

**SWOT and TQM Based Elementary School Development Strategy through
Charismatic Leadership: A Case Study at State Elementary School 1
Banteran**

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Abstract

This study aims to explain primary school development strategies through the integration of SWOT analysis, Total Quality Management (TQM) approach, and charismatic leadership of the principal. The study was conducted at SDN 1 Banteran, Banyumas Regency, using a qualitative approach and case study method. Data were collected through in-depth interviews, participatory observation, and documentation studies, then analyzed using the Miles and Huberman interactive model. The results showed that SWOT analysis was used in a participatory and reflective manner to develop strategies based on internal strengths and responses to external challenges. TQM is implemented through a consistent PDCA cycle, active involvement of teachers and parents, and the strengthening of a comprehensive quality culture. The principal's charismatic leadership acts as a catalyst for change, bridging the gap between strategic diagnosis and policy implementation through inspirational communication, modeling and strengthening collective spirit. The integration of these three approaches forms an adaptive, collaborative and results-oriented strategic management model for primary schools. This research found a GAP in previous studies that tended to separate the roles of SWOT, TQM and charismatic leadership separately. This study closes the gap by presenting an integration that is operational and contextualized. The model of SDN 1 Banteran can be used as a reference for the development of other primary schools in building a quality, participatory and sustainable education system.

Keywords: SWOT, Total Quality Management, Charismatic, Leadership

Abstrak

Penelitian ini bertujuan untuk menjelaskan strategi pengembangan sekolah dasar melalui integrasi analisis SWOT, pendekatan Total Quality Management (TQM), dan kepemimpinan karismatik kepala sekolah. Studi dilakukan di SDN 1 Banteran, Kabupaten Banyumas, dengan pendekatan kualitatif dan metode studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa analisis SWOT digunakan secara partisipatif dan reflektif dalam menyusun strategi pengembangan berbasis kekuatan

internal dan respons terhadap tantangan eksternal. TQM diterapkan melalui siklus PDCA yang konsisten, pelibatan aktif guru dan orang tua, serta penguatan budaya mutu yang menyeluruh. Kepemimpinan karismatik kepala sekolah berperan sebagai katalisator perubahan, menjembatani antara diagnosis strategis dan implementasi kebijakan melalui komunikasi inspiratif, keteladanan, dan penguatan semangat kolektif. Integrasi ketiga pendekatan ini membentuk model manajemen strategis sekolah dasar yang adaptif, kolaboratif, dan berorientasi pada hasil. Penelitian ini menemukan adanya GAP dalam studi sebelumnya yang cenderung memisahkan peran SWOT, TQM, dan kepemimpinan karismatik secara terpisah. Studi ini menutup celah tersebut dengan menampilkan integrasi yang operasional dan kontekstual. Model SDN 1 Banteran dapat dijadikan rujukan bagi pengembangan sekolah dasar lain dalam membangun sistem pendidikan yang bermutu, partisipatif, dan berkelanjutan.

Kata kunci: SWOT, Total Quality Management, Karismatik, Kepemimpinan

INTRODUCTION

This research took data from in-depth interviews with the principal of SDN 1 Banteran. The interviewee is also an accomplished teacher and an experienced senior principal in the Sumbang Dindik Korwilcam. He is currently the principal of SDN 1 Banteran. In his leadership, he applies a charismatic leadership style. His personal charisma is able to influence and inspire the entire school community. He is also able to build strong collective trust in the school community. Since his tenure, he has consistently used SWOT analysis in developing school development strategies. The Total Quality Management (TQM) approach has also been applied since the New Order era as the basis for quality management.

During his tenure, Mr. Bambang Dwi Harsono, the school principal, succeeded in improving the quality and image of the school. The application of SWOT was used to identify the school's internal strengths and weaknesses. In addition, SWOT helps to read opportunities and challenges from the external environment. The TQM approach is implemented on an ongoing basis to improve education services and quality. The synergy between SWOT and TQM is done through collaborative programs with teachers and parents. Positive changes are seen in improved facilities, participation and student achievement. Teachers reported a transformation to a more adaptive work culture. The principal considers this strategy very effective and worthy of further study.

