

The Principal's Leadership in Improving Teachers' Professional Competence at SDN

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Abstract

Principals as leaders of educational institutions have a strategic role in improving teachers' professional competence. The purpose of this research is to find out: Principal program, program implementation, and obstacles encountered by principals in improving teachers' professional competence. This research uses a descriptive method with a qualitative approach. Data collection techniques were observation, interview, and documentation. The subjects of this study were principals, teachers, KKG leaders, school committees, supervisors, and outstanding teachers. The results of this study show that: 1) The principal's program in improving the professional competence of teachers by holding deliberations at the beginning of the school year with the vice principal, teachers, KKG chairman, school committee, supervisor, so that it shows good results, especially in improving the professional competence of teachers at SDN 26 Banda Aceh City 2) the implementation of the principal's program in improving the professional competence of teachers is by creating a conducive climate, providing opportunities for the development of teacher competence, 3) The obstacles faced by principals in improving the professional competence of teachers are that there are still teachers who have not mastered Computer Science Technology (ICT), and the lack of motivation provided by the family in improving professional competence so that it becomes an obstacle for teachers in preparing lesson planning and implementation.:

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Abstrak

Kepala sekolah sebagai pemimpin lembaga pendidikan memiliki peran yang strategis dalam meningkatkan kompetensi profesional guru. Tujuan penelitian ini untuk mengetahui program kepala sekolah, pelaksanaan program dan hambatan yang ditemui kepala sekolah dalam meningkatkan kompetensi profesional guru. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data dengan cara observasi, wawancara, dan dokumentasi. Subjek penelitian ini kepala sekolah, guru, ketua KKG, komite sekolah, pengawas, dan guru-guru berprestasi. Hasil penelitian ini menunjukkan bahwa: 1) Program kepala sekolah dalam meningkatkan kompetensi profesional guru dengan melaksanakan musyawarah di awal tahun ajaran bersama wakil kepala sekolah, guru, ketua KKG, komite sekolah, pengawas, sehingga menunjukkan hasil yang baik terutama dalam peningkatan kompetensi profesional guru di SDN 26 Banda Aceh 2) Pelaksanaan program kepala sekolah dalam meningkatkan kompetensi profesional guru adalah dengan menciptakan iklim yang kondusif, memberikan peluang bagi pengembangan kompetensi guru, memberikan reward bagi guru yang berprestasi, serta akan diikutkan dalam program CAKEP, 3) Hambatan yang dihadapi kepala sekolah dalam meningkatkan kompetensi profesional guru adalah masih adanya guru yang belum menguasai Teknologi Ilmu Komputer (TIK), dan kurangnya motivasi yang diberikan oleh pihak keluarga dalam meningkatkan kompetensi profesional, sehingga menjadi hambatan guru dalam mempersiapkan perencanaan dan pelaksanaan pembelajaran

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INTRODUCTION

The government has made every effort to build its human resource base, including issuing Law Number 20 of 2003 concerning the National Education System. This shows how in Indonesia, the legislative framework to regulate education has become stronger. Resources According to Chapter I Article 1 Paragraph 23 of the law, people, people, money, facilities, and infrastructure are all used in the implementation of Education (Adilah & Suryana, 2021).

In addition to providing adequate facilities and infrastructure, the law clearly describes the amount of education needed and the need for qualified educators in their fields. Apart from being educators, school leaders play an important role in the implementation of classroom teaching. Like a teacher, the principal involves students in teaching and learning activities. If school principals want to advance, they must have a key role in monitoring school administration as part of the teaching staff.

One of the key efforts to develop a well-rounded individual is through education. Consequently, the national education system, grounded in Pancasila, aims to foster devotion to God Almighty, enhance intelligence and skills, cultivate ethics, strengthen character, and instill a sense of national pride and love for the homeland. This is all in service of developing individuals who are capable of self-growth and can collectively contribute to the nation's progress.

