with the views of Sugiyono (2023), this approach emphasizes understanding the meaning, uniqueness, and construction of phenomena inductively.

The phenomenological approach in this study is used to describe the planning, implementation, evaluation, and follow-up of the curriculum in improving the quality of English learning based on SWOT. With its naturalistic, descriptive, and contextual nature, this research seeks to find the meaning of learning problems in the midst of the dominance of mother tongues, while offering a holistic understanding of non-formal education practices that are complete and comprehensive (Creswell 2018).

The research targets include two non-formal educational institutions, namely PKBM Askara in the city of Bandung and PKBM Insan Muwahid in Garut Regency. The research subjects were selected purposively, including the head of PKBM, English tutors, 20 package C students from both PKBM, and alumni. The selection of subjects considers their direct involvement in the learning process so that it can provide relevant and in-depth information (Patton 2015). The data collection technique uses triangulation methods, namely observation, in-depth interviews, and documentation studies. Observation is used to understand learning practices in the classroom and direct interaction between learning actors. Interviews were

conducted to explore experiences, views, and strategies used in learning management. Meanwhile, the documentation study includes a review of lesson planning documents, evaluation notes, and other supporting documents (Miles, Huberman, and Saldaña 2014).

The research procedure is carried out through five stages. First, preparations include the preparation of research instruments, licensing management, and initial coordination with PKBM. Second, data collection through observation, interviews, and documentation in the field. Third, initial data analysis to organize and group data according to the research theme. Fourth, data validation is carried out through member checking and triangulation of sources, methods, and time. Fifth, drawing conclusions based on the synthesis of verified findings (Creswell 2018). Data analysis refers to the interactive model of Miles and Huberman (1994), which consists of three main stages: (1) data reduction to filter relevant information, (2) presentation of data in the form of narratives, tables, or charts to facilitate interpretation, and (3) conclusions/verification that are carried out iteratively during the research process. This approach allows researchers to maintain the connection between data and interpretation, so that the results have strong validity and practical relevance for the development of English learning in non-formal education.

Result

This research aims to explore English learning strategies based on SWOT Analysis conducted at PKBM Askara Bandung and PKBM Insan Muwahid Garut with the intention of improving global competence in the midst of mother tongue dominance through the PDSA (*Plan-Do-Study-Act*) quality management cycle approach and *translanguaging* strategy in response to the heterogeneous condition of students and minimal exposure to English. Data collection techniques were carried out through in-depth interviews, observations, and visual documentation with the head of PKBM, English tutors, the surrounding community, and alumni.

SWOT Analysis

The results of the SWOT analysis show the difference in the context of strengths and challenges between the two PKBMs. It can be seen from the SWOT analysis table in the two PKBMs below:

Table.1 SWOT analysis

Aspects	PKBM Askara Bandung	PKBM Insan Muwahid Garut
<i>Strengths</i>	1. Full support of independent foundations (stable funds from agriculture & exports) 2. Adequate facilities: classroom, computer, wifi 3. <i>English Club & extracurricular programs</i> 4. Successful Alumni (Higher Education/Work)	1. The number of teachers is relatively large (11 people, Bachelor & Master) 2. Large number of students (215 people Package C) 3. Sufficient facilities: 2 classrooms, 20 computers, wifi 4. High local community support
<i>Weaknesses</i> (Kelemahan)	1. The number of teachers is limited, not all have English backgrounds 2. Classroom only 1 3. Heavy curriculum load load	1. Limited operational funds (proposals & self-help) 2. Not all students have gadgets/internet 3. Teachers do not all understand <i>translanguaging</i>

Opportunities (Peluang)	1. Foundation's internal CSR support	1. Potential collaboration with government & CSR
	2. Networking with industry & colleges	2. High community support
Threats	3. English Club Development & Extracurricular Programs	3. Development of creative methods (posters, videos, WhatsApp learning)
	1. Want to reject government subsidies	1. Low student economic condition (hindering learning)
	2. Students' learning motivations are diverse, mother tongue dominance	2. Low motivation due to mother tongue dominance
	3. Dependence on foundations as a source of funding	3. Limited access to digital media

From this table, it can be seen that PKBM Askara excels in the support of foundations and facilities, while Insan Muwahid excels in the number of teachers, students, and community support. Both face the challenge of student motivation and mother tongue dominance, but differ in funding issues: Askara relies on foundations, while Insan Muwahid on proposals and self-help.

PKBM Askara has strength in the form of independent foundation support, adequate facilities, successful alumni, and supporting programs such as *the English Club*. The disadvantages are the limited number of teachers, the heavy curriculum load, and only one classroom. Existing opportunities include the foundation's internal CSR support, extracurricular development, and connections with industry partners. The main threats are the dominance of the mother tongue, the diverse learning motivation of students, and dependence on foundation funding sources.