SWOT is one of the most widely used strategic tools in management. The concept consists of four elements: Strengths, Weaknesses, Opportunities, and

Threats. In the context of primary schools, SWOT is used to evaluate internal and external aspects. This evaluation can align school planning with the real conditions on the ground. SWOT helps set development priorities according to existing capacities and challenges. The involvement of various parties such as teachers and parents is important in this analysis. SWOT can improve the effectiveness of school planning. Therefore, the application of SWOT in primary schools is relevant and strategic.¹

TQM or Total Quality Management is a comprehensive quality-based management approach. The main principles of TQM are continuous improvement and customer satisfaction. In education, students and parents are seen as the main customers. Primary schools can implement TQM through evaluation systems, teacher training and community involvement. Previous research shows TQM can improve the quality of education in primary schools.² In addition, TQM encourages a systematic and standardized work culture. The application of these principles makes the education process more accountable and responsive. In the primary school environment, TQM helps create a better learning climate.

The integration of SWOT and TQM is believed to strengthen the strategic management of primary schools. SWOT is able to provide a map of the real condition of the school as a whole. Meanwhile, TQM ensures that improvements are made on an ongoing basis. The collaboration between these two approaches results in a strategy that is based on data and quality. Previous studies have shown that the integration of SWOT and TQM improves the competitiveness of educational institutions.³ SWOT serves as the basis for setting policy direction, while TQM emphasizes the implementation process. Thus, the integration of the two creates a balance between planning and implementation. This is much needed in the dynamic and complex environment of elementary schools.

¹ Yulita Suyatmika et al., "SWOT Analysis in Quality Improvement Planning in Integrated Islamic Elementary Schools," *Jurnal Basicedu* 6, no. 6 (October 2022): 9581–89, <https://doi.org/10.31004/basicedu.v6i6.4119>.

² Ratnawati Susanto, "Implementasi Total Quality Learning Untuk Peningkatan Berkelanjutan Di Tingkat Sekolah Dasar," *JPPi (Jurnal Penelitian Pendidikan Indonesia)* 9, no. 2 (June 2023): 889, <https://doi.org/10.29210/020232755>.

³ Nie Lie Lie, Mujiyanto Mujiyanto, and Suherman Suherman, "Integrasi Model TQM, PDCA, Dan Analisis Swot Dalam Peningkatan Manajemen Mutu Pendidikan," *JERUMI: Journal of Education Religion Humanities and Multidisciplinary* 2, no. 1 (June 2024): 199–205, <https://doi.org/10.57235/jerumi.v2i1.1793>.

Education management is a systematic process for managing educational resources. Education management includes planning, organizing, directing and supervising.⁴ The aim is to improve the effectiveness and efficiency of the learning process. In the context of primary schools, management includes curriculum, teaching staff, facilities and community relations. Management components in primary schools include organizational structure, evaluation system and work culture. Management functions include staff development, quality control and policy implementation. The principles of education management according to Mulyasa (2007) are still used as the main reference in school management and are reinforced by contemporary research. According to Mulyasa (2007), the school principal is the main actor in ensuring optimal management. Therefore, the role of leadership is crucial in the success of school management.

The principal has a dual role as an educational manager and leader. He is responsible for coordinating all elements in the school. The principal must be able to manage teaching staff, infrastructure and finance. In addition, the principal needs to create a conducive working atmosphere. As a manager, he or she must also be able to develop a long-term vision and strategy. The functions of supervision, evaluation and follow-up are his main tasks. Management effectiveness is strongly influenced by the principal's leadership style. In this case, charismatic leadership plays an important role in shaping a strong organizational culture.⁵

Charismatic leadership emphasizes the personal power of the leader in influencing followers. Charismatic leaders have the ability to generate enthusiasm and trust. Weber (1947) referred to charisma as the extraordinary power that a person possesses. In the world of education, charismatic principals are able to form collective commitment. This concept is still relevant and proven to be effective in the context of primary schools, as previous studies have shown that charismatic leadership encourages positive change.⁶ This kind of leader often uses inspirational

⁴ Agantina Venalia, Siti Dwiningrum, and Burgawanti, "Effective School Management Through Total Quality Management," *Jurnal Pendidikan Nusantara* 3, no. 1 (April 2024): 56–66, <https://doi.org/10.55080/jpn.v3i1.50>.

