

THE EFFECTIVENESS OF SCHOOL PRINCIPAL LEADERSHIP IN ENHANCING TEACHER PROFESSIONAL COMPETENCE AT SMK MIFTAHUL ULUM TUMPENG WONOSARI, BONDOWOSO

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Submission Track:

Submission : 13-07-2024

Accept Submission : 17-09-2024

Available Online : 18-09-2024

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Abstract

Effective leadership of school principals is considered a crucial factor in creating a supportive learning environment. This study aims to investigate the effectiveness of the principal's leadership in enhancing teachers' professional skills at SMK Miftahul Ulum Tumpang Wonosari, Bondowoso. The method used is a qualitative descriptive approach, utilizing data collection techniques through observation, interviews, and documentation. The researcher observed the effectiveness of the principal's leadership by taking notes and recordings. Additionally, the researcher conducted interviews with the principal, teachers, and administrative staff at SMK Miftahul Ulum. Once the data was collected, the researcher performed data reduction, classification, validation, and coding based on the data types, followed by interpretation. The results showed that there were three aspects observed in the principal's leadership at SMK Miftahul Ulum, namely strategies to improve teachers' professional competence, challenges faced in this process, and the impact of the principal's leadership on enhancing teachers' professional competence. The strategies to enhance teachers' competence include training programs, workshops, performance assessments, and evaluations. Meanwhile, the challenges faced include global competition and changes in the educational curriculum. The positive impact of

the principal's leadership is evident in the improvement of teachers' teaching quality, the creation of a conducive work environment, and the enhancement of students' academic achievements. Thus, this study concludes that the principal's leadership at SMK Miftahul Ulum Tumpang has proven effective in improving teachers' professional competence. These findings provide practical implications for other educational institutions in efforts to improve education quality by focusing on teacher competence development. The suggested recommendations include increasing policy support, allocating adequate resources, and enhancing the frequency and quality of professional development programs.

Keywords: *challenges, improvement, quality of teaching, training programs*

Abstrak

Kepemimpinan efektif dari kepala sekolah dianggap sebagai faktor krusial dalam menciptakan lingkungan belajar yang mendukung. Tujuan dari penelitian ini adalah untuk menyelidiki seberapa efektif kepemimpinan kepala sekolah dalam meningkatkan keterampilan profesional guru di SMK Miftahul Ulum Tumpang Wonosari, Bondowoso. Metode yang digunakan adalah pendekatan deskriptif kualitatif dengan menggunakan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Peneliti mengamati efektivitas kepemimpinan kepala sekolah dengan melakukan pencatatan dan rekaman. Selain itu, peneliti juga melakukan wawancara dengan kepala sekolah, guru, dan staf administrasi di SMK Miftahul Ulum. Setelah data terkumpul, peneliti melakukan reduksi data, klasifikasi, validasi, dan pengkodean data berdasarkan jenisnya, kemudian menginterpretasikannya. Hasil penelitian menunjukkan bahwa terdapat tiga aspek yang teramati dalam kepemimpinan kepala sekolah di SMK Miftahul Ulum, yakni strategi untuk meningkatkan kompetensi profesional guru, tantangan yang dihadapi dalam proses ini, dan dampak kepemimpinan kepala sekolah terhadap peningkatan kompetensi profesional guru. Strategi untuk meningkatkan kompetensi guru mencakup program pelatihan, workshop, penilaian kinerja, dan evaluasi. Sementara itu, tantangan yang dihadapi mencakup persaingan global dan perubahan kurikulum pendidikan. Dampak positif kepemimpinan kepala sekolah terlihat dari peningkatan kualitas pembelajaran guru, penciptaan lingkungan kerja yang kondusif, dan peningkatan prestasi belajar siswa. Dengan demikian, studi ini menyimpulkan bahwa kepemimpinan kepala sekolah di SMK Miftahul Ulum Tumpang terbukti efektif dalam meningkatkan kompetensi profesional guru. Temuan ini memberikan implikasi praktis bagi institusi pendidikan lain dalam upaya meningkatkan mutu pendidikan dengan fokus pada pengembangan kompetensi guru. Rekomendasi yang disarankan mencakup peningkatan dukungan kebijakan, alokasi sumber daya yang

memadai, serta peningkatan frekuensi dan kualitas program pengembangan profesional.

