

Strategic Insights into Establishing an English Course in Makassar: A SWOT Analysis of the 'My Liberty' Strategy

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ABSTRACT

This study investigates the implementation of the "My Liberty" strategy for establishing an English course in Makassar, aiming to offer an innovative and holistic alternative to conventional language programs. Using a qualitative approach guided by grounded theory, the study employs SWOT analysis to assess the strategy's strengths, weaknesses, opportunities, and threats. Data were collected through structured interviews with the course founders, who play central roles in both planning and execution. The interview protocol focused on strategic rationale, implementation steps, challenges faced, and potential for future development. Findings reveal that "My Liberty" distinguishes itself through a personalized curriculum, strong parental engagement, and enrichment activities that support holistic growth. Key strengths include its tailored content and trust-based parent relationships. However, initial challenges such as limited public exposure and operational inefficiencies emerged. Opportunities for growth include targeting elementary school students and leveraging online platforms to widen access. Persistent threats include low brand recognition and concerns regarding student well-being. The study highlights the potential of the "My Liberty" model to address gaps in traditional English education by combining innovation with community trust. At the same time, it underscores the need for improved outreach and operational refinement. This research offers practical insights for educators and entrepreneurs aiming to develop innovative language programs in urban settings. The findings provide strategic recommendations for refining educational initiatives in an increasingly competitive and dynamic environment.

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1. INTRODUCTION

Mastering English allows one to facilitate communication on both academic and professional levels (Rachman et al. 2022). The increasing contact between people from different countries is the primary driver for learning English, which leads to improved economic growth and social development for both

individuals and institutions. Thus, there is high demand globally for English teachers. In a world full of technology, educational institutions are becoming more responsive to learners by integrating modern methods into teaching traditions (Surveyandini, 2022).

As signified by growing sign-ups to Briton International English School in Makassar, learning English has grown from an obligation to a voluntary goal shaping one's identity (Dharma et al. 2023). Hence, English courses have exploded in both popularity and approval. The stereotype that English programs are unengaging has been actively challenged, which showcases the positive reception of people towards learning English (Ilahi & Ali, 2023).

Motivation is arguably the most significant factor when it comes to student involvement and success completing tasks. In her coursework in the year 2010, Subari mentions that learners who have motivation strive to be more persistent and achieve higher results - clearly motivation is something that sustains success in language programs. Furthermore, a more profound correlation exists between English language mastery and career opportunities for Farid et al. (2019) since English is important for employment and professional competition. There is also the branding aspect that shapes preferences; a positive institutional image can promote trust and attract learners (Ludwiqa, et al. 2022).

In the inscription sector, strategic planning tools need to be adopted for English course providers to stay relevant in the market. One such tool is SWOT analysis, used by organizations to evaluate their internal strengths and weaknesses along with external opportunities and threats. This framework supports institutions in making strategic choices in program development, marketing, and long-term sustainability planning (Wibawa & Aryanto, 2016).

This particular research is concerned with exploring the 'My Liberty' strategy for an English course in Makassar. This is based on previous research done (e.g., Rachman et al, 2022; Andini, 2022; Ilahi & Ali, 2023; Dharma et al., 2023). Different from generic studies, this research is focused on the scope of education in Makassar, which is a robust city with a rising demand for linguistic resources and services as well as increasing levels of competition amongst providers.

This work interrogates the internal planning and external positioning of 'My Liberty' using SWOT analysis, grounded theory, and qualitative interviews with course owners, teachers, and students. Among its objectives, this study seeks to enrich the language education entrepreneurship landscape (Arifin et al. 2020) by documenting recommended implementation strategy optimization processes and proposing practical engagement policy recommendations.

2. METHODS

This study employs a qualitative research design grounded in grounded theory to explore and conceptualize the "My Liberty" strategy for establishing an English course in Makassar. A SWOT analysis framework is used to examine internal strengths and weaknesses as well as external opportunities and threats, while grounded theory guides the inductive development of insights from empirical data. Data were collected through in-depth interviews with key stakeholders, including the course owner, and two teachers selected for their direct experience with the strategy's planning and implementation. A structured interview guide ensured consistency while allowing flexibility for participants to share detailed perspectives. Interview data were analyzed through thematic coding using grounded theory techniques: open coding to identify initial themes, axial coding to explore relationships, and selective coding to develop a central understanding of the strategy. Analytical memos supported theory construction throughout the process. This research was conducted in Makassar in January 2024, offering localized insights with potential relevance for similar educational initiatives. While context-specific, the findings may inform broader applications in comparable language education settings.