⁵ Anis Fauzi et al., "Indonesian Education Services Quality: The Influence of Leadership and Total Quality Management," *Pedagogika* 149, no. 1 (May 2023): 105–22, <https://doi.org/10.15823/p.2023.149.5>.

⁶ Tihazannah, Mulia Putra, and Siti Mayang Sari, "Analysis of Charismatic Leadership Style Implementation by School Principals in Enhancing Teacher Performance and Professionalism: A

and motivational communication. They are able to create loyalty and active participation from all school members. Charismatic leadership is very suitable for the development of value-based primary schools.

Many studies have addressed SWOT or TQM independently in the school context. Some have also examined charismatic leadership in educational organizations.⁷ However, there have not been many studies that specifically combine the three in one approach. Previous research has mostly been conducted at the secondary and tertiary levels. Articles reviewing the integration of SWOT and TQM in primary schools are still very limited. In fact, this approach is very relevant for development at the primary level. The case study at SDN 1 Banteran provides a concrete illustration of this. Therefore, this paper is here to fill the research gap that has not been optimized.

Penelitian ini bertujuan untuk menjelaskan strategi pengembangan SDN 1 Banteran. Strategi ini dirancang berdasarkan pendekatan SWOT dan prinsip-prinsip TQM. Selain itu, strategi ini dijalankan melalui kepemimpinan karismatik kepala sekolah. Penelitian ini berfokus pada integrasi antara ketiga aspek tersebut. SWOT digunakan sebagai alat untuk memetakan kondisi aktual sekolah. TQM digunakan untuk memastikan mutu pelayanan pendidikan secara berkelanjutan. Kepemimpinan karismatik berperan dalam membangun semangat dan motivasi kolektif. Dengan demikian, strategi ini diharapkan menjadi model pengembangan sekolah yang inspiratif.

This article shows that the integration of SWOT and TQM through charismatic leadership can improve school quality. This approach is believed to strengthen the management structure and improve the work system. SWOT provides strategic policy direction, while TQM ensures its optimal implementation. Charismatic leadership accelerates the creation of a collective culture of quality. This combination is expected to result in a significant improvement in the quality of education. This hypothesis was tested by looking at empirical data from SDN 1 Banteran. The success of this model can be used as a reference for other primary

Study of 61 Elementary Schools,” *Jurnal Komunikasi Pendidikan* 8, no. 1 (January 2024): 108–15, <https://doi.org/10.32585/jurnalkomdik.v8i1.5408>.

⁷ Venalia, Siti Dwiningrum, and Burgawanti, “Effective School Management Through Total Quality Management.”

schools. The results will enrich the theory and practice of basic education management.

In this article, the author also suggests that charismatic leadership has a moderative influence on strategy implementation. This means that the influence of SWOT and TQM will be more effective if guided by charismatic leadership. Leaders with high charisma are able to build cohesion, motivation, and collective work spirit. He is able to bridge the strategic vision with the reality of implementation in the field. This leadership also encourages innovation and risk-taking. Therefore, this paper also examines how much the principal's charisma contributes to the success of strategic management. If proven, then this finding can be the basis for the development of future principal leadership models. The integration of the three elements will form a sustainable and quality-based education model

RESEARCH METHODS

This research uses a qualitative approach with a case study method, which aims to deeply understand the SWOT and TQM-based school development strategy through the charismatic leadership of the principal. This type of research is an instrumental case study, in which the case of SD Negeri 1 Banteran was purposively selected because it has unique characteristics in terms of the application of SWOT and TQM analysis integrated with the principal's charismatic leadership style. This design allows in-depth exploration of the phenomenon of school development strategies in the context of charismatic transformational leadership.⁸

The research subjects consisted of principals, senior teachers, school committees and high-grade students. The informants were selected purposively with the consideration of having experience and understanding of the school management process and the principal's leadership dynamics. The research was conducted at SD Negeri 1 Banteran, Sumbang Sub-district, Banyumas Regency, Central Java, Indonesia. Data collection was conducted through in-depth interviews

⁸ Watchara Khongsankham, Chayakan Ruangsuan, and Chumnian Pollaharn, "Developing Model of Charismatic Leadership to Small School Administrators," *Journal for Developing the Social and Community* 9, no. 3 (2022): 257–88; Iwan Aprianto et al., "Analysis of The Influence of Managerial Skills and The Charisma of The School Principal in Improving Performance and Teacher Professionalism," *JETL (Journal of Education, Teaching and Learning)* 8, no. 1 (June 2023): 103, <https://doi.org/10.26737/jetl.v8i1.4444>.

