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

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Abstract: This research aims to determine: (1) the principal's strategy in developing an innovative culture that is integrated with the school's vision and mission; (2) integration of SWOT and TOWS analysis in building an innovative culture in the school environment; and (3) the principal's strategic plan in implementing visionary leadership to strengthen an innovative culture that is integrated into the school's vision and mission. This research uses a qualitative approach with a case study type of research. Data collection techniques use interviews, observation and document study. The research results show that: (1) the school develops an innovative culture that is integrated with the vision and mission through SWOT and TOWS analysis, by utilizing religious-based strengths and increasing the variety of learning methods that are more participatory; (2) the integration of SWOT and TOWS analysis allows schools to formulate effective strategies to build an innovative culture by exploiting strengths and opportunities, overcoming weaknesses, and facing threats in an effort to improve the quality of education and school reputation; and (3) the school principal's strategic plan for the next five years is prepared based on SWOT and TOWS analysis which aims to improve the quality of education and build an innovative culture through an integrated approach and visionary leadership, by integrating the components of the school management team to achieve the school's vision of producing qualified graduates. excellence, character, and ready to face the challenges of the world of work and social life.

Keyword: visionary leadership, SWOT, TOWS, innovative culture, vision, and mission.

INTRODUCTION

The role of the principal as a visionary leader is very important in creating schools that are able to compete and adapt to rapid changes in the world of education. Visionary leadership functions as a determining direction in achieving the school's vision and mission, which requires school principals to have the ability to think strategically, identify opportunities, and overcome challenges with the right steps. To optimize visionary leadership, school principals need to thoroughly understand the internal and external conditions of the school. The research results of Rosadi et al., (2024) show that visionary school principals are able to build a clear

vision and inspire all members to achieve organizational goals. In addition, effective communication between school principals and teachers is the key to creating a positive and innovative organizational culture. This is in line with the findings of Yan et al., (2022), which shows that leadership plays a crucial role in creating a culture of innovation. Therefore, leaders must always improve their leadership style by encouraging members to have a future orientation that supports innovation in order to strengthen the organization's competitiveness to achieve the school's vision and mission. Thus, to support the principal's efforts in creating an innovative culture that is aligned with the school's vision and mission, it is important to apply a comprehensive analytical approach.

The integration of SWOT (Strengths, Weaknesses, Opportunities, Threats) and TOWS (Threats, Opportunities, Weaknesses, Strengths) analysis is an effective strategic step in this effort. SWOT and TOWS analyzes not only help school principals in formulating relevant visions and missions but also in determining strategic priorities and innovative steps that need to be taken. By identifying strengths to strengthen, weaknesses to improve, opportunities to exploit, and threats to anticipate, school principals can build an innovative culture that supports the achievement of the school's vision and mission. According to the results of research conducted by Solihin et al., (2019), SWOT and TOWS analysis techniques are used to identify internal and external factors that influence schools, including internal strengths, weaknesses, opportunities and threats, as well as external desires, opportunities, threats and strengths. . This is reinforced by the research results of Djan, (2017) that the implementation of the SWOT matrix strategy in preparing the vision and mission reflects a comprehensive approach in strategic planning. By integrating a SWOT analysis, which assesses strengths, weaknesses, opportunities, and threats, organizations can develop a clearer understanding of their internal capabilities and external environment. Therefore, the application of SWOT and TOWS analysis not only functions to formulate a vision and mission, but also becomes the basis for creating an innovative culture that involves all organizational components in improving the quality of education.

The innovative culture that is built in schools will encourage all components of the organization, from teachers to students, to participate in creating reforms and improving the quality of education. According to Yulindasari et al., (2020), innovation in educational leadership can be achieved through a comprehensive long-term strategy, where all elements of the organization are involved and supported by adequate resources. This is supported by research by Prestiadi et al., (2020) which shows that effective visionary leadership does not only focus on formulating a vision and strategy for the future, but also on continuous improvement to achieve optimal educational quality. Thus, as a visionary leader, the principal is expected to be able to inspire all school components and foster an innovative, collaborative culture, which in turn will support the achievement of better and more sustainable educational goals.