3. FINDINGS AND DISCUSSION

A SWOT analysis involves systematically identifying different factors to help determine a company's strategy. It relies on a logical approach aimed at maximizing strengths and opportunities while also minimizing weaknesses and threats. Through SWOT analyses the following are the data obtained in a deep interview with the owner of Liberty English Course. Then the data was mapped based on points in the SWOT analysis which encompasses strengths, weaknesses, opportunities, and threat. Each of the points is elaborated as follows:

3.1 Strength

Based on the question related with the concern how the English course dealt with the market and arrange the module for learning, the interviewee stated that:

"Tantangan pertama kurikulum diawal, bagaimana kita menyesuaikan dengan apa yang dipasar. Terus untuk modul-modulnya itu kita rancang sama-sama teman-teman, kita tidak ciplak dari Cambridge, Jadi kita rancang untuk kebutuhan dari SD kelas 1 sampai 6 untuk kami terapkan ke siswa-siswa, dan itu diajarkan disekolah"

"The challenge of the curriculum at the beginning is how we adjust it to the market. We designed its modules together, not copied from Cambridge. We design for the needs of SD (elementary school) classes 1 to 6, and it is taught in school."

By acknowledging the initial challenge of aligning the curriculum with market demands, This localized curriculum development aligns with findings by Ludwiqa et al. (2022), who emphasize the importance of offering varied course programs to meet the diverse needs of learners. In their study, language institutions addressed learner differences by providing structured programs. Similarly, the interviewee's initiative to create custom learning modules based on learners' levels and school needs reflects the same pedagogical principle—flexibility and responsiveness to learner demand. Both examples show how a course's responsiveness to market and learner needs—whether through varied programs or custom-designed modules—can enhance relevance, learner engagement, and satisfaction. These practices highlight a growing trend in English language education: moving beyond a one-size-fits-all model toward more targeted and user-centered curriculum development. Then the owner developed KRS – plan of study in the course to monitor the lesson during the course, he stated that:

"Makanya kurikulum itu sebenarnya itu kita punya yang Namanya KRS – kartu rencana studi nya, kayak dikampus, bulan pertama materi apa yang diajarkan , rangkuman materi jadi itu rujukan untuk instruktur mengajar, jadi harus dingoalkn sebelum masuk ke materi selanjutnya"

"So the curriculum we have is called KRS - study card, like in college, the first month, what material is taught, the summary of the material is the reference for the instructor to teach, so it must be discussed before moving on to the next material."

In the perspective of the relation with students' parents, the English course has established an open examination policy and invites parents to observe their children during testing. This approach adds transparency and fosters a sense of involvement for parents in their children's education. In relation to parents, the course implements an open exam policy and invites parents to watch their children as they take exams, adding transparency and a sense of parental involvement in their child's education. Teacher's support:

"Yang saya suka di sini itu kurikulumnya bukan hanya diambil dari luar, tapi benar-benar disesuaikan dengan anak-anak SD. Kita juga dilibatkan dalam menyusun modul, jadi kita tahu kebutuhan anak-anak dari awal. Ada KRS juga yang sangat membantu kami sebagai pengajar untuk tahu materi tiap bulan dan target pembelajarannya."

"What I like here is that the curriculum is not only taken from outside, but is really adapted to elementary school children. We are also involved in the preparation of the modules, so we know the needs of the children"

from the beginning. There is also a KRS which really helps us as teachers to know the material every month and learning targets."

The interviewee mentioned that external examiners are invited to conduct speaking assessments during semester examinations. This approach aligns with the growing recognition of public speaking as a crucial skill in today's world—essential not only for academic success but also for career advancement and personal development (Fajri et al., 2021; Zahra & Yuliana, 2023). The presence of external evaluators not only adds credibility to the assessment process but also plays a significant role in building parental trust in the quality of the program.