The creation of high-quality schools depends on various factors, including the professionalism of educators, school leaders (principals), and the strong support from both central and regional governments. Additionally, a high level of public concern for the importance of schools ensures that all aspects contributing to the achievement of educational goals must work in harmony to realize this vision.

In essence, a teacher's professional ability is reflected in their behavior when fulfilling their role as an educator in the classroom, effectively motivating students and sparking their interest in learning. Teachers, as professional educators, are expected to perform their duties with a high level of quality. This professional capability is evident in the teacher's daily work environment (Nirwana, Murniati, Pd, Yusrizal, & Pd, n.d.). Being a professional means working with expertise. Professional competence is not only crucial for teachers to understand but also essential to achieve, as it enables an effective learning process and helps in producing quality graduates.

The leadership of a principal is crucial as they serve as the educational leader at the school level and must possess a solid foundation in leadership. Leadership, in this context, refers to the ability of an individual to inspire others to fully engage in carrying out their primary tasks. Specifically, the principal's leadership involves guiding and supporting teachers in conducting the teaching and learning process, including planning, executing lessons, and assessing and evaluating student outcomes. This leadership aims to ensure that students achieve the essential competencies in knowledge, skills, attitudes, and values, which are reflected in their habitual thinking and behavior after participating in learning activities (Rivayanti, Arafat, & Puspita, 2020).

Superior leadership is built from values. The leadership of the school principal needs to carry out his role and duties based on values that can encourage ideal conditions. Principled leadership consists of four levels, namely trustworthy, interpersonal-trusting, managerial-empowerment, and organizational-alignment (Priansa, 2014). The fourth level is leadership which moves from the inside out. Individual leaders who are trusted will foster trust in interpersonal relationships, this shows that individual character is very decisive for the development of the next levels so that the organization can run well. Therefore, the noble values that are used as a principle for school principals in carrying out leadership need attention considering the influence that will be dominant on school life as a whole.

The principal as a leader is fully responsible for improving the quality of teachers in his school. The principal will succeed if he is able to protect his subordinates in accordance with his role and duties as a leader. So, to improve professional competence, teachers are closely related to the competence of school principals, meaning that school principals must have a background from teachers to know the ins and outs of teachers as educators.

As the person who has the authority to make the highest decisions and the top manager in the school, a school principal is expected to be able to give his role to the maximum in empowering every resource and potential available in his school environment. The complexity of mastering the skills that a leader must possess shows that the job of leading is not easy. In this case, many examples show that quality schools are more supported by the leadership and managerial qualities of school principals. On the other hand, schools that were previously of good quality turned into bad when led by a less qualified head.

The quality of education is significantly influenced by the roles of various school employees, not just teachers who interact directly with students. This includes principals, administrative staff, school guards, and cleaners, all of whom contribute to the smooth functioning of the school. Each employee, whether directly or indirectly, plays a part in the school's operational success. One of the key factors determining a school's success in reaching its goals is the effectiveness of its principal (Usman, 2013). The principal's success is largely dependent on the reliability of school management, which is, in turn, influenced by the principal's leadership abilities. However, the principal's role extends beyond leadership; in the educational context, leadership is particularly focused on enhancing the quality of education (Silawati, Hidayati, Ulya, & Zakiyah, 2023).

Professional competence involves the ability to thoroughly and deeply understand learning materials, enabling teachers to effectively guide students in achieving the competency standards outlined in the National Education Standards. A professional teacher is expected to meet several key requirements, such as holding sufficient qualifications in professional education, possessing strong communication skills with students, maintaining a creative and productive mindset, upholding a strong work ethic

and commitment to their profession, and engaging in ongoing self-development through professional organizations, reading, attending seminars, and similar activities.