As a visionary leader, the principal is expected to be able to inspire all school components and foster an innovative, collaborative culture. In the current era of global competition, schools are not only required to keep up with developments, but also to become agents of progressive change. Therefore, this research is very relevant to understand more deeply how school principals can optimize their role as visionary leaders through the integration of SWOT and TOWS analysis, in order to build an innovative culture that is integrated with the school's vision and mission, so that they can achieve better educational goals and sustainable. According to Endah et al., (2019) indicators of visionary leadership include having a clear and realizable vision, a high level of integrity, the ability to implement and take initiative, strong spiritual values, courage in taking steps, the ability to build effective relationships, collaborate with other stakeholders, the ability to adapt to change, have insight into the future, carry out consistent self-development, and have a strategic and systematic approach in managing the school. This is reinforced by the results of research conducted by

Muhammad et al., (2019) that visionary leadership is considered an urgent need in the world of education so that educational institutions can develop progressively and become the center of society's attention and hopes. Visionary leaders are required to have a realistic leadership vision, be able to convince others, and guide the organization towards the ideals of a better future. Leaders must also be consistent and focused in achieving this vision, as well as flexible in facing challenges and opportunities that arise in the organization.

In general, research related to optimizing the visionary leadership of school principals has been the focus of many researchers, but each research has unique characteristics and contributions. For example, research conducted by Mangarin (2023) highlights school management strategies in preparing school strategic improvement plans based on TOWS analysis. On the other hand, research by Schram, (2014) highlights leadership, strategic planning and strategic management of higher education in developing countries. Meanwhile, research by Haque et al., (2020) highlights the use of SWOT analysis combined with the Analytical Hierarchy Process (AHP) to identify and prioritize SWOT factors, which are then applied in preparing TOWS strategies to overcome challenges and maximize opportunities. Research by Malik et al., (2013) highlights the integration of SWOT, QSPM, and AHP techniques in formulating strategies to produce a more objective and powerful model for developing higher education strategies. Research by Mupa (2015) highlights the importance of visionary leadership in supporting curriculum change and innovation, including building an organizational work culture that encourages each individual to think creatively in carrying out their duties.

Therefore, this difference creates a research gap that allows this research to make new contributions. The novelty of this research lies in the integration of SWOT and TOWS analysis as a tool to optimize the school principal's visionary leadership, which enables the school principal to better understand internal and external conditions in building an innovative culture to achieve the school's vision and mission. The urgency of this research lies in the importance of producing concrete strategies that can help schools not only achieve their vision and mission, but also adapt quickly to changes and challenges in the increasingly complex world of education.

METHOD

This research uses a qualitative approach with a case study type of research which aims to understand in depth the optimization of the school principal's visionary leadership in integrating SWOT and TOWS analysis to build an innovative culture to achieve the school's vision and mission. This research was conducted at a private school in Pasuruan Regency. Data collection techniques use interviews, observation and document study. The process of obtaining information data begins with identifying a key informant who is the starting point in collecting information. The key informant in this research is the school principal.

The data analysis technique used is the Miles and Huberman model. According to Miles, dkk., (2014) this analysis technique model consists of 3 stages, namely data condensation, data display and conclusion drawing. The first step, namely data condensation, includes the activity of selecting from all data sets, then re-selecting data that is relevant to the problem formulation and objectives of the research. The second step, namely data presentation, aims at simplifying and displaying the data in the form of an organized presentation so that researchers can compile and get an overview of optimizing the school principal's visionary leadership in integrating SWOT and TOWS analysis to develop the school's vision and mission. The final step, namely drawing conclusions, is the final step in producing research results. Data validation testing uses the criteria of credibility, transparency, reliability and confirmability.