Kata kunci: *kualitas pembelajaran, peningkatan, program pelatihan, tantangan*

A. INTRODUCTION

The leadership of school principals plays a crucial role in educational institutions such as schools and madrasahs. The primary tasks of a leader are to mobilize, influence, motivate, and guide members of the organization or educational institution towards achieving predetermined goals. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, Article 3, mandates that national education aims to develop capabilities, shape character, and enhance the civilization of the nation in order to enrich national life. This education also aims to develop students' potential to become individuals who are faithful, pious, noble in character, healthy, knowledgeable, capable, creative, independent, and democratic, and responsible citizens. (Zulkhairi, 2021) describes school principal leadership as the art and science of influencing others to achieve a set vision. In the context of teaching, (Hasmayanti, 2011) explains that teachers play a critical role in translating educational system improvements into classroom activities. Teachers must continually develop their professional abilities to enhance educational performance and function, meeting future demands for high-quality education. Thus, effective school leadership is the principal's ability to influence educational staff to achieve the educational institution's goals in accordance with the established plan.

SMK Miftahul Ulum Tumpang is an educational institution located in Tumpang Village, Wonosari District, Bondowoso Regency. This school is part of the Miftahul Ulum Islamic Boarding School Foundation. SMK Miftahul Ulum has developed quite well and produces graduates of a quality that meets the required standards. The professional competence of teachers is a focal point in the success of SMK Miftahul Ulum. Teachers play a crucial role in the transfer of knowledge, skills, and character to students. According to (J-ips, 2019), the principal has roles as an educator, supervisor, and motivator responsible for providing guidance to teachers at their school. This is because human factors are considered the central element that determines all activities within an organization. Even though the technology used is highly advanced, the human factor remains the primary determinant.

The school principal is a leadership figure tasked with driving and directing the school towards achieving its goals. Reaching these goals is not an easy feat. A leader must understand the diverse behaviors of each staff member and continually encourage their positive and maximal contribution and participation in the organization (Warman; et al., 2024). An organized system also plays a crucial role in creating a conducive school environment (Jambi, 2020), whereas a disorganized system can have a negative impact, making it difficult to effectively control the performance of organization members. At SMK Miftahul Ulum, teachers come not

only from the boarding school administration itself but also from outside the boarding school. As an educational institution with such a mix of educators, it is not easy for the principal to run the organizational operations of SMK Miftahul Ulum, and even more challenging to improve the professional competence of teachers. Issues such as teachers frequently arriving late, being reluctant to carry out administrative tasks, and ineffective teaching processes are focal points in the leadership challenges faced by the principal of SMK Miftahul Ulum.

The leadership of school principals becomes increasingly important in facing the complexities of modern educational institutions, where efforts to improve school quality are imperative (Rafid, 2020). SMK Miftahul Ulum Tumpang Wonosari, Bondowoso, is committed to enhancing the quality of education with a primary focus on developing teachers' professional competence. This study aims to explore how effective the school principal's leadership is in improving the professional competence of teachers at the school. The principal of SMK Miftahul Ulum has implemented various effective strategies, addressed challenges related to leadership, and examined the impact on teachers' professional competence.

Although there has been no specific research on the effectiveness of school principal leadership at SMK Miftahul Ulum Tumpang Wonosari, Bondowoso, other studies show similarities in this regard. For instance, research conducted by (J-ips, 2019) highlights the importance of the principal's efforts to enhance teacher professionalism, including pedagogical, personal, social, and professional competencies. The results of this study indicate that principals play an active role in guiding teachers and directly supervising the classroom learning process to improve their pedagogical competencies. Therefore, the leadership of the school principal at SMK Miftahul Ulum Tumpang Wonosari, Bondowoso, is expected to make a significant contribution to efforts to improve teachers' professional competence and overall education quality.