"Dan itu berefek karena orangtua yakin, karena orangtua yakin kalau adami hasilnya anakku Dan yang penting meyakinkan orangtua itu dengan pengujian. Jadi saat ujian semester, ada penguji eksternal speaking dan itu luar biasa sekali respon orangtua karena percaya dirinya"

"And it has an impact because parents are confident, because parents are confident that their children will get results, and what is important is to convince parents with testing. So during the semester exam, there is an external examiner for speaking and the parent's response is very good because they trust it."

"My liberty fokus ke speaking, jadi anak-anak dilatih untuk percaya diri speaking. Program-program nya disini ada fieldtrip, spending night setiap ramada nada kegiatan enrichment activity. Ada Sunday morning, anak-anak diundang untuk datang kesini"

"My focus is on speaking, so children are trained to be confident in speaking. The programs here include field trips, spending the night every Ramadan, and enrichment activity. There is Sunday morning, children are invited to come here."

Besides, the teacher also emphasized that the exam with external examiners is very reassuring for parents:

"Dan itu berefek karena orangtua yakin, karena orangtua yakin kalau adami hasilnya anakku Dan yang penting meyakinkan orangtua itu dengan pengujian. Jadi saat ujian semester, ada penguji eksternal speaking dan itu luar biasa sekali respon orangtua karena percaya dirinya."

"And it has an effect because the parents are confident, because the parents are confident that Adami is my child's result. And what is important is convincing the parents with testing. So during the semester exam, there was an external speaking examiner and the parents' response was extraordinary because they were confident."

"Pendekatan yang digunakan sangat transparan. Ketika ujian, ada orang tua yang hadir dan itu membuat kami sebagai pengajar juga semakin semangat karena merasa dipercaya dan dipantau."

"The approach used is very transparent. When there are exams, there are parents present and that makes us as teachers even more enthusiastic because we feel trusted and monitored."

The statement made by the respondent about how this strategy affects parental confidence is also interesting. Parents who actively participate in monitoring their children's development and performance during tests are more likely to believe that the course will produce significant results. According to Dewi et al. (2023) and Magdalena et al. (2024), students can effectively hone their speaking abilities in a positive and encouraging learning environment by completing individual presenting activities. The evaluation process gains more rigor and legitimacy when external examiners are included, particularly for speaking assessments given during semester exams. This approach not only guarantees quality control but also gives parents a great deal of comfort regarding the program's efficacy and dedication to excellence.

This emphasis on transparency, accountability, and quality assurance through public testing reflects a commitment to building trust with parents and stakeholders. It showcases a proactive approach to addressing parental concerns and demonstrating the program's value through tangible outcomes. Overall, the interviewee's insights shed light on the course's efforts to engage parents, ensure accountability, and maintain high standards of education.

3.2 Weakness

The interviewee candidly shared challenges encountered during the early stages of establishing and promoting the new course. As a newcomer in the industry, gaining trust and recognition posed significant hurdles. One of the initial difficulties faced was in determining the appropriate pricing for the course, as outlined below:

"Singkat cerita 2012 itu, kita memulai jalan, pertama kita sosialisasi, itu berat sekali karena tidak ada yang kenal, awalnya kita pergi ke sekolah diusir, liberty Dimana itu liberty, bukan ji pembohongan"

In short, in 2012, we began our journey. Initially, we faced challenges in socializing because nobody knew us. At first, when we went to schools, we were rejected. Liberty, where we went, is not a deception.

"Awalnya satu lima orang daftar, itu sebenarnya harga di akal akali, tidak perhitungan, yang jelas ada uang masuk dulu. Lama-lama berapa mau digajikan ini guru, kita tidak ada SOP, tidak ada sistem yang jalan,"

Initially, only one or five people registered. The pricing was actually arbitrary, without calculation, but the important thing was to receive payment first. Eventually, we had to pay the teachers. We had no standard operating procedure (SOP), no functioning system.