RESULTS AND DISCUSSION

Principal's Strategy in Developing an Innovative Culture that is Integrated with the School's Vision and Mission

Based on interviews with the school principal, information was obtained that the school carried out a SWOT and TOWS analysis in developing an innovative culture that was integrated with the school's vision and mission. The school's main strength lies in its identity as a religious-based institution, which supports the mission of establishing an Islamic and innovative culture. Apart from that, the school has the potential for students with a good understanding of religion, which can strengthen the vision of creating a generation with good character. However, the identified weakness is the lack of variety in learning methods, which has the potential to hinder the achievement of the mission to carry out process-based and student-centered learning. On the other hand, there is an opportunity to prepare students to face the world of work through developing a creative entrepreneurial spirit, which is relevant to the mission of both schools. Students' readiness to compete in state university selection also supports the mission of equipping students academically and with skills according to the needs of the job market and further education. However, threats from external factors, such as competition with other educational institutions and developments in educational technology, need to be watched out for because they can hinder the achievement of the vision of creating a generation that is creative, innovative and has good knowledge. With strategies developed from the results of this analysis, schools can formulate specific steps to maximize potential and overcome obstacles in achieving the vision and mission that have been set.

This is in line with the research results of Sriweraskul et al., (2016) which shows that there are several strategies implemented by schools to increase the success of the educational process, namely (1) increasing the strength of the school's vision and mission; (2) strengthening the abilities of teachers and school members by combining the strengths they have; (3) developing a learning process that supports students; and (4) improving the quality of school management and teachers. This is reinforced by the results of research by Lee et al., (2000) which also shows that there are several things that organizations need to pay attention to when carrying out a SWOT analysis, namely (1) the organization must be able to determine its strengths in terms of internal and external customers; (2) the organization must be able to determine its weaknesses, not only from the organization's internal perspective, but also from the customer's perspective; (3) another main factor is determining how the organization can continue to grow amidst competition; and (4) must be able to face threats from external factors that are beyond the control or control of the organization. Therefore, schools can utilize the results of the SWOT analysis as a basis for developing strategic policies that are more focused and focused on achieving the vision and mission.

The deputy principal for curriculum also revealed that after carrying out a SWOT analysis, the school team carried out a TOWS analysis to formulate strategies that support the vision and mission that have been set. By utilizing existing strengths, such as the school's religious-based identity and the potential of students with a good understanding of religion, schools develop more innovative and relevant learning programs. This strategy includes integrating religious values into the curriculum, so that students not only gain academic knowledge, but also develop strong character. Furthermore, to overcome the identified weakness, namely the lack of variety in learning methods, the school implemented a more active and participatory learning approach, such as group discussion methods and collaborative projects. This not only increases student engagement, but also supports the mission to carry out student-centered learning effectively and efficiently.

This is in line with the research results of Solihin et al., (2019) that leaders apply SWOT and TOWS analysis to formulate strategies that are used as the first step in implementing strategic management. From the SWOT and TOWS analysis, it was found that there were three strategies carried out by the institution, namely (1) educational input; (2) strengthening

academic culture; and (3) development of educational programs. This is reinforced by the results of research conducted by Garnika et al., (2021) that one form of a school's strategic plan for improving quality is by conducting a SWOT analysis, so that the supporting and inhibiting factors used by the school are known to understand its advantages and carry out an analysis. to make it attractive to students. A SWOT analysis is carried out by the school every year during the school year and is also used as a form of school work plan.

Based on the research results above, it can be concluded that SWOT and TOWS analysis can provide clear direction for school principals in formulating policies and practices that support the development of an innovative culture. By establishing student-centered teaching and learning activities, the school is committed to implementing strategies that foster students' creativity and entrepreneurial spirit. This innovation process not only improves the quality of learning but also contributes to achieving the school's vision and mission, namely creating a generation that is academically intelligent, has good morals, and is ready to compete in the world of work. The combination of strategies created by the principal produces a learning environment that supports holistic student development, maintaining the school's reputation as an educational institution oriented towards developing student potential. Through synergy between vision, mission and integrated strategy, the school is committed to creating a generation that is not only academically intelligent but also able to contribute positively to society.