Research conducted by (Santosa, 2022) shows that the strategies employed by school principals to enhance teacher professionalism include activating Teacher Working Groups (KKG), motivating teachers, conducting comparative studies, and implementing participative leadership styles. This research emphasizes the importance of collaboration among teachers and motivational leadership support to improve teaching quality. Similarly, research by (Waliudin et al., 2023) found that principal strategies for improving teacher capabilities include enhancing discipline, providing necessary equipment, and holding early semester meetings. This demonstrates the principal's efforts to create a supportive environment for effective and efficient learning. Additionally, research by (Nirwana et al., 2015) highlights the strategies employed by school principals to improve teacher competence through granting permission for further studies, organizing training sessions, and providing teaching materials aligned with the current curriculum. This underscores the importance of developing teacher professionalism through the support and facilitation provided by the principal. Overall, these research findings demonstrate a variety of strategies that school principals can apply to enhance teacher competence and

professionalism, which in turn contribute to the improvement of education quality in their institutions.

Research conducted by (Eliza Rahmah Prahestiwi, Asep Saepudin, 2022) found that effective leadership should possess characteristics akin to those of Prophet Muhammad (PBUH), namely *siddiq* (truthfulness), *amanah* (trustworthiness), *tabligh* (communication), and *fathanah* (wisdom). Furthermore, building effective leadership involves implementing and executing the vision and mission through various programs. Additionally, research by (Wiguna et al., 2021) found that enhancing teachers' ability to prepare lesson plans (RPP) at MAS Al-Ikhwan Serapuh requires managerial leadership that includes guidance, supervision, and evaluation of implementation. The relationship between the principal and both internal and external parties, as well as the principal's professionalism in developing teachers in lesson planning, is crucial.

Further research by (Efektivitas & Bireuen, 2021) discovered that enhancing teachers' professional competence involves ensuring their well-being, encouraging, facilitating, and motivating them. Moreover, research conducted by (Zulaikah, 2020) found that the managerial skills of the school principal in enhancing teachers' professional competence at SMP Negeri 40 Purworejo include the ability to act as a chief officer by effectively implementing the school's vision and mission, managing educational funds (sense of business), and fostering educational development (sense of education). Additionally, research by (Siahaan & Prasetya, 2023) revealed that in improving teacher performance at SMP Negeri 6 Tebing Tinggi, principals excel in empowering human resources, coordinating with subordinates, and conducting effective monitoring.

Research in education has highlighted various critical findings in recent years. (Muzakar, 2014) underscores the pivotal role of school principals in identifying and navigating the strengths, weaknesses, opportunities, and threats facing schools. This insight serves as a crucial guide for decision-making aimed at enhancing the quality of graduates. Meanwhile, (Ghasi Pathollah et al., 2022) shed light on a pressing issue: the insufficient involvement of teachers in essential educational roles such as mentoring, guidance, protection, and exemplary teaching. This limitation poses challenges in achieving comprehensive educational outcomes. In another study, (Karuru et al., 2023) emphasized the influential role teachers play in fostering improved academic performance among students. Their research underscores the significance of effective teaching practices in educational settings.

Furthermore, (Merizawati & Munawir, n.d.) findings highlight significant advancements in student speaking abilities and their overall engagement and enjoyment in the learning process (n.d.). Their research underscores the importance of creating a positive and stimulating learning environment. In exploring curriculum development, (Julhadi et al., 2023) examined the integration of local Malay culture into educational frameworks. Their study showcases efforts to internalize cultural values within curriculum subjects, aiming to enrich students' educational experiences. Lastly, (Dumiyati et al., 2023) focused on Pondok Pesantren Manbaul Ulum's

innovative curriculum based on *maqashid syari'ah* principles. This approach emphasizes balance, moderation, and ethical principles, reflecting broader educational philosophies within an Islamic context. Together, these studies underscore the diverse challenges and innovative approaches within educational research, aiming to improve educational outcomes and foster holistic development among students.