PKBM Insan Muwahid has strength in the form of a large number of teachers and students, adequate facilities, and the support of the local community. The weaknesses include limited funds, low access to student gadgets, and *low translanguaging* mastery. Opportunities open up through collaboration with the government and CSR as well as the development of creative methods. The threats faced are low socio-economic conditions of students, low motivation due to mother tongue dominance, and limited digital access. However, if we look at the results of the comparison of the overview aspects of PKBM, we will be able to see some additional information that strengthens the value of the results of this study. The results of the comparison of the overview can be seen in the table below:

Table.2 Comparison of PKBM Askara Bandung and PKBM Insan Muwahid Garut

Aspects		Information	
Name of the Institution	PKBM Askara	PKBM Insan Muwahid	
NPSN	P9998766	P9985110	
Status	Private under Yayasan Cakrawala Askara Nusantara	Private under Yayasan Dzikrul Insan Muwahid	
Operational Permit	SK 0019/IPSPNFI/IX/2022/DPMPTSP (September 19, 2022)	SK 800/216-DISDIK (17 February 2020)	
Address	Jl. Adi Flora Raya No. 8, Rancabolang, Gedebage District, Bandung City, West Java 40294	Jl. Raya Malangbong-Ciawi KM.4, Kp. Gunung Cupu, Cikarag Village, Malangbong District, Garut Regency, West Java 44188	
Vision	Becoming a center of Islamic education excels in shaping a generation of civilized,	Become a forum for society towards a smarter, prosperous, and dignified life through non-	

	knowledgeable, and contributing to world civilization	formal education and useful activities
Mission	1) Inculcating manners & tauhid 2) Harmonizing Islamic and contemporary knowledge 3) Forming a generation with integrity 4) Reviving scientific traditions 5) Preparing Muslim leaders 6) Building a sustainable Islamic civilization	1) Providing learning services based on community needs 2) Helping educational, economic, and environmental problems 3) Providing consulting services in the field of education
Curriculum	Independent	Independent
Number of Educators	7 teachers + 1 principal	11 teachers + 1 principal (12 total; the majority of Bachelor graduates, there are Master)
Number of Students	Package C: 43 students (17 male, 26 female)	Package C: 215 students (98 male, 117 female)
Sarana & Prasarana	Classrooms: 1 Library: 1 Computer room: 1 (10 laptops) Wifi: available Sanitation: 2	Principal's room: 1 Classrooms: 2 Library: 1 Sanitation: 2 Computer room: 1 (20 laptops) Wifi: available
Featured Programs	Equivalence Package A, B, C, <i>English Club</i> ; <i>Extracurricular</i> (archery, tahfidz, computers, communication); Agriculture & Family Nutrition Programs; Life skills (tataboga, health, agriculture)	Equality Education (Packages B and C), community-based services, development of creative methods (<i>posters, videos, WhatsApp learning</i>), <i>English Club</i>
Ciri Khas	Financial independence (funded by agricultural and export products, without government subsidies); Integration of education, health, and family economic empowerment	Focus on the needs of rural communities; strong local community support; facing students' economic challenges; Adaptation of offline-online learning

Based on the SWOT analysis table and the overview of the two PKBMs above, the author presents the results of the research in six main aspects, including planning, implementation, evaluation, follow-up, obstacles, and solutions carried out by the two PKBMs.

Learning Planning

Planning at PKBM Askara begins with an analysis of the needs of students who have diverse backgrounds, especially because of the dominance of Sundanese-Indonesian languages in their daily lives. The learning plan is outlined in a flexible lesson plan based on the Independent Curriculum which emphasizes strengthening global skills and utilizing *translanguaging strategies*. The programs designed include the establishment of an *English Club*, the implementation of bilingual projects (such as plays and presentations), and enrichment outside of learning hours. The learning environment is also conditioned to be fun, as well as to instill motivation and character development. A PKBM Askara tutor said: "The children here need a creative platform. So we formed the English Club so that they would have additional training opportunities, as well as to build confidence." (Interview, July 15, 2025).

Meanwhile, planning at PKBM Insan Muwahid is carried out collaboratively between the head of PKBM and tutors. The focus of planning is directed at basic communicative skills by utilizing simple and contextual media, such as *role play* and everyday conversation. Due to

limited facilities, learning is mostly designed in a simple offline format and uses makeshift digital media. The Head of PKBM explained: "We are aware that the means are limited, so our learning is simple but meaningful. Children simply learn practical dialogues that they can use immediately." (Interview, July 17, 2025).