Integration of SWOT and TOWS Analysis in Building an Innovative Culture in the School Environment

Table 1. SWOT Analysis of School Strategy Plans in Building an Innovative Culture to Realize the School's Vision and Mission

Strength	*Weaknesses*
- - Schools based on a religious approach, in this case the school pays more attention to the formation of good student character so that it can provide a distinctive and attractive identity for prospective students and parents. - The existence of programs that can support graduates in entering the world of work, as well as continuing their education so as to create a solid foundation for the success of their students, as a form of the school's commitment to its students. - The school has an innovation program where students can master foreign languages. - High parental and community support. - Adequate infrastructure for learning.	- Schools are faced with limitations in the number and quality of human resources, such as teachers and education personnel. This condition causes excessive workload, reduces operational efficiency, and hinders the implementation of optimal education programs. - Limited training programs for teachers. - Limitations in developing students' entrepreneurial spirit. - Lack of promotion of student achievements in society.
Opportunities	*Threats*
- The school has the opportunity to attract more new students by collaborating with surrounding junior high schools, and the school has a boarding school that can be used to attract students outside the Pasuruan Regency area. - Increasing public interest in character-based education. - Collaboration with universities for advanced programs. - Support from the government in educational development.	- Competition with other schools in attracting prospective students. - Changes in educational policies that can affect the curriculum. - Challenges in implementing new technology in learning.

Table 2. Integration of SWOT and TOWS Analysis in Building an Innovative Culture to Realize the School's Vision and Mission

Threats – Weaknesses	*Opportunities – Weaknesses*
- The threat of limited human resources is overcome by increasing operational efficiency and identifying training needs for existing teachers and education personnel. By addressing the limitations and quality of human resources, schools can reduce the impact of these threats. - Conduct regular evaluations and improvements to the curriculum to overcome weaknesses and adapt to changes in educational policies. - Increase collaboration with other institutions to strengthen existing programs.	- Opportunities to establish partnerships with industry in developing human resources can be utilized to overcome the limitations and quality of teachers and education personnel. By expanding this partnership, schools can receive additional support in the training and development of teachers and education personnel, thereby reducing the impact of these internal weaknesses. - Develop entrepreneurship programs that collaborate with external parties, such as local entrepreneurs. - Improve training for teachers in technology-based teaching.
Threats – Strengths	**Opportunities – Strengths**
- The threat of competition from other schools is overcome by utilizing the strength of a religious-based approach and building student character. So the school can differentiate itself from competitors and maintain its competitive position. - The school continues to develop innovation programs in the form of mastery of foreign languages by students, so that it can overcome the threat of competition with other schools. By highlighting these programs, schools can differentiate themselves from competitors and maintain their superior position. - Building a strong alumni network to support school promotions.	- Leverage the strengths of religious-based schools to attract the interest of students and parents. - Opportunities to increase partnerships with industry are used to strengthen graduate networks. By establishing closer partnerships with industry, schools can increase graduates' opportunities for success in the world of work and entrepreneurship. - The school has a collaboration program with BLK to carry out student competency tests. - Organizing collaboration programs with universities to provide opportunities for students to continue their education. - By increasing the visibility and effectiveness of foreign language programs, schools can attract potential students and strengthen their reputation as a quality educational destination.

Source: research data

Based on the results of interviews with school principals, the application of SWOT and TOWS analysis is very effective in building an innovative culture in the school environment. By understanding the strengths and weaknesses as well as existing opportunities and threats, school principals can formulate appropriate strategies to improve the quality of education. Through a combination of the school's strengths and existing opportunities, as well as overcoming weaknesses and threats, it is hoped that it can create an environment that supports innovation, creativity and holistic development of student potential.