Based on several mentioned studies, there has been no specific research that deeply examines the effectiveness of school principals' leadership in enhancing teachers' professional competence at SMK Miftahul Ulum Tumpeng Wonosari, Bondowoso. This research aims to provide a profound understanding of effective school principals' leadership aspects, including strategies to enhance teachers' professional competence, challenges faced by school principals, and their impact on teacher competence. This study is expected to offer a comprehensive overview of the role of school principals' leadership in improving teachers' professional competence and to provide practical recommendations for other educational institutions to achieve similar goals. Therefore, this topic is crucial for further investigation, and researchers are keen to answer the research question: how effective is school principals' leadership in enhancing teachers' professional competence at SMK Miftahul Ulum Tumpeng Wonosari, Bondowoso?.

To address the research problem, it's important to understand the theory of school principal leadership. Effective school principal leadership is defined as their ability to manage their role as leaders within an educational institution in accordance with established requirements. According to (Rusdiana, 2020), school principal leadership involves the process, effort, and skills in influencing subordinates to work together optimally based on the situation and conditions to achieve set goals. (Ulfah et al., 2023) explain that professional competence involves a broad and deep mastery of instructional materials that teachers must possess, including mastery of the curriculum in educational institutions.

As leaders, school principals need to have the ability to manage employee discipline, motivate, and appropriately, effectively, and efficiently give recognition, such as through discipline coaching, motivation, and the use of awards. From the above description, school principal leadership plays a crucial role in enhancing teachers' professional competence, thereby ensuring successful teaching and learning processes in schools. As leaders in the educational environment, school principals are expected to effectively achieve set goals. In this concept, the principal of SMK Miftahul Ulum utilizes various effective strategies such as training programs, workshops, teacher performance assessments, and performance evaluations in their leadership.

B. RESEARCH METHODS

This research is a qualitative descriptive study. The data collected pertains to the effectiveness of the school principal's leadership in enhancing teachers' professional

competence at SMK Miftahul Ulum Tumpang Wonosari, Bondowoso, consisting of descriptions and facts related to the principal's actions. The data sources for this research include both primary and secondary data. Primary data is obtained through direct observation of the principal's leadership practices at SMK Miftahul Ulum, while secondary data includes relevant books and journal articles to support the research. The study employs observation, interviews, and documentation methods. The researcher conducts direct observations of the school principal's leadership at SMK Miftahul Ulum, utilizing recording and note-taking techniques to gather data. Additionally, interviews are conducted with the principal, teachers, and students to gather information on the strategies employed by the principal, challenges faced in leadership, and their impact on teachers' professional competence.

After collecting data, the researcher proceeds with data reduction, classification, validation, and coding into tables, followed by interpretation. The gathered qualitative data is thematically analyzed through coding to identify emerging patterns and concepts related to the effectiveness of leadership in enhancing teachers' professional competence. The codes used for this data include *SDMKPG01* for strategies in enhancing teachers' professional competence, *TKKSDMKPG02* for challenges faced by school principals in enhancing teachers' professional competence, and *DKKSTKPG03* for the impact of school principal leadership on teachers' professional competence. Furthermore, in the data validation process, the researcher employs data triangulation to ensure the accuracy and validity of the findings. During data interpretation, the study explores how effective school principal leadership can enhance teachers' professional competence at SMK Miftahul Ulum Tumpang Wonosari, Bondowoso. Through the analysis of the collected data, the research identifies strategies implemented by the principal, challenges encountered in the leadership process, and their impact on enhancing teachers' professional competence.