with principals, teachers, and school committees, participatory observation of school managerial and operational activities, and documentation study of school work plans (RKJM, RKAS), quality evaluation result documents, and planning and reporting documents that reflect the implementation of TQM and SWOT.⁹ The next step Data was analyzed using the interactive model of Miles, Huberman, and Saldana, which includes three stages, namely, data reduction through sorting, summarizing, and simplifying important data. data. Furthermore, to ensure the validity of the findings, this study used source and method triangulation techniques. Validation of interview results was strengthened by observation and written documents. Data credibility and dependability were also maintained through cross-checking between informants and member checking.

RESULTS AND DISCUSSION

The results show that the school development strategy implemented at SDN 1 Banteran has significantly improved the quality of education. The strategy integrates SWOT analysis, Total Quality Management (TQM) principles and the charismatic leadership of the principal. This approach is proven to create continuous improvement in various aspects of education services.

Implementation of SWOT

Based on interviews and school documents, it is known that SWOT analysis is used as the basis for formulating annual and medium-term school work plans. School strengths, such as the involvement of senior teachers, the culture of gotong royong and local community support, are systematically identified. Meanwhile, weaknesses such as limited infrastructure and learning facilities are addressed through budgeting priorities. Opportunities from local government support and partnerships with educational institutions are optimally utilized. External threats, such as declining enrolment and competition between schools, were responded to with student achievement-based promotion and social media. This strategy is in line

⁹ Wulan Roudhotul Nasikhah and Agus Timan, "Optimizing the Principal 's Visionary Leadership Through the Integration of SWOT and TOWS Analysis in Building an Innovative Culture to Achieve the School 's Vision and Mission," *DIJEMSS: Dinasti International Journal of Education Management And Social Science* 6, no. 2 (2024): 1328–40, <https://doi.org/https://doi.org/10.38035/dijemss.v6i2>; Widodo Febri Utomo and Eka Budhi Santosa, "The Role of Transformational Leadership Model of School Principals in Implementing Total Quality Management to Achieve Sustainable Quality in Vocational Schools," *Jurnal Manajemen Pendidikan* 15, no. 2 (December 2024): 1–8, <https://doi.org/10.21009/jmp.v15i2.46397>.

with Suyatmika's findings, which state that the use of SWOT in school planning helps identify challenges and align development policies.¹⁰

SWOT analysis at SDN 1 Banteran is not just used as a formal planning tool, but is used in a sustainable and participatory manner. The formulation of strengths and weaknesses involves all teachers and the school committee in an annual reflection forum. One of the school's strategic strengths is the presence of senior teachers who act as internal mentors, which in practice accelerates the adaptation of young teachers to the school's quality culture. Weaknesses, such as the lack of laboratories, are identified not only as physical constraints but also examined pedagogically - for example, how limited facilities impact on science learning. This shows that SWOT is not used narrowly but also in a pedagogical and innovative perspective.¹¹

A comparison with Garnika and Sari's study shows that many primary schools only make SWOT a formality in the strategic plan document (RKS/RKJM) without strong follow-up. The GAP that emerges here is the deepening of the reflective process and measurable follow-up demonstrated by SDN 1 Banteran, which has not been widely revealed in other literature. This reinforces Nasikhah & Timan's findings that emphasize the importance of SWOT integration with visionary leadership, but SDN 1 Banteran goes a step further by integrating SWOT into the school culture through an annual reflective forum based on quality data.¹²

In the literature review, many studies concluded that SWOT is mostly used to develop long-term vision and mission, but is less effective in outlining daily operational micro strategies. This is different from the approach at SDN 1 Banteran, where the results of the SWOT analysis are used as a concrete basis in determining

¹⁰ Suyatmika et al., "SWOT Analysis in Quality Improvement Planning in Integrated Islamic Elementary Schools."