The role of teachers is inherently linked to the attributes of professional workers. As professional educators, they are capable of guiding students effectively, even within the limitations of available resources and the environment. Specifically, according to Law Number 14 of 2005 on Teachers and Lecturers, Article 6 states that the role of teachers and lecturers as professionals is to implement the national education system and achieve its goals. These goals include fostering students' potential to become individuals who have faith in and devotion to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and are democratic and responsible citizens.

The principal, as a leader, holds full responsibility for enhancing the quality of teachers in their school. Success for the principal comes when they can effectively support their subordinates through their leadership role (Lian & Sari, 2020). Therefore, improving teachers' professional competence is closely tied to the principal's competence, as it requires the principal to have a deep understanding of the teacher's role as an educator. The principal's role as a leader involves overseeing and guiding the educational process within the school, which includes enhancing human resource quality, boosting the professionalism of teachers and staff, and managing all school-related activities under their leadership. The principal's effective leadership behavior significantly influences teachers' performance.

Efforts to achieve the aforementioned goals often present challenges for school principals in enhancing teacher professionalism. At SD Negeri 26 Banda Aceh City, several issues have been identified, including teachers who lack motivation in fulfilling their duties, teachers who struggle to create effective learning modules or teaching materials, and teachers who are still uncertain about planning and implementing lessons based on the new curriculum. These obstacles hinder the efforts to improve teachers' professional competence, which can significantly impact the quality of the learning process at SD Negeri 26 Banda Aceh City.

The current situation is closely linked to the leadership performance of school principals as they guide teachers in developing their professional competence. The low level of professional competence among teachers leads to behavior where they focus solely on delivering subject matter, neglecting other important responsibilities. This reality motivated the author to conduct this research. The study aims to analyze the principal's program for enhancing teachers' professional competence at SD Negeri 26 Banda Aceh City, the implementation of this program, and the challenges faced by school principals in improving teachers' professional competence at the same school.

RESEARCH METHODS

This study employs a qualitative method with a causal study approach, focusing on interpreting, describing, and explaining the role of school principals in enhancing teachers' professional competence. It is qualitative research that aims to address real-

world issues through the collection and analysis of data, producing descriptive information in the form of written or verbal data from relevant sources. Qualitative research methods are grounded in postpositivist philosophy and are used to study natural conditions (as opposed to experimental settings). In this approach, the researcher acts as the primary instrument, data sources are selected purposively and through snowball sampling, and data collection techniques involve triangulation (a combination of methods). Data analysis is inductive and qualitative, emphasizing meaning over generalization (Sugiyono, 2015).

This research took the research location at SD Negeri 26 Banda Aceh City, Jl. Transmitter No. 12, East Lamteumen Village, Jaya Baru District, Banda Aceh City. The reason the researcher chose this location is that SDN 26 Banda Aceh City is the first batch of driving schools. So, many changes make this school more advanced compared to other schools. This research was carried out for 3 (three) months, namely in October, November, and December 2022. Data collection, data processing and analysis, report writing, seminar on research results, revision, and printing of reports, must be by the research permit issued by the Head of the Master of Islamic Education Study Program, IKHAC Mojokerto University Surabaya.

Primary data refers to information collected directly from the original source, such as through interviews or questionnaires conducted by researchers. This type of data is gathered firsthand and is not mediated by other sources. In this study, primary data was sourced from one school principal, two classroom teachers, the chairman of the KKG of the Mango Cluster SDN 26 Banda Aceh, and one school supervisor.

Secondary data, on the other hand, involves information that has been processed and presented by the primary data collector or others, often in the form of tables or diagrams. This data is collected indirectly through secondary sources that have already been compiled and recorded by other parties. In this study, secondary data was derived from existing records at SDN 26 Banda Aceh, specifically the academic supervision schedule.

In this study, data collection techniques include observation, documentation, and interviews. During observation, the researcher takes on a passive role, merely documenting ongoing events and observing participants without active engagement. According to Nana Syaodih (2013), passive observation serves as a means of recording and documenting current actions. Documentation involves collecting photographs and recordings made during the research process. Additionally, interviews are conducted with school principals, teachers, students, and canteen mothers, utilizing triangulation to enhance the research findings (Sugiyono, 2013).