C. RESULT & DISCUSSION

The research findings indicate three aspects of the effectiveness of school principal leadership in enhancing teachers' professional competence at SMK Miftahul Ulum Tumpang Wonosari, Bondowoso. First, strategies to improve teachers' professional competence include training programs, workshops, teacher performance assessments, and performance evaluations. Second, challenges faced by school principals in enhancing teachers' professional competence involve global competition and curriculum changes in education. Finally, the impact of school principal leadership on teachers' professional competence includes enhancing the quality of teaching, creating a conducive work environment, and improving student learning outcomes.

Table A.1 Effectiveness of School Principal Leadership in Enhancing Teachers' Professional Competence

Strategies to Enhance Teachers' Professional Competence (SETPC01)	Challenges Faced by School Principals in Enhancing Teachers' Professional Competence (CFSPETPC02)	Impact of School Principal Leadership on Teachers' Professional Competence (ISPLTPC03)
1. Training Programs a. Educational seminars b. Workshops (Bimtek) c. Subject Teacher Working Groups (MGMP) d. Training and Workshops (Diklat)	Global competition and changes in educational curriculum	Improved teaching quality, creation of a conducive work environment, and enhanced student learning outcomes.
2. Workshops a. Classroom Action Research (Penelitian tindakan kelas) b. Microlearning		
3. Fair Performance Assessment a. Rewards b. Punishment		
4. Performance Evaluation a. Academic Supervision		

This format organizes the strategies, challenges, and impacts related to school principal leadership in enhancing teachers' professional competence. Adjustments can be made based on specific findings and context from your research.

1. Strategies to Enhance Teachers' Professional Competence (SETPC01)

At SMK Miftahul Ulum, the school principal employs four strategies to enhance teachers' professional competence, including training programs, workshops, teacher performance assessments, and performance evaluations.

Table A.2 Strategies to Enhance Teachers' Professional Competence

No	Strategies to Enhance Teachers' Professional Competence		
1	Training Programs	a. Educational Seminars	Educational seminars conducted by the school principal and accompanied by the foundation's chairperson. Discussions in these seminars focus on curriculum and learning programs
		b. Workshop (Bimtek)	This workshop is conducted regularly for two days at the beginning of each semester. This activity is carried out to equip participants with skills in designing and preparing teaching materials.
		c. Subject Teacher Working Groups (MGMP)	Active participation in MGMP is an opportunity provided by the school principal to teachers. In this context, teachers are trained to develop their potential in their respective fields and expand their skills.
		d. Training (Diklat)	Teachers at SMK Miftahul Ulum participate in training sessions as requested by the education department. These training sessions cover thematic, functional, and technical training.
2	Workshop	a. Classroom Action Research Workshop	This activity is conducted as a practice to solve various learning problems in the classroom.
		b. Microlearning Workshop	This workshop is conducted to train skills in delivering learning materials briefly and engagingly.
3	Teacher	a. <i>Reward</i>	Rewards at SMK Miftahul

	Performance Assessment		Ulum consist of monetary and non-monetary rewards. This is done as recognition or acknowledgment for teachers who have performed well and adhered to regulations.
		b. Punishment	Punishment serves as a warning to teachers who commit violations. In this case, the punishment takes the form of two written warnings leading to termination of employment contract.
4	Teacher Performance Evaluation	a. Academic Supervision	Academic supervision typically involves monitoring lesson plans. For instance, if there are deviations in lesson plan implementation, they will be evaluated using the lesson plan assessment instrument.

a. Training Programs

The principal of SMK Miftahul Ulum conducts training programs to nurture and develop the teachers' abilities. Here are some of the training programs implemented:

1) Educational Seminars

The principal organizes educational seminars focusing on the curriculum and learning programs. These seminars are attended by all teachers of SMK Miftahul Ulum, accompanied by the chairman of the SMK Miftahul Ulum foundation. This program is aimed at enhancing the knowledge and skills of teachers in their respective fields.