The journey of establishing the English course had its share of challenges and shortcomings that need to be addressed. Initially, in 2012, the process of socializing and gaining recognition was arduous due to a lack of familiarity within the community. The interviewee mentioned facing rejection when attempting to engage with schools, reflecting the initial struggle to establish a presence and credibility. It is important to note that Liberty, where the course was introduced, was not misrepresented despite early difficulties. Align with the owner's statement, the teacher conveyed that :

"Waktu saya pertama kali mengajar di sini, memang belum ada SOP yang jelas. Kadang-kadang kami bingung harus mulai dari mana. Tapi sekarang sudah lebih tertata."

"When I first started teaching here, there was no clear SOP. Sometimes we were confused about where to start. But now it's more organized."

"Dulu juga sempat bingung soal gaji dan jam mengajar, karena belum ada sistem yang tetap. Tapi sekarang sih sudah lebih baik."

"I was also confused about salaries and teaching hours, because there was no fixed system. But now it's better."

Moreover, the interviewee acknowledged certain operational challenges. At the outset, only a limited number of individuals registered for the course. The pricing structure was described as arbitrary, lacking a systematic approach or strategic calculation. While receiving initial payments was prioritized, the long-term sustainability of the course and ensuring fair compensation for teachers became pressing concerns. The absence of a clear standard operating procedure (SOP) and a structured operational system added to the complexity of managing the course effectively. This issue resonates with the findings of Ludwiqa et al. (2022), who noted that some tutoring institutions rely solely on

externally developed teaching modules, which may not align well with students' actual learning needs. Without customized and contextually relevant modules or internal instructional design systems, educational services risk becoming misaligned with learner expectations and ineffective in delivering measurable outcomes.

These weaknesses highlight the need for a more structured and strategic approach in terms of marketing and pricing strategies, as well as the development of operational guidelines and systems to ensure smooth functioning and sustainability in the long run. Addressing these weaknesses is crucial to improving the overall effectiveness and viability of the English course.

3.3. Opportunities

As the new course, the owner realized the opportunities to establish the course initially. He identified significant opportunities for the new course, particularly in targeting elementary school students. The owner recognized the potential for effective promotion within this demographic due to the students' tendency to refer their friends, creating a natural word-of-mouth marketing effect. This led to a successful initial influx of students attracted by the free offering, data can be seen as follow:

"Fokusnya ke SD dulu, karena kan SD lebih enak untuk promosi karena dia panggil temannya toh. Jadi itu kita banyak yang datang karena kita kasi gratis, kemudian empat hari berjalan ada orangtua yang datang bertanya kenapa gratis terus? Kita tidak ada sama sekali masalah harga, akhirnya itu hari saya observasi tempat kursus, kita kasimi harga yang terjangkau di daerah sini, itu hari 150 sebulan 12 kali pertemuan"

"The focus was on elementary school (SD) first, because it's easier to promote to elementary school students since they call their friends, right? So, many came because we offered it for free. Then, after four days, some parents came and asked why it was still free. We did not have any pricing issues at all. Finally, on that day, I observed other courses in the area, and we set an affordable price here, which was 150 per month for 12 meetings."

The teacher emphasized that this age group is not only receptive to new learning environments but also serves as an informal promotional network through peer referrals. She added:

"Kami sebagai guru juga merasakan semangat orang tua untuk mencari tempat belajar tambahan yang bisa membantu anak mereka lebih percaya diri, khususnya dalam speaking. Banyak yang bilang mereka senang karena anaknya jadi aktif bicara bahasa Inggris di rumah."

"We as teachers also feel the enthusiasm from parents to find additional learning places that can help their children become more confident, especially in speaking. Many said they were happy because their children became more active in speaking English at home."

These insights reinforce the data from the course owner regarding the natural marketing potential among elementary students. It aligns with Ludwiqa et al. (2022), who highlighted the increasing awareness among parents of the importance of English and the growing demand for private tutoring institutions that can cater to their children's educational needs. This creates a strong foundation for the course's continued expansion by tapping into a market that is both eager and in need of accessible and relevant language education.

The teacher also stated that the effective strategy to begin the course through elementary school students as the market target,

"Anak-anak SD itu memang cepat sekali menyebarkan informasi. Kadang ada satu anak yang ikut, besoknya sudah bawa temannya. Promosi dari mulut ke mulut sangat terasa efektif di sini. Harga kursus yang terjangkau juga jadi daya tarik. Banyak orang tua dari kalangan menengah ke bawah yang merasa terbantu."