Data analysis in this study follows four stages according to Miles and Huberman's theory: 1) Data Collection, 2) Data Reduction, 3) Data Display, and 4) Verification and Conclusion Drawing (Husni Abadi, 2020). Triangulation is employed as a technique to ensure data validity by cross-verifying findings with multiple sources. This involves comparing and validating results obtained from the primary informant with those from other informants (Moleong, 2012).

RESULTS AND DISCUSSION

Result

Principal Program in Improving Teachers' Professional Competence at SDN 26 Banda Aceh

The Principal of SDN 26 Banda Aceh developed a program aimed at enhancing teacher competence. This program encompasses various initiatives and collaborative efforts grounded in professionalism, effective teamwork, and commitment to executing each agreed-upon program through joint meetings. The plan for improving teacher professional competency is formulated before the start of the new school year, in collaboration with the school development team appointed by the school decree. This team includes the principal, the chairman of the KKG, committee members, several teachers, and lecturers from Syiah Kuala University and Banda Aceh State Islamic University.

The results of the researcher's interview with the Principal of SDN 26 Banda Aceh regarding the teacher professional competency improvement program are as follows. The principal seeks to realize the school's vision and mission through teacher quality development programs, allocates RAPBS funds to improve teacher quality, provides books and teaching materials, facilitates the creation of learning media, includes teachers in training, seminars, and workshops, develops teachers' professional competence as a responsibility for all teachers, includes outstanding teachers, and prepares teachers to become prospective principals (CAKEP) and activates Teacher Working Group (KKG) activities. The principal also enforces discipline based on mutual agreement, prepares a class supervision schedule, and provides opportunities for teachers to continue their education to a higher level.

In preparing school programs, particularly those aimed at enhancing teachers' professional competence, the established team actively supervises and monitors the implementation of the planned initiatives. The evaluation of the program takes into account the outcomes from previous planning phases as crucial evaluation components.

According to the principal, the primary focus is on developing teachers' and staff's abilities to create monthly, semesterly, and annual programs. Additionally, it involves fostering teacher dedication to the learning process beyond their teaching responsibilities. This program is given high priority because changing human behavior is challenging, and thus, the principal sets a positive example for all staff and school members to emulate.

Cultivating awareness, especially in educated individuals, must start with oneself as a leader. Subordinates will pay attention to how the leader leads the organization and set an example within the school they lead. Therefore, school principals are required to be professional leaders to bring development and progress to the schools they lead, especially for teachers who are the spearhead of education (Tajudin & Aprilianto, 2020).

The principal of SDN 26 Banda Aceh has established a Teacher Working Group (KKG) as part of the strategy to implement planned programs. The KKG aims to foster

effective communication among school principals, classroom teachers, and subject teachers. This organization provides a platform for teachers to discuss challenges encountered in the learning process and share ideas to enhance educational quality. Additionally, the program is designed to optimize the use of all organizational resources to achieve the set educational objectives.

The Chairman of the KKG noted that the teacher development program relies significantly on the school principals, who are crucial in guiding and supporting the teachers. School principals, in this case, not only provide the facilities and infrastructure needed by teachers but also organize various activities such as the Olympics and involve teachers in training and workshops provided by training centers or government agencies. This support shows the principal's commitment to improving the professional competence of teachers (Lian & Sari, 2020).

In activating KKG activities, the principal works with the head of the KKG to encourage teachers to be open and communicative in facing various challenges. KKG activities also help teachers become accustomed to preparing comprehensive and focused learning tools, ensuring that the learning process aligns with the planned program. The prepared programs are then implemented as effectively as possible according to the established plan.