2) Bimtek (Technical Guidance)

The principal conducts a two-day Bimtek at the beginning of each year, facilitated by school supervisors. This program is regularly held to equip teachers of SMK Miftahul Ulum with the necessary skills in designing and preparing instructional materials before conducting teaching activities. The Bimtek is organized to align with the curriculum of SMK Miftahul Ulum.

3) MGMP (Subject Teacher Forum)

The principal of SMK Miftahul Ulum provides opportunities for teachers to actively participate in MGMP. Teachers attend MGMP sessions at the branch office of the Bondowoso education department and at training centers. During these MGMP activities, the principal trains teachers through discussions on teaching materials, sharing information and experiences, developing teaching materials, seminars to enhance teachers' competencies in their respective fields, and expanding skills and knowledge in teaching.

4) Training

The principal of SMK Miftahul Ulum enhances teachers' professional competence by sending them to training programs through the education department's request. The typical training attended by SMK Miftahul Ulum teachers includes thematic training, functional training, and technical training. Thematic training focuses on developing teachers' competencies in specific fields. SMK Miftahul Ulum participates in thematic training, such as culinary arts themed training, relevant to the school's departments to enhance competence and theory in cooking. Additionally, functional training is typically conducted when teachers seek promotion. Then, technical training provides SMK Miftahul Ulum teachers with skills in using learning tools or specific technologies, such as kitchen equipment for culinary practices aligned with the culinary arts department at SMK Miftahul Ulum. However, beyond vocational focus, this training also prepares teachers in other subjects they teach according to the curriculum in effect.

b. Workshop

The principal of SMK Miftahul Ulum enhances teachers' professional competence by enrolling them in workshops to develop their skills and knowledge. These activities not only provide educational materials but also offer opportunities for teachers to practice directly. In this context, the workshops attended include action research and microlearning.

1) Action Research Workshop

This workshop is conducted by SMK Miftahul Ulum teachers to improve their ability to solve learning problems in the classroom, enhance the quality of teaching, and increase their professional competence. The workshop, organized by the technical education and religious training center, is conducted online for 5 days. Key discussion topics include moderation diversity, basic human resource values, and human resource development training systems. The workshop employs various training methods such as lectures, group discussions, simulations, and direct practice.

2) Microlearning Workshop

This activity is attended by SMK Miftahul Ulum teachers to train their skills in delivering concise and engaging learning materials to students. Topics covered in the workshop include design, tools and technology, strategies, and methods to measure microlearning activities. This workshop is conducted

conditionally according to the scheduled workshop dates.

c. Teacher Performance Assessment

The principal of SMK Miftahul Ulum assesses teacher performance using rewards and punishments as tools to enhance achievement, teacher performance, and professional competence. Teacher evaluations are conducted at the end of each semester by the principal of SMK Miftahul Ulum. This activity is not aimed at finding faults and weakening teachers but rather to gather data for consideration in improving teaching.

1) Reward

Reward is recognition or acknowledgment given to teachers who perform well and adhere to the rules at SMK Miftahul Ulum. In this context, rewards are divided into two types: monetary rewards such as allowances or additional budget allocations, and non-monetary rewards such as certificates or awards that can be displayed. The criteria for rewarding teachers at SMK Miftahul Ulum include attendance, teaching activity, work discipline, completeness of administrative tasks in accordance with educational institution standards, and the quality of lesson plan administration. These rewards serve as motivation for teachers to enhance their professional competence at SMK Miftahul Ulum.

2) Punishment

Punishment is an action taken as a consequence given to teachers who commit violations that are not in line with the educational institution's rules. The punishments administered by the principal of SMK Miftahul Ulum are divided into three stages: first warning letter, second warning letter, and termination of contract or dismissal from the institution. In this context, the first warning letter is given to teachers who display lack of discipline, work outside of the rules, or are less involved in school activities. However, these issues can still be tolerated by the principal if they are not continuous. For teachers who receive a warning letter, the principal will follow up by evaluating the teacher to correct their mistakes and directing them to participate in training programs to enhance their competence for better performance. Furthermore, the principal of SMK Miftahul Ulum also imposes severe punishments such as contract termination or dismissal for serious offenses like misconduct towards students, behavior problems including unjustified violence towards students, and repeated violations of school rules.

d. Teacher Performance Evaluation

Teacher performance evaluation is a crucial component in enhancing the professional competence of teachers at SMK Miftahul Ulum. This evaluation is conducted regularly by the principal of the school.