This is in line with the opinion of Siregar & Hasanah (2021) that an educational institution needs to implement strategic management to achieve the desired goals. One way is to use the SWOT analysis technique based on the school's internal and external factors. This is reinforced by Juwita et al., (2023) that by carrying out a SWOT analysis schools can take advantage of the strengths of the opportunities that have been identified, minimize weaknesses to take advantage of opportunities, utilize strategies by looking at the strengths they have to overcome threats, and minimize weaknesses to avoid threats. . Meanwhile, according to Mukhlasin & Pasaribu, (2020) also revealed that strengths are used to see what educational institutions can rely on, weaknesses are used to see things that are seen as weaknesses so as to form priorities to overcome these weaknesses, while opportunities are used to overcome

weaknesses. and supporting strengths and challenges, as well as threats are used as triggers in increasing the performance of an organization to achieve goals effectively and efficiently by looking at positive and negative things that can influence organizational threats.

The deputy principal for curriculum also revealed that the integration of SWOT and TOWS analysis can direct schools to strategies to overcome threats and weaknesses through optimizing strengths and opportunities. The threat of limited human resources is overcome by increasing operational efficiency and identifying appropriate training needs for teachers and education personnel, as well as taking advantage of partnership opportunities with industry for the development of teachers and education personnel. Meanwhile, competition from other schools is overcome with a religious approach and foreign language innovation programs. Partnership opportunities with industry can also strengthen graduate networks and increase program visibility, attracting potential student interest and strengthening the school's reputation as a quality educational destination.

This is in line with the opinion of Yusuf et al., (2020) that in conducting a SWOT analysis, internal school factors can be seen through the strengths and weaknesses of the school, while external factors can be seen from the opportunities and threats faced by the school. Meanwhile, TOWS analysis is used by schools to determine effective strategies for schools based on existing strengths and weaknesses to face future opportunities and threats. This is reinforced by the opinion of Ary & Sanjaya (2020) that TOWS analysis is a matching tool used to develop four main types of strategy, namely strength-opportunity, strength-threat, weakness-opportunity, and weakness-threat. TOWS analysis is used to identify supporting factors, inhibiting factors, opportunities and threats based on external factor evaluation and internal factor evaluation. Meanwhile, according to Budiyanto & Sholeh (2021), when carrying out a SWOT analysis, it must be targeted at the IFE and EFE quadrants, namely (a) quadrants I, II, IV are described as growth and development areas. Strategies commonly used in this condition include market penetration, market development, and product development; (b) quadrants III, V, VI, the organization is described as a hold and maintenance area. Strategies commonly used in this condition include market penetration, product development and market expansion and development; and (c) quadrants VI, VIII, XI of the organization are in the harvest or divestment area. The strategies generally used are diversification or liquidation.

Based on the research results above, it can be concluded that the application of SWOT and TOWS analysis is an effective approach for schools in formulating strategies to achieve their vision and mission. By identifying strengths, weaknesses, opportunities and threats, schools can develop strategic steps that utilize internal strengths and external opportunities to build an innovative culture. This allows schools to not only address weaknesses and threats, but also create an environment that supports innovation, creativity and holistic development of student potential. This approach is in line with various studies that emphasize the importance of strategic analysis in educational management, where SWOT helps understand internal and external factors, while TOWS leads to the creation of strategies that are responsive to changes in the educational environment. Thus, this analysis can become the basis for developing effective strategies to improve the quality of education and school competitiveness.

The Principal's Strategic Plan for Implementing Visionary Leadership to Strengthen an Innovative Culture that is Integrated in the School's Vision and Mission

Based on the results of the SWOT and TOWS analysis carried out by the school in 2022, the school principal prepared several strategic plans to achieve within the next five years. This plan is designed to support improving the quality of education and strengthening an innovative culture in the school environment. By implementing a visionary leadership style, the principal is committed to integrating the school's vision and mission in every strategic step taken.