Based on interviews with school supervisors, the principal of SDN 26 Banda Aceh also involved teachers in the preparation of school programs, both through discussions and meetings. From the interview, it can be concluded that discipline is very important in leadership and organization. The principal should be a good example, especially in terms of time discipline, by coming to school on time or even earlier than the set time. This discipline is an important foundation in leading the school and advancing education in the school.

Implementation of the Principal Program in Improving Teachers' Professional Competence at SDN 26 Banda Aceh

Based on the author's observations, the learning planning device instruments at SDN 26 Banda Aceh include various important components. These components include effective weeks, annual programs, semester programs, syllabus, minimum completeness criteria (KKM), learning implementation plans (RPP) consisting of initial activities, core activities, and final activities, as well as student worksheets (LKS) and assessment instruments used by teachers. In addition to making learning plans, teachers are also required to carry out learning according to the plan that has been prepared. The principal supervises the classroom to see how far the teacher has achieved the learning goals that have been set. This supervision uses learning implementation instruments that include initial (preliminary), core activities, and final (closing) activities.

In the learning process, introductory activities are crucial for preparing students. At this stage, the teacher sets the tone by outlining the basic competencies (KD), the goals to be achieved, the scope of the material, and a description of the activities based on the syllabus and available teaching materials. The teacher's presentation of the material is

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also vital for the success of classroom learning. The principal plays an active role in ensuring that this process adheres to established standards through classroom supervision.

In addition, to create a conducive school culture, the principal prepares various activity programs, even in the smallest form, such as shaking hands when meeting or saying goodbye, and disposing of garbage in its place. These programs are expected to become a habit that is inherent in all school residents, so as to create a comfortable atmosphere and support the teaching and learning process. The principal sets a positive example to serve as a model for everyone at the school. The development of constructive habits is aimed at achieving specific goals, which helps in enhancing teachers' professional competence (Rivayanti et al., 2020).

To support these programs, the principal is also involved in providing learning facilities and media that enhance the classroom teaching and learning process. According to an interview with one of the teachers, the principal offers guidance and direction to help improve teachers' performance. Additionally, the principal supports teachers pursuing further education, in accordance with established agreements. Regular classroom observations and individual meetings with teachers are conducted by the principal to offer motivation and support.

In improving teacher performance, the principal offers guidance and direction to help teachers effectively master their knowledge. This expertise includes a comprehensive understanding of subject matter, aligned with the education unit program's content standards, and the ability to apply learning theories suited to student development levels. Teachers are expected to utilize various teaching methods, develop and use diverse learning tools, media, and resources, and manage and execute learning programs effectively. Evaluating student learning outcomes is also a crucial aspect of this process.

In executing the teacher professional competency improvement program, the principal adopts an approach designed to foster a positive and harmonious environment with open communication, allowing each individual to fulfill their roles and responsibilities effectively. The principal highlights the significance of both individual and collective approaches in enhancing social competence. Besides school-based programs, teachers are encouraged to participate in training organized by local offices, such as LPMP or LPTK. The principal supports and motivates teachers who are selected or invited to engage in training activities or serve as instructors at city, provincial, or national levels.

Based on the interview results, the researcher determined that the principal's program to enhance teacher professional competence at SDN 26 Banda Aceh involves several key elements. Firstly, the principal ensures that learning facilities are complete and sufficient, a crucial factor for an effective school (Pawero, Saini, & Mokoginta, n.d.). Secondly, the principal actively encourages and motivates teachers to boost their performance and elevate the quality of education (Adilah & Suryana, 2021). By setting a positive example, demonstrating teaching expertise, sharing insights and experiences,

and collaborating with the school community, principals can drive meaningful improvements and progress in their schools.

Obstacles Faced by School Principals in Improving Teachers' Professional Competence at SDN 26 Banda Aceh

In the implementation of the principal program to improve the professional competence of teachers at SDN 26 Banda Aceh, there are several obstacles that must be faced. One of the main obstacles is problems from within the teacher's family, which can affect the teacher's motivation to improve his or her competence. Based on the results of an interview with one of the teachers, it was revealed that the lack of support from the family was the main obstacle in carrying out school activities outside of working hours. The teacher admitted that the motivation from the family was very minimal, thus hindering his participation in activities aimed at improving professional competence.