1) Academic Supervision

The principal of SMK Miftahul Ulum monitors teachers' activities in carrying out their duties through regular academic supervision. Academic

supervision typically involves reviewing lesson plans. For instance, if a teacher at SMK Miftahul Ulum does not follow the Lesson Plan (RPP), the principal evaluates using an RPP assessment instrument. This assessment instrument includes completeness of the lesson plan components, clarity of learning objectives, appropriateness of teaching methods and media, presentation of teaching materials, and accuracy of learning assessment. If it is proven that a teacher did not follow the RPP, the principal provides technical guidance during monthly meetings held regularly. This supervision is conducted monthly to evaluate and enhance the professional competence of teachers at SMK Miftahul Ulum.

2. Challenges Faced by School Principals in Enhancing Teachers' Professional Competence (CFSPETPC02)

Enhancing teachers' professional competence is essential to achieve high-quality education goals. However, in pursuit of this objective, there are challenges that school principals must face in the advancement of educational institutions.

Table A.3: Challenges Faced by School Principals in Enhancing Teachers' Professional Competence

No	Challenges Faced by School Principals in Enhancing Teachers' Professional Competence	
1	Global Competition	Global competition in the education sector poses a significant challenge in enhancing teachers' professional competence. In this regard, the principal of SMK Miftahul Ulum implements effective training programs to ensure that teachers remain competitive with other institutions.
2	Changes in Educational Curriculum	Continuous changes in the curriculum present a challenge for school principals. In response, the principal prepares effective training programs and continually evaluates teacher performance to align with the current curriculum.

a. Global Competition

The competitiveness of education is a primary focus in enhancing teachers' professional competence in the modern era. SMK Miftahul Ulum faces stiff competition from various well-established educational institutions. Schools need to adapt to the rapidly accelerating competition and prepare high-quality educators to tackle challenges in this digital age. Effective leadership by the

principal of SMK Miftahul Ulum can enhance a more advanced and quality education system by starting with improving teachers' professional competence. Activities include implementing effective strategies such as training programs like seminars, workshops, participating in subject-specific teacher working groups (MGMP), and workshops. The principal consistently evaluates teachers to enhance their competencies and provides fair assessments to motivate them to improve teaching quality and remain competitive with other institutions.

b. Changes in Educational Curriculum

Changes in educational curriculum represent advancements in knowledge within the education sector. However, these changes pose a challenge for the principal of SMK Miftahul Ulum in enhancing teachers' professional competence. For instance, during the curriculum change in 2013, teachers at SMK Miftahul Ulum had to learn and understand the new curriculum and its underlying philosophy. This new curriculum demands new competencies that were previously unfamiliar. It presents challenges such as anxiety among teachers accustomed to the old curriculum, limited time for adaptation, and evolving teaching strategies. The principal addresses these challenges through training programs and performance evaluations that include coaching during monthly meetings. These activities serve two complementary purposes: continuous professional development and adaptation to scholarly advancements, equipping teachers to effectively implement and educate under the new curriculum.

3. Impact of School Principal Leadership on Teachers' Professional Competence (ISPLTPC03)

School principal leadership has a positive impact on teachers' professional competence, such as enhancing teaching quality, creating a conducive work environment, and improving student learning achievements.