Table 1. Agenda for Accelerating School Strategic Plans in 5 Years

No	Year	Achievement Program	Main Activities	Success Indicators	Follow-up
1.	2022	Building the basis of religious-based school identity and character education	- Integrate religious values and character in the curriculum and extracurricular activities. - Develop an intensive student character development program. - Increase the involvement of parents and the community in school religious activities.	- Level of student participation in religious activities. - Increased parental involvement in school activities.	Annual evaluation of the effectiveness of character and religious programs.
2.	2023	Improving the quality of innovation and technology-based learning	- Conduct training for teachers in the use of learning technology. - Applying active and participatory learning methods. - Starting a technology introduction program in the learning process.	- Increasing teacher skills in using technology. - Student satisfaction with learning methods.	Student and teacher feedback regarding learning methods.
3.	2024	Developing student entrepreneurship and creativity programs	- Opening an entrepreneurship program in collaboration with local entrepreneurs. - Organizing an annual creative competition for students. - Strengthen the curriculum that encourages creativity and innovation.	- Number of students participating in the entrepreneurship program. - Number of creative competitions held.	Evaluation of the program's impact on students' entrepreneurial spirit and creativity.
4.	2025	Expanding partnerships and connectivity to support the school's vision and mission	- Establishing collaboration with universities and industry. - Forming a strong alumni network. - Hold work skills development activities for students.	- Number of partners collaborating with the school. - Percentage of graduates who continue their education or are accepted into the world of work.	Annual report regarding the results of the partnership and its impact on students.
5.	2026	Strengthening the school's identity as a religious-based and innovative institution	- Develop superior innovation programs, such as foreign language mastery and digital skills. - Increasing the promotion of student achievement in the	- Increased new student enrollment. - Students' level of foreign language mastery and digital skills.	Evaluation of the school's branding and reputation in the community.

No	Year	Achievement Program	Main Activities	Success Indicators	Follow-up
			community.		
			- Carrying out improvements to the curriculum based on innovation and religion.		

Source: research data

Based on the results of interviews with the school management team, the strategies formulated in the school's strategic plan for the next five years are the result of a SWOT (Strengths, Weaknesses, Opportunities, Threats) and TOWS (Threats, Opportunities, Weaknesses, Strengths) analysis carried out by the school principal. together with the team. By paying attention to the school's internal strengths, such as a strong religious-based approach, community and parent support, and adequate infrastructure, schools have a solid foundation for developing programs that support the formation of student character and competency. In addition, by identifying external opportunities, such as increasing public interest in character-based education and opportunities for collaboration with universities and industry, schools are taking advantage of this momentum to expand networks and develop programs that are relevant to the needs of the world of work and further education. This strategy is expected to accelerate improvements in the quality of education and school continuity in the long term.

This is in line with the opinion of Purwanto (2021) that the principal's leadership must focus on goals, be able to make long-term plans, develop a vision for the future of the organization, always be ready and dynamic to make changes, and always be aware of changes. This is because the progress and decline of an educational institution is largely determined by leadership style. Schools will experience rapid progress if their leaders have the right leadership style. This is reinforced by the opinion of Gusli et al., (2021) that visionary leadership has a role as a direction maker who is able to develop the institution's vision and mission, an agent of change who can anticipate various developments and progress over time, as well as a spokesperson who becomes a negotiator and promoter for the school. which he leads. Therefore, the visionary leadership of the school principal who focuses on long-term strategic planning is very important to realize the school's vision and mission and ensure the sustainability and superior quality of education.

Apart from that, the principal also revealed that to realize the strategic plan, the school implemented an integrated approach that integrated all school components, namely the curriculum team, public relations, student affairs, quality assurance and infrastructure, as one synergistic system. In this case, each team has its own role and works collaboratively to achieve a common goal, namely realizing superior quality education. For example, the public relations team needs student achievements for school publications and branding, so they must work together with the student affairs team to motivate student participation in competition activities. On the other hand, the curriculum team ensures that the learning process is effective and in line with targets, while the quality assurance team is responsible for maintaining teacher quality which can influence student achievement. Meanwhile, the facilities and infrastructure team (sarpras) ensures that all learning support needs are met properly. By working as an integrated team, schools can achieve the expected quality of education and build a positive image that radiates public trust in the school.