In addition, school principals and school supervisors also identified other problems that are obstacles in the implementation of teacher competency improvement programs. Some teachers have difficulty keeping up with the latest technology and innovations, resulting in a lack of ability to adapt to existing changes. In addition, some teachers face health problems or have a less supportive background, which makes them no longer able to carry out their teaching duties optimally. In a situation like this, finding the right replacement is also a challenge for schools.

To address these challenges, the principal has put several strategic solutions into action. One approach includes offering coaching, guidance, direction, and motivation to help teachers enhance their professional competence over time (Rosita & Ar, n.d.). Additionally, the principal has arranged for teachers to participate in training programs, invited education experts from institutions like Syiah Kuala University (Unsyiah), and revitalized the Teacher Working Group (KKG) program. By working together with various stakeholders, including school supervisors, committees, and education specialists, the principal aims to reduce these obstacles effectively.

In addition, the principal also tries to anticipate problems that may arise by providing good examples, understanding, and effective teaching to teachers and school staff. The principal hopes that all teachers, staff, and employees at the school will be moved to support and help carry out the programs that have been set. Thus, the burden of positions carried by school principals can be lightened, and the goal of improving the quality of education can be achieved optimally.

DISCUSSION

Principal Program in Improving Teachers' Professional Competence at SDN 26 Banda Aceh

The performance of teachers is significantly shaped by the role of schools as educational environments designed to enhance knowledge, skills, spirituality, and social development. To cultivate capable and skilled students, it is essential to have qualified and professional teachers. In this context, school principals play a crucial role as a key component in education that influences the enhancement of teacher performance.

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Teachers who lack mastery of their competencies, have not fully developed their potential, lack motivation, or are inconsistent in their duties require appropriate guidance and support.

Effective principals implement specialized programs to enhance teacher competence, as this directly impacts the quality of learning. There are two key aspects to consider: first, the principal must be a central driving force in the school environment, and second, they must fully understand their responsibilities and roles to ensure the success of the school, while demonstrating genuine concern for teachers, staff, and students. This underscores that a principal's ability to motivate their subordinates is crucial for fulfilling their leadership role effectively (Lian & Sari, 2020).

In addition, the principal also tries to anticipate problems that may arise by providing good examples, understanding, and effective teaching to teachers and school staff. The principal hopes that all teachers, staff, and employees at the school will be moved to support and help carry out the programs that have been set. Thus, the burden of positions carried by school principals can be lightened, and the goal of improving the quality of education can be achieved optimally.

DISCUSSION

Principal Program in Improving Teachers' Professional Competence at SDN 26 Banda Aceh

Teachers' performance is greatly influenced by the role of schools as learning places that aim to improve knowledge, skills, spirituality, and social aspects. To produce capable and skilled students, qualified and professional teachers are needed (Yani, Kristiawan, & Martha, 2021). In this case, school principals play an important role as one of the components of education that affects the improvement of teacher performance. Every teacher, especially those who have not mastered their competence, have not been able to develop their potential, are not motivated, or have not been consistent in carrying out their duties, need to get the right guidance.

Effective principals are those who have special programs to improve teacher competence because the professional competence of teachers will affect the quality of learning. There are two main things to consider: first, the principal must act as a central force that drives school life, and second, the principal must understand their duties and functions for the success of the school, and show concern for teachers, staff, and students. This shows that the ability of school principals to motivate their subordinates is an important factor in carrying out their functions as leaders.