Table A.4: Impact of School Principal Leadership on Teachers' Professional Competence

No	Impact of School Principal Leadership on Enhancing Teachers' Professional Competence	
1	Enhanced Teaching Quality	The commitment of the principal of SMK Miftahul Ulum towards developing teachers' competencies by providing various opportunities and strategies has significantly improved the quality of teaching.
2	Creation of a Conducive Work Environment	Effective leadership by the principal of SMK Miftahul Ulum has created a conducive work environment where teaching is conducted according to plan, administrative tasks are completed on time, teaching discipline is

		maintained, and teachers' professional competence continues to develop.
3	Improved Student Learning Achievements	Student learning achievements have improved due to the professional abilities of teachers in imparting insights and knowledge. Effective leadership by the school principal has contributed to this improvement by fostering the development of teachers' competencies.

a. Enhanced Teaching Quality

The leadership of the principal at SMK Miftahul Ulum has had a significant impact, particularly in enhancing the quality of teaching. The principal has made substantial contributions by being committed to professional development, offering various opportunities for teachers to participate in training programs, educational seminars, and workshops. These activities broaden teachers' perspectives and enhance the quality of their instructional practices. Additionally, effective performance evaluations conducted by the principal help teachers improve their teaching quality. A good principal provides feedback and supports teachers in developing areas that need improvement. The teaching quality at SMK Miftahul Ulum has become more proficient due to the successful implementation of strategies aligned with the educational institution's goals.

b. Creation of a Conducive Work Environment

Effective leadership by the principal of SMK Miftahul Ulum has created a conducive work environment where teaching aligns with plans, administrative tasks are completed on time, teachers maintain discipline in their teaching, and professional competencies continue to develop. The strategies implemented by the principal have positively impacted sustaining high-quality standards in the work environment, enabling teachers to apply them in instructional activities, administration, and beyond. Regular performance evaluations of the work environment help teachers enhance their professional competencies, and fair performance assessments provide full support for teachers to perform their duties effectively.

c. Improved Student Learning Achievements

Effective leadership by the principal of SMK Miftahul Ulum in providing various training programs for educators has led to improved student learning achievements. The achievements of SMK Miftahul Ulum students are the result of teachers' professional abilities in providing them with extensive insights. Training programs such as educational seminars, workshops, subject-specific teacher working groups (MGMP), and routine performance evaluations conducted by the principal contribute to enhancing student learning achievements. Trained and capable teachers contribute significantly to student learning outcomes.

This research provides a deeper understanding of the effectiveness of school principal leadership in enhancing teachers' professional competence. It identifies strategies employed by school principals, the challenges they face, and their impacts on teachers' professional competence. Understanding the role of school principal leadership in improving teachers' professional competence includes aspects such as teaching quality, creating a conducive work environment, and ensuring teachers work effectively within their fields.























The study aims to raise awareness of the importance of school principal leadership in supporting educational policies and the broader community. Additionally, it offers practical implications for other educational institutions striving to enhance educational quality through teacher competence development. Effective school principal leadership encompasses not only administrative aspects but also competence development. It provides guidance for education practitioners to develop school principal leadership strategies, address challenges, and influence teachers positively. Creating a supportive environment involves recognition and making positive contributions. Thus, the research's contributions and implications span from academic to practical domains, benefiting the broader community.

D. CONCLUSION

The effectiveness of school principal leadership refers to their ability to fulfill leadership tasks within educational institutions according to established requirements. This research aims to explore how school principal leadership can enhance teacher competence at SMK Miftahul Ulum. Leadership strategies include various training programs, workshops, fair teacher performance assessments, and performance evaluations. School principals face challenges such as global competition and advancements in educational curriculum changes.

Significant impacts of school principal leadership on teachers' professional competence include improving teaching quality, creating a conducive work environment, and enhancing student academic achievement. This study provides a deep understanding of effective school principal leadership, which can positively impact educational institutions. Further research is needed to delve deeper into school principals' performance in enhancing teacher competence, enriching knowledge in this field and serving as a crucial reference for future researchers developing theories, particularly related to the effectiveness of school principal leadership in improving teacher competence.

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