¹¹ Eneng Garnika, Baiq Rohiyatun, and Lu'luin Najwa, "Implementasi Analisis Swot Dalam Perencanaan Peningkatan Mutu Pendidikan Di Sekolah Dasar," *Journal Of Administration and Educational Management (ALIGNMENT)* 4, no. 2 (December 2021): 162–69, <https://doi.org/10.31539/alignment.v4i2.3031>; Nasikhah and Timan, "Optimizing the Principal 's Visionary Leadership Through the Integration of SWOT and TOWS Analysis in Building an Innovative Culture to Achieve the School 's Vision and Mission."

¹² Garnika, Rohiyatun, and Najwa, "Implementasi Analisis Swot Dalam Perencanaan Peningkatan Mutu Pendidikan Di Sekolah Dasar"; Nasikhah and Timan, "Optimizing the Principal 's Visionary Leadership Through the Integration of SWOT and TOWS Analysis in Building an Innovative Culture to Achieve the School 's Vision and Mission."

daily and weekly program indicators, such as strengthening teacher competencies through the “Berbagi Praktik Baik SDENSABA” activity”.¹³

Most other SWOT studies do not examine stakeholder involvement at the implementation level. SDN 1 Banteran shows that SWOT analysis collaborated with the TQM approach and charismatic leadership can be translated into concrete, measurable and micro data-based activities, an aspect that has not been highlighted by previous studies. In addressing the threat of competition from private schools, SDN 1 Banteran used SWOT to develop a promotional strategy based on student performance, supported by a digital portfolio jointly managed by teachers and guardians. This approach stands out because it positions SWOT as a dynamic and adaptive tool, not just an initial mapping tool.

Implementation of Total Quality Management (TQM)

TQM is applied thoroughly in school governance, including teacher training, continuous evaluation and an open supervision system. Each teacher has a performance improvement target based on evaluation results. The principal actively involves teachers and parents in decision-making, especially in the preparation of the annual work plan. A culture of quality has been established, characterized by systematic reporting and increased individual responsibility. This is in line with previous research, which concluded that the implementation of TQM can create a more accountable and sustainable quality-oriented learning climate.¹⁴

The implementation of TQM at SDN 1 Banteran not only covers technical aspects such as teacher supervision and routine training, but also touches on the transformation of the quality culture in the school environment. The annual program planning and implementation system is based on the PDCA (Plan-Do-Check-Act) cycle principle. Each program designed, such as the “Gerakan Kamis Literasi”, is designed through participatory planning, evaluated quarterly and improved based on feedback from teachers and the school committee. This

¹³ Suyatmika et al., “SWOT Analysis in Quality Improvement Planning in Integrated Islamic Elementary Schools.”

¹⁴ Susanto, “Implementasi Total Quality Learning Untuk Peningkatan Berkelanjutan Di Tingkat Sekolah Dasar.”; Nasikhah and Timan, “Optimizing the Principal ’ s Visionary Leadership Through the Integration of SWOT and TOWS Analysis in Building an Innovative Culture to Achieve the School ’ s Vision and Mission”; Utomo and Santosa, “The Role of Transformational Leadership Model of School Principals in Implementing Total Quality Management to Achieve Sustainable Quality in Vocational Schools.”

approach shows that SDN 1 Banteran does not only implement TQM as a management instrument, but as an organizational culture. This is in line with the opinion in previous research that effective TQM requires internalizing quality values in every school activity. However, SDN 1 Banteran strengthens this approach by developing quality indicators contextually based on the school's local characteristics and using simple technology to monitor teachers' daily activities.¹⁵

Previous research has found that TQM implementation in many schools tends to be hampered by bureaucracy, teacher resistance and limited formative evaluation. Unlike SDN 1 Banteran, these obstacles are addressed through the principal's charismatic communication approach and the involvement of teachers in every quality evaluation process, even in the preparation of individual teacher performance indicators.¹⁶ The majority of TQM implementations in other studies were structural and top-down, while SDN 1 Banteran developed a TQM model based on participation and motivational leadership. This reinforces that the success of TQM is highly dependent on leadership that is able to integrate collective values and emotions in the school organization.¹⁷

The implementation of collaborative supervision and reflective training at SDN 1 Banteran reinforces that the integration of TQM and SWOT will be more effective if accompanied by leadership that encourages continuous evaluation based on field needs rather than administrative targets. SDN 1 Banteran is a concrete example of the application of this principle.¹⁸

The Role of Charismatic Leadership

The principal is the main driver of the success of the development strategy. His charismatic leadership style can generate collective spirit, increase staff loyalty and motivate teachers to innovate in learning. This leadership is characterized by a

¹⁵ Utomo and Santosa, "The Role of Transformational Leadership Model of School Principals in Implementing Total Quality Management to Achieve Sustainable Quality in Vocational Schools"; Titik Wijayanti, Hidayatullah Hidayatullah, and Benny Prasetya, "The Influence of Visionary Leadership and Managerial Accountability towards Competitive Advantage," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 4 (August 2022): 1115–25, <https://doi.org/10.33650/al-tanzim.v6i4.3227>.