Learning Implementation

In implementation, the two PKBMs both implement *translanguaging* by using the mother tongue as a bridge of understanding. This helps learners to more easily understand English vocabulary and structure, as well as foster confidence when trying to speak.

At PKBM Askara, the implementation of learning is more structured because it is supported by the foundation's quality standards. The activities developed include *bilingual projects*, *English Clubs*, and student presentations. The success of learning can be seen from the increase in student participation, the courage to appear in presentations, and the quality of the project products produced. One student revealed: "If it is explained in Sundanese first, I understand better. Only then do you try to speak in English." (Interview, July 15, 2025).

Meanwhile, PKBM Insan Muwahid carries out learning with a participation-based communicative approach. Tutors utilize media such as posters, *videos*, learning through *WhatsApp*, and *role play*. Success indicators are measured from student involvement in dialogue, creativity of assignment products, and increased vocabulary mastery. One of the tutors added: "Children are more enthusiastic if they learn via *video* or *WhatsApp*, because it suits their daily lives." (Interview, July 17, 2025).

Learning Evaluation

Evaluation at PKBM Askara is carried out through a combination of tests, observations, and bilingual projects. The assessment emphasizes more on 21st century or 4C (*critical thinking, creativity, communication, collaboration*) skills. Evaluations here look not only at academic achievements, but also students' courage to speak up and participation in projects. The English teacher confirmed: "We judge not only by test scores, but also by the boldness of the presentation and the results of the project. That's more important for their development." (Interview, July 16, 2025).

At PKBM Insan Muwahid, evaluations are carried out in the form of simple tests, creative projects, and digital portfolios. The assessment focuses on the students' courage to speak up and their consistency in practicing. One student admitted: "Exam scores do exist, but more often we are judged by how active we are to speak." (Interview, July 18, 2025).

Follow-up

As a follow-up, PKBM Askara J mentors. The Head of PKBM explained: "We invite alumni who have studied or worked to be an inspiration for students. This really helps with learning motivation." (Interview, July 21, 2025).

Obstacles/Problems

The results of the study show that there are significant obstacles in both PKBMs. At PKBM Askara, the main obstacles are maintaining student consistency in participating in additional activities, low motivation of some students, and dependence on the active role of teachers and alumni. One teacher said: "Children are sometimes enthusiastic at the beginning.

If it is not spurred continuously, the motivation will quickly decrease." (Interview, July 22, 2025).

At PKBM Insan Muwahid, the obstacles faced are limited infrastructure, low internet access, and strong dominance of the mother tongue which makes it difficult for students to get used to using English in their daily activities. One tutor explained: "The children here rarely speak English on a daily basis. So it takes a long time to get used to." (Interview, July 23, 2025).

Solution

To overcome various obstacles, the two PKBMs developed adaptive strategies according to their respective contexts. PKBM Askara implements peer learning by involving more proficient students as peer tutors, providing simple rewards through a reward system, and collaborating with the English language community outside of school. Meanwhile, PKBM Insan Muwahid utilizes simple media such as posters, audio-visual, and WhatsApp learning, accustoming the use of bilingual in daily activities, and collaborating with parents to support learning at home.

In general, the solutions carried out by the two PKBMs show that SWOT-based learning can present models that are adaptive, contextual, and relevant to the needs of students. Despite facing limitations, these follow-up efforts reflect the institution's commitment to improving the global competence of learning citizens through creative, collaborative, and sustainable learning.

Discussion

SWOT Analysis and PKBM Context

Based on the findings, English learning strategies at PKBM Askara Bandung and PKBM Insan Muwahid Garut were analyzed using a SWOT approach combined with the PDSA (Plan-Do-Study-Act) cycle. This integration was chosen because previous studies (Puspitasari, 2024; Umayati, 2022; Kusumajati, 2023; Sorfina, 2025) mostly focused on specific strategies such as translanguaging or hybrid learning, but rarely connected SWOT analysis with a sustainable quality management framework. Therefore, this study presents a more comprehensive perspective. PKBM Askara demonstrates strengths such as independent foundation support, adequate facilities (classroom, computers, internet access), active alumni, and supporting programs like the English Club. Meanwhile, PKBM Insan Muwahid stands out for having relatively more tutors, strong community involvement, and a larger number of learners. However, both institutions face challenges such as mother-tongue dominance, uneven student motivation, and limited facilities, particularly in PKBM Insan Muwahid.

Learning Planning

Learning planning at PKBM Askara is based on the Merdeka Curriculum with flexible designs to develop global competencies. Translanguaging strategies, the English Club, and bilingual projects are employed to provide contextual learning experiences. This aligns with Puspitasari's (2024) findings that translanguaging enhances learner engagement and understanding.