This is in line with the results of research conducted by Fadhli et al., (2024) which shows that teamwork in schools is the factor that contributes most to improving school quality. Teamwork is formed through an agreement between school members, including teachers, school leaders and education staff. This is reinforced by Meredith et al., (2023) who state that by implementing teamwork, teachers can easily receive information, suggestions and social

support from each other, which in turn can increase their commitment to the organization. Information and social support are considered important aspects of the work environment that help achieve organizational goals.

The principal always shows visionary leadership by directing the school towards achieving a further vision and encouraging sustainable growth for all school stakeholders. The strategic plan prepared aims to create a learning environment that supports the development of an innovative culture and improves the quality of education, in line with the school's vision and mission. Through foreign language mastery programs, strengthening students' character through a religious approach, and developing an entrepreneurial spirit for students, the school seeks to produce graduates who not only excel academically but are also ready to face the challenges of the world of work and social life. By implementing this strategic plan, it is hoped that the school can strengthen its position as a superior educational institution that is oriented towards developing students' potential holistically.

This is in line with the results of research by Nugraha & Hariri (2022) on school principals implementing visionary leadership to improve the quality of education by making several considerations, namely; (1) the school principal in formulating the vision, mission, goals and annual work plans is adjusted to the visualizing characteristics of visionary leadership; (2) the school principal determines the criteria for the profile of educators and education personnel adjusted to the showing foresight characteristics that exist in visionary leadership; and (3) school principals always plan development activities for educators and education staff adapted to the characteristics of continuous learning. This is reinforced by the opinion of Arya & Saprialman (2023) that school principals, in developing the school's vision and mission, always apply a management process, namely planning, organizing, implementing and supervising. This is done so that the school work program is carried out in accordance with the vision, mission and long-term goals so that it can provide direction and inspiration for all members of the organization to achieve the desired goals. Apart from that, Budi (2020) revealed that quality education is closely related to leaders. Leaders who have vision, are creative, and innovative will be able to advance education. The things done by the school principal are (1) formulating a vision based on the values resulting from the evaluation of the work program carried out during one semester; (2) hold meetings at least once a week to listen to suggestions and complaints from teachers, so that activities will run perfectly; (3) implementing the vision, in implementing the vision the school principal must be based on the principles and goals the school wants to achieve; and (4) the school principal has a short, medium and long term work plan, the implementation of this work program is based on evaluation.

Based on the research results above, it can be concluded that the school principal's visionary leadership plays a key role in improving the quality of education by implementing clear strategic planning, integrating school components synergistically, and conducting regular evaluations. A visionary school principal is able to build a long-term vision, inspire all school elements to collaborate, and provide consistent direction in accordance with the organization's values and goals. Through this approach, schools are expected to be able to realize quality education that does not only focus on academic achievement but also on developing student character, thereby building a positive school reputation in the eyes of the community.

CONCLUSION

The principal's strategy in developing an innovative culture that is integrated with the school's vision and mission is carried out through SWOT and TOWS analysis. This is used to formulate more targeted strategic policies. With this approach, schools can maximize their potential and face external obstacles effectively. The integration of SWOT and TOWS analysis has proven to be very effective in building an innovative culture in the school environment. This is done by formulating appropriate strategies to improve the quality of education. Over a

period of five years, the principal is committed to improving the quality of education through various programs that emphasize religious-based education, character development, innovation in learning, and collaboration with various parties. Through an integrated approach and synergistic cooperation between teams, this strategic plan is expected to produce graduates who not only excel academically but are also ready to face the challenges of the world of work, while strengthening the school's reputation as a quality and innovative educational institution.

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