¹⁶ Fauzi et al., "Indonesian Education Services Quality: The Influence of Leadership and Total Quality Management."

¹⁷ Pham, Ngoc Son, and Nguyen Van Tam, "Evaluating the Role of Technology in Implementing Total Quality Management in High Schools," *International Journal of Changes in Education*, 2025.

¹⁸ Lie, Mujiyanto, and Suherman, "Integrasi Model TQM, PDCA, Dan Analisis Swot Dalam Peningkatan Manajemen Mutu Pendidikan."

clear vision, persuasive communication and exemplary work ethic. Teachers feel more valued and encouraged to make improvements without structural pressure.¹⁹ The charismatic leadership of the principal at SDN 1 Banteran is the main foundation in driving the school development strategy based on SWOT and TQM. The main characteristics demonstrated include inspirational communication, exemplary work ethic and the ability to mobilize collective spirit. The principal is not only present as a policy director, but also as an emotional driving figure who is closely attached to teachers, students and parents.

The approach used is personal and transformative: for example, the principal routinely holds a "Fun Morning Reflection" forum with teachers without a formal agenda, which serves as a forum for open dialogue regarding work evaluation, teachers' needs, and future strategy development. This communication builds a sense of security and high psychological engagement from the school community. Previous research confirms that successful charismatic leaders are able to build collective trust, teacher loyalty and professional work ethic through inspirational communication approaches. However, in many cases, charismatic approaches tend to be positioned only in the relational realm, without strong integration in strategic management processes.²⁰

SDN 1 Banteran demonstrates an important differentiation in that the charismatic leadership in this school is not only socially inspiring, but catalyzes the systemic integration of SWOT and TQM. The principal actively bridges the results of the SWOT analysis and the implementation of the TQM program through motivational and empathic leadership. In this case, charisma does not stand alone, but rather functions as a value- and data-based management force. Charismatic leadership is often seen as a non-structural aspect. Previous studies have only highlighted the personal characteristics of small leaders in remote schools, without linking them to the quality management process. SDN 1 Banteran expands the

¹⁹ Rochelle R. Capon and Celso L. Tagadiad, "Charismatic Leadership of School Heads, Workplace Spirituality and Values: A Structural Equation Model on Collective Trust of Teachers," *International Journal of Research and Innovation in Social Science* VIII, no. VIII (2024): 3850–68, <https://doi.org/10.47772/IJRISS.2024.8080287>; Khongsankham, Ruangsuwan, and Pollaharn, "Developing Model of Charismatic Leadership to Small School Administrators."

²⁰ Syaiful Kadir, "Charismatic Leadership of the Principal in Work Culture At Sma Negeri 3 Gorontalo," *International Journal of Innovations in Engineering Research and Technology* 8, no. 10 (2021): 19–27.

meaning of charisma into a strategic operational context, making leadership the foundation of cultural and structural change at the same time.

This finding reinforces that charismatic leaders who are able to take a strategic perspective will be more successful in building teachers' readiness to change. At SDN 1 Banteran, this is evident in the increased participation of teachers in quality evaluation forums and the adoption of learning innovations. The principal acts as a “spirit keeper” in carrying out the quality cycle and the school's strategic vision.²¹ Charismatic leadership at SDN 1 Banteran is not only about the person but also about the system. The principal creates flexible informal structures, such as small working groups of teachers, which serve as a vehicle for bottom-up idea development. Not many journals highlight charismatic leadership that can simultaneously act as a strategic director, facilitator of quality systems and builder of a healthy psychological climate..