“Elementary school children are indeed very quick to spread information. Sometimes there is one child who joins, the next day they bring their friends. Word of mouth promotion is very effective here. The affordable price of the course is also an attraction. Many parents from the lower middle class feel helped.”

Based on this data, targeting elementary school students, and offering affordable pricing present significant growth opportunities for the course, providing a solid foundation for expanding its reach and impact within the community. By targeting elementary school students and offering affordable pricing, the course can attract a larger student base.

3.4 Threats

Threats in SWOT refer to areas that have the potential to cause problems. Threats are different from weaknesses because threats are external in nature and generally beyond control. Several threats were identified based on the interview with the owner of Liberty English Course which encompasses brand concern, pandemic era, and the psychology area. Regarding the brand, the interview results are as follows:

“Tahun pertama itu lebih ke bangun branding, karena kan nama itu susah sekali dibangun karena liberty itu dulu disini ada took bangunan Namanya liberty. Ada juga toko pakaian anak-anak. Liberty kids and clothes, jadi saya sampai kesana dijalan irian. Makanya ada tambahnya my Liberty, kan awalnya liberty, tapi banyak samanya”

The first year was more about building branding, because building a name was very difficult due to the pre-existing Liberty buildings and children’s clothing stores here. Hence, the addition of “My Liberty,” because initially it was Liberty, but there were many similarities.

Effective risk management, according to Barja (2024), entails recognizing external threats, including market conditions, operational difficulties, financial uncertainties, and reputational harm that could compromise an institution's ability to compete. These risks are external in origin and frequently outside the institution's direct control, in contrast to internal flaws. Through interviews, a number of dangers were found in the case of My Liberty English Course, especially those pertaining to strong market competitiveness, psychological involvement, pandemic-related interruptions, and branding confusion.

“Nama Liberty memang sempat membingungkan orang karena banyak yang mengira ini toko atau brand lain. Tapi setelah ditambahkan ‘My Liberty’, orang mulai mengenali sebagai kursus. Di tempat seperti ini, kalau anak tidak merasa nyaman atau tidak berkembang, orang tua langsung tarik. Jadi tekanan untuk kami guru juga tinggi, harus selalu kasih yang terbaik.”

“The name Liberty was confusing for people because many thought it was another store or brand. But after adding ‘My Liberty’, people started to recognize it as a course. In a place like this, if a child doesn’t feel comfortable or isn’t developing, parents will immediately pull them out. So the pressure on us teachers is also high, we must always give our best.”

Based on the data above, it is crucial to address these threats proactively by implementing strategies to enhance brand visibility and uniqueness. This problem illustrates a reputation risk, in which institutional stability is influenced by outside opinions. In line with Ludwiqa et al. (2022), who stressed that tutoring centres must be aware of educational trends and competitive dynamics, rebranding as My Liberty was a proactive response to create a distinctive image, but it also emphasizes the need for a consistent branding strategy that sets the course apart from local competitors. This may involve further refining the branding approach, leveraging unique selling propositions, and exploring innovative marketing tactics to stand out in the market. Additionally, the mention of threats related to

the pandemic era and psychology highlights external factors that can significantly impact the course's operations and effectiveness as mentioned below:

"Semenjak setelah covid kita main sosial media, karena kan dulu tantangan nya pas covid bayangkan dulu students ku 120 itu hari langsung turun jadi 50. Awalnya tidak adaji berhenti karena masih online tapi 1 sampai 4 bulan ,Mulai bnyak berhenti karena merasa tidak ada rasa psikologinya yang muncul, beda feelingnya ketika tatap muka dan online. Apalagi yang diajar anak-anak SD. Belum lagi jaringannya, belum lagi instrukurnya sudah full lesson plannya tapi pas mengajar tidak sesuai "

"Since after COVID, we focused on social media, because the challenge during COVID was significant. Imagine, my students dropped from 120 to just 50 in a day. Initially, we didn't stop because we were still online, but after 1 to 4 months, many stopped because they felt there was no psychological connection, especially when teaching elementary school children. Not to mention the network issues, and even though the instructors had full lesson plans, it didn't fit during teaching."