Implementation of the Principal Program in Improving Teachers' Professional Competence at SDN 26 Banda Aceh

Teachers' performance is significantly shaped by the role of schools as educational environments that aim to enhance knowledge, skills, spirituality, and social development. To cultivate capable and skilled students, it is essential to have qualified and professional teachers. In this context, school principals are crucial as they influence the enhancement of teacher performance. Teachers, particularly those who have not yet

mastered their competencies, have not fully developed their potential, lack motivation, or are inconsistent in their duties, require appropriate guidance.

Effective principals are those who implement specialized programs to enhance teacher competence, as this directly impacts the quality of education. There are two key aspects to consider: first, the principal must serve as a central force in driving the school's activities, and second, they must fully grasp their roles and responsibilities for the school's success while demonstrating concern for teachers, staff, and students. This underscores that a principal's ability to motivate their team is a crucial element in fulfilling their leadership role (Rivayanti et al., 2020).

The principal's program in improving teachers' professional competence begins by realizing the school's vision and mission through various activities such as workshops, training, seminars, and subject discussions. These activities are designed to overcome problems and find solutions related to learning. Training is one of the systematic and planned efforts to change or develop teachers' knowledge, skills, and attitudes according to the needs of the school.

Training enables teachers to gain additional skills that enhance their ability to perform their tasks more effectively, efficiently, and swiftly. Through such training, teachers can elevate their work quality and overall performance. Moreover, the training equips teachers to better address the evolving challenges in the rapidly advancing field of education.

A forward-thinking principal will set goals aligned with the core values of the school. By developing a clear vision for the school, such a principal can guide the institution toward a more promising future. The study indicates that principals design programs to enhance teachers' professional competence at the start of each academic year, with the help of the school development team. These programs encompass annual and semi-annual plans, including regular teacher coaching, the creation of Learning Plans (RPP), the execution of Teacher Working Group (KKG) activities, and the acquisition of teaching aids or learning media.

The principal's leadership aims to achieve educational goals in a manner that is effective, efficient, productive, and accountable. Some of the efforts that can be made by school principals to improve teacher performance and student achievement include including teachers in training to increase insight, providing opportunities for teachers to improve knowledge and skills through higher education, and activating student learning outcome evaluation teams. These programs are important to ensure that teachers can perform their duties better and support student success.

Obstacles in Implementing the Principal Program to Improve Teachers' Professional Competence at SDN 26 Banda Aceh

Any role that involves managing many individuals will encounter various challenges. According to the research findings, school principals frequently face difficulties in enhancing teachers' professional competence (Lian & Sari, 2020). One of the main obstacles is the limited time of the principal in fostering and guiding teachers,

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due to the many administrative tasks and official meetings that must be attended. Nonetheless, the vice principal can assist with some of these responsibilities.

In addition, obstacles also arise from the side of the teacher himself, especially related to the willingness to innovate and keep up with technological developments. Many teachers tend to teach conventionally and lack the initiative to improve their quality. Some teachers also face obstacles from families who do not support their efforts to improve competence, which ultimately impacts their professionalism and affects the students in their care (Nirwana et al., n.d.).

Therefore, school principals need to take a more open and communicative approach with teachers to help them overcome these issues. While these obstacles can be challenging, they should not reduce the principal's enthusiasm for carrying out his or her duties. Instead, these obstacles should be part of the process of self-development and improving the quality of education in schools.

CONCLUSION

The principal's program to enhance teachers' professional competence was implemented through a meeting at the start of the school year, which included the vice principal, teachers, chairman of the KKG, school committee, and supervisors. This approach led to notable improvements, particularly in advancing the professional skills of teachers at SDN 26 Banda Aceh.

The principal's program for enhancing teachers' professional competence involves creating a supportive environment, offering opportunities for professional development, recognizing outstanding teachers with awards, and including them in the CAKEP (Principal Candidates) program.

Challenges encountered by school principals in enhancing teachers' professional competence include teachers' inadequate mastery of Information and Communication Technology (ICT), limited time available for training participation, and insufficient motivational support from families. These factors ultimately hinder teachers in effectively planning and executing their lessons.

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