Integration of Three Approaches

The main strength of SDN 1 Banteran's development strategy lies in the integration of SWOT analysis as a diagnostic tool, TQM as a quality management mechanism and charismatic leadership as a driver of quality culture. This collaboration between technical and humanistic approaches creates a synergy that strengthens the effectiveness of school management. The positive results are increased participation of school members, improved facilities, and student achievement in various fields. This model supports the results of previous studies which state that the integration of SWOT and TQM led by visionary principals can significantly improve school competitiveness.²²

The main advantage of the development strategy at SDN 1 Banteran lies in the principal's ability to integrate three approaches harmoniously: SWOT as a strategic diagnosis tool, TQM as a sustainable quality management system, and charismatic leadership as the driving force of school culture. This integration is not sequential, but simultaneous and dynamic. For example, the results of the SWOT analysis are not only included in the work plan document, but become the basis for

²¹ Rima'a Da'as, “Understanding How Charismatic School Leaders Affect a Teacher’s Readiness for Change: The Role of Perspective-Taking,” *Journal of Research on Leadership Education* 19, no. 1 (2024): 28–52, <https://doi.org/10.1177/19427751231153036>.

²² Lie, Mujiyanto, and Suherman, “Integrasi Model TQM, PDCA, Dan Analisis Swot Dalam Peningkatan Manajemen Mutu Pendidikan.”

developing quality indicators (based on TQM), which are then socialized and motivated by the principal in informal forums such as “Refleksi Asyik Pagi Hari” or “Apresiasi Guru Berprestasi Bulanan” activities.

This model creates a mutually reinforcing cycle: SWOT is used in the diagnosis of the school's real condition, TQM is the means of quality assurance and continuous action, while charismatic leadership facilitates, communicates and inspires change. This approach reinforces the findings of Lie et al (2024) that the integration of SWOT and TQM results in more competitive education management. However, SDN 1 Banteran provides differentiation by making charismatic leadership not just a support, but the main binder between strategy elements, making it the backbone of successful systemic implementation. As in previous studies, it still separates the functions of strategic planning and quality implementation as two separate domains. Leadership in them tends to be positioned administratively. In contrast, the principal at SDN 1 Banteran plays three roles at once: as a planner (SWOT), quality controller (TQM) and culture builder (charismatic).²³ Previous studies rarely show the organic integration of these three approaches in an applied and cultural way in primary schools. SDN 1 Banteran closes this GAP by showing that integration is not just a matter of management theory, but the success of building a collective work rhythm framed by the charismatic vision of the principal.

This integration model shows that the success of school development does not only depend on the strength of the system, but on the leader's ability to sew the system into real practices that are lived by all school members. The principal is able to make SWOT not just a diagnostic tool, TQM not just a control tool, but both as instruments of change that are interpreted collectively and contextually by the school community. The model formed at SDN 1 Banteran can be formulated as an approach based on structural and emotional synergy. SWOT supplies strategic information, TQM ensures quality sustainability, and charismatic leadership bridges and convinces all parties that change is important and possible. There are

²³ Wijayanti, Hidayatullah, and Prasetya, “The Influence of Visionary Leadership and Managerial Accountability towards Competitive Advantage.”; Christos Karageorgos et al., “Planning and Implementing Total Quality Management in Education: The Case of Cyprus,” *International Journal of Educational Management and Innovation* 2, no. 1 (2021): 1, <https://doi.org/10.12928/ijemi.v2i1.2627>.

not many journals that present this integrative practice in a unified and operational way, especially in the context of local public primary schools.

CONCLUSION

This study reveals that the school development strategy at SDN 1 Banteran has succeeded in establishing a superior management system through the integration of three main approaches: participatory SWOT analysis, the implementation of Total Quality Management (TQM) based on a culture of quality, and transformative charismatic leadership. These three approaches do not run separately, but rather support each other and create an adaptive and sustainable development cycle. The SWOT approach is utilized as a reflective and contextualized internal and external school analysis tool to formulate strategic priorities. TQM is applied through a collaborative framework that emphasizes the principle of sustainable quality using the PDCA cycle (Plan, Do, Check, Act) and encourages active participation from teachers and parents. The principal's charismatic leadership is the main tie that bridges the gap between strategy and implementation through communicative, inspirational and persuasive approaches. The integration of these three approaches results in a school management model that is not only systematic, but also based on values and human relations. This is a differentiating force compared to previous research that generally discusses the three approaches separately, without seeing the potential for synergy in real practice in elementary schools.

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