"Secara psikologis disini, inikan kita sekolah non formal jadi setiap kita tidak kasi yang terbaik untuk siswa, maka berhenti, jadi income juga berkurang, beda disekolag negeri biar tidak datang kesekolah tidak berpengaruh. Jadi kita disini kita memberikan yang terbaik disini"

"Psychologically, here, since we are a non-formal school, if we don't give our best to students, they stop attending, so our income also decreases. It's different from public schools where not showing up doesn't affect much. So here, we strive to provide the best."

The COVID-19 pandemic posed serious challenges for non-formal educational institutions, especially those offering English courses. The sharp decline in student enrollment, from 120 to 50 in a brief time frame, demonstrates how online learning lacks the psychological engagement required to maintain involvement, particularly for younger students. Complicating matters further were technical difficulties and the inability to deliver lesson plans efficiently. For educational performance and financial viability, non-formal institutions like this rely significantly on constant student engagement, unlike public schools, where attendance may not directly impact operations. Therefore, teachers in these environments are forced to continuously provide high-quality experiences to keep students and ensure the programs' continued existence. The summary of the analysis above can be seen in the following tables:

Table 1. The SWOT Analysis of 'My Liberty'

Strength	Weakness	Opportunity	Threat
Localized, custom-designed curriculum	Lack of brand recognition at the beginning	High promotional potential through elementary school students	Brand confusion due to similar names in the local area
Structured academic planning through KRS (Study Plan Card)	Initial arbitrary pricing with no strategic calculation	Strong parental enthusiasm for English education and child confidence	High parental expectations in non-formal education sector
Teacher involvement in curriculum development	No SOP (Standard Operating Procedure) at the beginning	Effective word-of-mouth marketing	Technical and instructional mismatch during online learning
Transparency and parental engagement during assessment	Unclear teacher payment system and teaching hours in the early phase	Affordable pricing meets needs of lower-middle-income families	Highly competitive market of tutoring

			centers in urban settings
Use of external examiners for public speaking	Initial absence of internal instructional systems	Initial free offerings create momentum and engagement	Need for continuous brand development and digital marketing adaptation
Enrichment programs and active learner engagement	Dependency on evolving structures, which may delay consistency in quality	Market niche in early education (elementary level) not yet saturated locally	

Table 2. SWOT Matrix of My Liberty'

	Strengths (S)	Weaknesses (W)
Opportunities (O)	<p>SO Strategies</p> <ul style="list-style-type: none"> - Utilize the custom-designed curriculum and KRS system to attract enthusiastic elementary parents focused on speaking confidence. - Leverage teacher involvement and enrichment programs to strengthen word-of-mouth promotions and increase customer retention. - Maintain affordable yet transparent pricing to engage the underserved lower-middle-income segment. 	<p>WO Strategies</p> <ul style="list-style-type: none"> - Develop clear SOPs, teacher payment systems, and internal instructional structures to support expansion and market enthusiasm. - Re-establish pricing strategies through local market research to enhance sustainability and clarity. - Transform the successful free-class experience into a recurring trial-class promotion strategy.
Threats (T)	<p>ST Strategies</p> <ul style="list-style-type: none"> - Use structured academic planning and transparent assessments to build trust and distinguish the course from local competitors. - Capitalize on curriculum strength and teacher engagement to ensure high-quality delivery in both offline and online settings. - Highlight the use of external examiners as a unique value proposition. 	<p>WT Strategies</p> <ul style="list-style-type: none"> - Build consistent internal systems and branding to reduce public confusion and improve institutional identity. - Establish digital SOPs and train teachers to prevent mismatched online instruction. - Restructure operational models to reduce dependency on fluctuating student enrollment and income.