PKBM Insan Muwahid emphasizes basic communicative learning using simple media, role play, and daily conversations. This adaptation to limited resources is consistent with Umayati (2022), who emphasized the effectiveness of hybrid learning in PKBM by tailoring strategies to learners' contexts. A head of PKBM explained: "We are aware of limited resources,

so we make learning simple but meaningful. Students just need to practice dialogues that they can immediately use.” (Interview, July 17, 2025).

Learning Implementation

Both PKBMs applied translanguaging as a bridge for vocabulary and grammar comprehension. At PKBM Askara, this strategy was realized through bilingual projects and the English Club, resulting in increased student confidence in presentations and project outputs. This supports Puspitasari’s (2024) findings on the effectiveness of translanguaging in non-formal contexts. At PKBM Insan Muwahid, implementation focused on communicative and participatory methods using posters, videos, WhatsApp learning, and simple dialogues. This shows contextual adaptation suited to learner characteristics, aligning with Kusumajati (2023), who highlighted the role of simple technology in enhancing learner participation at PKBM.

Evaluation and Follow-Up

PKBM Askara conducted evaluations through tests, observations, and bilingual projects with a focus on 21st-century skills (4C). PKBM Insan Muwahid applied digital portfolios, creative projects, and active student participation in dialogues. These findings reinforce Sorfina (2025), who emphasized the importance of SWOT analysis as a basis for strategic planning in non-formal education. Follow-up at PKBM Askara included remedial activities, English Club mentoring, and alumni involvement. At PKBM Insan Muwahid, follow-up involved enriching digital materials, creative media, and alumni mentoring. These strategies reflect the continuity of the PDSA cycle, allowing for systematic evaluation and ongoing improvement.

Challenges and Solutions

Challenges at PKBM Askara include maintaining student consistency and reliance on tutors or alumni, while PKBM Insan Muwahid faces facility limitations and strong mother-tongue dominance. Adaptive solutions were developed: PKBM Askara employed peer learning, a reward system, and collaboration with English communities; PKBM Insan Muwahid utilized simple media, bilingual activities in daily routines, and parental involvement. These strategies align with Umayati (2022), who highlighted the importance of adaptive innovations tailored to learner needs.

Discussion Conclusion

Overall, integrating SWOT analysis and the PDSA cycle in this study provides a more systematic strategic framework for enhancing the quality of English learning at PKBM. The findings show that context-based adaptive strategies such as translanguaging, flexible planning, creative media, and continuous follow-up can help learners develop global competencies despite strong mother-tongue dominance. This model complements earlier studies focusing on translanguaging, hybrid learning, and technology-based strategies by adding the dimension of sustainable and contextual improvement for non-formal education.

Conclusion

The results of the study show that the English learning strategy based on SWOT analysis provides a structured direction in facing the challenge of mother tongue dominance while opening up opportunities for students to improve global competence. The two PKBMs studied, namely PKBM Askara in the city of Bandung and PKBM Insan Muwahid in Garut Regency, applied different but complementary strategies. PKBM Askara emphasizes

strengthening global competencies through the English Club, adaptive lesson plans based on the Independent Curriculum, and bilingual projects, while PKBM Insan Muwahid focuses more on basic communicative skills with simple media that suit the characteristics of rural students.

The implementation of learning in both PKBMs uses a translanguaging approach as a bridge between mother tongue and English. PKBM Askara implements it through bilingual projects and 21st century skill-based extracurricular activities, while PKBM Insan Muwahid focuses on daily conversations, role play, and the use of simple digital media. Evaluation at PKBM Askara is carried out through tests, observations, and 4C (critical thinking, creativity, collaboration, communication) projects, while PKBM Insan Muwahid utilizes formative, summative, and digital portfolio evaluations. Follow-up in each PKBM includes program strengthening, remedial, alumni mentoring, and regular reflection for enrichment.

Despite facing obstacles such as limited facilities, mother tongue dominance, low student motivation, and diverse tutor competencies, the two PKBMs managed to implement adaptive solutions. This strategy includes the use of creative media, alumni mentoring, internal tutor training, and collaborative development based on SWOT analysis and the PDSA cycle.

Overall, the integration of SWOT analysis in English learning in PKBM serves not only as a tool for mapping strengths, weaknesses, opportunities, and threats, but also as a strategic framework to improve the quality of contextual and globally oriented learning. These findings confirm that non-formal education institutions can realistically adapt strategies to internal and external conditions and strengthen students' readiness to face the global challenges of the 21st century.

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