Discussion

The English course's approach to designing its curriculum and modules to meet the needs of the market and the specific requirements of elementary school students is commendable. By involving teachers in the design process, the course ensures that the content is tailored to the needs of the students and is relevant to the current market demands. This approach not only ensures that the course is effective but also demonstrates a commitment to continuous improvement and innovation. According to Arifin, K., Astiani, K., & Riantisari, R. (2020), a SWOT analysis of the Happy Honey Bee English Learning Centre and Course found that the course's strengths include its experienced teachers, comprehensive curriculum, and focus on communication skills. The course's weaknesses include limited marketing and promotion efforts, which can affect enrollment and revenue. However, the course has opportunities to expand its market reach through social media promotion and partnerships

with schools. Threats to the course include increasing competition from other English courses and changes in market demands.

The implementation of KRS (study card) is an excellent tool for monitoring the lesson during the course. It provides a clear structure for the instructors to follow and ensures that the course content is delivered in a systematic and organized manner. This approach also allows for easy tracking of student progress and enables instructors to adjust their teaching methods to meet the needs of individual students. The open examination policy and the involvement of parents in their children's education are also noteworthy. By inviting parents to observe their children during testing, the course fosters a sense of involvement and transparency. This approach not only builds trust with parents but also encourages them to take an active role in their children's education. The use of external examiners, particularly for speaking assessments, further enhances the credibility and rigor of the evaluation process.

Similarly, Ludwiqa, C., et al. (2022) conducted a SWOT analysis of the Borneo English Course (BEC) and found that the course's strengths include its experienced teachers, diverse student population, and focus on communication skills. The course's weaknesses include limited resources and infrastructure, which can affect the quality of teaching and learning. However, the course has opportunities to expand its market reach through collaborations with schools and other educational institutions. Threats to the course include the COVID-19 pandemic, which has affected enrollment and revenue. Furthermore, Şişman, G. T., & Bozok, Ö. (2022) conducted a SWOT analysis of the compulsory English courses in vocational technical colleges in Turkey and found that the courses' strengths include their qualified teachers, up-to-date curriculum, and focus on communicative competence. The courses' weaknesses include limited student motivation and attendance, which can affect learning outcomes. However, the courses have opportunities to improve student motivation and attendance through innovative teaching methods and flexible scheduling. Threats to the courses include the increasing use of technology in education, which can affect the demand for traditional classroom-based learning.

The interviewee's emphasis on speaking skills and the inclusion of enrichment activities such as field trips and Sunday morning sessions are commendable. These activities not only provide a holistic learning experience but also help to build confidence and improve communication skills in students. The focus on speaking skills is particularly relevant in today's world, where communication and interpersonal skills are highly valued. Overall, the English course's approach to designing its curriculum, engaging parents, and providing a holistic learning experience demonstrates a commitment to quality education and continuous improvement. By involving teachers in the design process, implementing KRS, fostering transparency and accountability, and providing enrichment activities, the course is able to meet the needs of the market and the students while maintaining high standards of education.

The owner's recognition of the potential for effective promotion among elementary school students is a strategic opportunity. By targeting this demographic, the course can leverage the natural tendency for students to refer their friends, creating a word-of-mouth marketing effect. This approach proved successful, as many students were attracted by the free offering, leading to a successful initial influx of students. According to Farid, Jauhari, and Widodo (2019), effective promotion through social media can significantly impact the decision-making process of students when choosing an English course. Their study found that viral marketing strategies on social media platforms can increase student enrollment in English courses by up to 60%. Therefore, the owner's recognition of the potential for effective promotion among elementary school students is a strategic opportunity to increase the course's reach and visibility (Farid, Jauhari, & Widodo, 2019). Additionally, Wibawa and Aryanto (2016) emphasize the importance of setting an affordable price for the course to attract more students and increase market share. They argue that a competitive pricing strategy demonstrates a commitment to providing accessible education and can lead to higher student enrollment and loyalty. Therefore, the owner's decision to set an affordable price for the course based on his observations of other courses in the area is a strategic opportunity to attract more students and increase the course's market share (Wibawa & Aryanto, 2016).

The English course has identified several opportunities for growth and expansion. By targeting elementary school students, setting a competitive price, partnering with schools and other educational institutions, and incorporating technology into the course, the English course can increase its reach, credibility, and impact. By capitalizing on these opportunities, the English course can continue to provide high-quality education to students and make a positive impact on their lives. The owner's decision to set an affordable price for the course based on his observations of other courses in the area is also a strategic opportunity. By setting a competitive price, the course can attract more students and increase its market share. According to Wibawa and Aryanto (2016), setting an affordable price for the English course is a strategic opportunity to attract more students and increase market share. The owner's decision to set a competitive price based on his observations of other courses in the area demonstrates a commitment to providing accessible education and ensuring affordability for students. This approach can help the course to expand its reach and impact (Wibawa & Aryanto, 2016). Partnerships with schools and other educational institutions can also provide opportunities for the English course to increase its visibility and credibility. According to Shahijan, Rezaei, and Preece (2016), establishing partnerships with schools can help to create a positive image of the course and make it easier to attract new students. Partnerships can also provide opportunities for the course to offer workshops, seminars, and other educational programs, further increasing its reach and impact (Shahijan, Rezaei, & Preece, 2016).

Incorporating technology into the English course is another opportunity to provide a more flexible and accessible learning experience for students. According to Hassaskhah (2016), using online platforms can help to reach a wider audience, including students in remote areas who may not have access to traditional classroom-based learning. This approach can also enable the course to provide engaging and interactive content, which is critical to maintaining student engagement and motivation (Hassaskhah, 2016). However, the shift to online learning has also presented challenges for educators and students alike. Technical issues, such as access to reliable internet and technology, can impact the success of online learning. The speaker's experience highlights the importance of addressing these challenges to ensure that students receive high-quality education, regardless of the learning environment (Arifin, Astiani, & Riantisari, 2020).

The shift to online learning has been challenging for educators and students alike. While online learning offers flexibility and convenience, it can also be isolating and impersonal. The speaker's experience underscores the importance of building a psychological connection with students, especially in a non-formal school setting where students have more freedom to choose their education provider. Student Engagement: Keeping students engaged in online learning can be challenging, particularly for younger students who require more interactive and hands-on learning experiences. The speaker's experience suggests that providing engaging and interactive content is critical to maintaining student engagement and motivation.

The speaker mentions technical issues as a challenge in online teaching. This is a common issue that many educators have faced during the pandemic. Access to reliable internet and technology is essential for successful online learning. Income and Enrollment: The speaker's experience highlights the financial impact of the pandemic on non-formal schools. With a significant drop in enrollment, schools have faced a decline in income, making it challenging to provide high-quality education. Public vs. Non-Formal Schools: The speaker's comparison between public and non-formal schools highlights the differences in their approach to education. Non-formal schools rely on student satisfaction and engagement to maintain enrollment, while public schools have a more captive audience.

Moreover, the speaker's experience provides valuable insights into the challenges of online learning during the pandemic. Building a psychological connection with students, providing engaging content, addressing technical issues, and maintaining enrollment and income are critical issues that educators and schools have faced during this time. Addressing these challenges requires a collaborative effort from educators, policymakers, and technology providers to ensure that students receive high-quality education, regardless of the learning environment.

4. CONCLUSION

In conclusion, the differentiated curriculum, parental trust and participation, and enrichment activities of the Makassar English course "My Liberty" demonstrate noteworthy strengths. Effective and relevant instruction is ensured through the collaborative creation of a curriculum specifically designed for elementary school pupils. Additionally, the focus on testing and external evaluations encourages parents to have faith in the program's efficacy, and the addition of enrichment activities improves the learning process overall and supports students' holistic growth. However, issues like early socialization barriers, capricious pricing, and the absence of a systematic operational framework present flaws that need to be addressed and strengthened. By overcoming these obstacles, the program will be more successful and sustainable in the long run.

Furthermore, risks like branding issues brought on by resemblances to already-existing establishments and the shift to online education following COVID underscore the necessity of innovative and strategic adaptation. To stay relevant and competitive in the ever-changing education industry, it is imperative to establish a strong brand identity and tackle the difficulties posed by online instruction. Overall, the English course "My Liberty" has demonstrated flexibility and resilience in overcoming obstacles and utilizing advantages to give students a worthwhile educational experience. The program can continue to flourish and satisfy the changing needs of English language learners in Makassar by resolving its shortcomings and seizing its opportunities.

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