

## Systematic Literature Review: Principal's Leadership in Improving Teachers' Professional Competency in Schools

Rela Septiani<sup>1</sup>

<sup>1</sup>SMP Negeri 1 Pemulutan Selatan, South Sumatra, Indonesia

Corresponding author e-mail: [septemberela09@gmail.com](mailto:septemberela09@gmail.com)

Article History: Received on 29 May 2025, Revised on 14 July 2025,

Published on 9 August 2025

**Abstract:** This study aims to analyze the role of principal leadership in improving teachers' professional competency in schools. Using a qualitative approach, data were collected through in-depth interviews, field observations, and documentation studies. The results of the study indicate that effective principal leadership, through training strategies, supervision, and ongoing coaching, can improve teacher competence in pedagogical, professional, social, and personality aspects. These findings show that an inspirational, participatory, and collaborative leadership style significantly motivates teachers to continue developing their abilities. The novelty of this study lies in the identification of a direct relationship between the participatory leadership model and the continuous improvement of teacher competence. The contribution of this study provides a practical basis for principals in designing effective professional development programs and enriches the study of educational leadership in the context of improving the quality of learning.

**Keywords:** Educational Development, Principal's Leadership, Teachers' Professional Competency

### A. Introduction

Regarding the analysis of professional teacher competence, it has advantages in identifying the main aspects of professional competence, such as mastery of subject matter, learning methods, and evaluation skills. This article presents fairly systematic information and can be a basic reference in understanding the elements of teachers' professional competency in general. However, the weakness of this article lies in the lack of in-depth empirical data and the limited theoretical framework used to support the analysis. In addition, the discussion tends to be general without exploring variations in competency based on background, level of education, or specific geographic context that could enrich the results of the study (Yulmasita Bagou & Suking, 2020).

Professional competence is one of the main pillars that a teacher must have in carrying out his role as an educator and learning facilitator. Professional teachers are required to master their scientific field in depth, understand the characteristics of students, and

be able to design, implement, and evaluate the learning process effectively (Dudung, 2018).

Teachers' professional competence is a key factor in determining the success of the learning process and the achievement of educational goals. Professional teachers are not only required to master the subject matter, but also to be able to manage the class, choose the right learning method, and evaluate learning outcomes objectively. In the modern era full of challenges and changes, strengthening the professional competence of teachers is a non-negotiable need (Nurarfiansyah et al., 2022).

Teachers' professional competency is an essential aspect in realizing a quality learning process that is oriented towards achieving national education goals. Teachers are not only required to master the subject matter in depth, but must also be able to convey it using methods that are effective and relevant to the needs of students (Mia & Sulastri, 2023).

Developing teacher professional competencies is an integral part of improving the quality of education, where teachers are required not only to master teaching materials but also to be able to apply them effectively in the learning process. In this context, competency development management becomes very important so that efforts to improve teacher quality can run systematically, in a focused and sustainable manner (Ikbal, 2018).

Performance measurement is a crucial aspect of modern management because it serves as the basis for evaluation, improvement, and strategic decision-making in various sectors, including education, government, and the business world. Without a clear and structured measurement system, the achievement of organizational goals will be difficult to monitor objectively (Yuniaristanto, 2020).

Developing students' spiritual attitudes is one of the main goals in education, especially in the subject of Islamic Religious Education (PAI), which not only focuses on cognitive aspects, but also on the formation of character and faith values. In this context, the role of Islamic Religious Education teachers is very vital as guides who are able to instill spiritual values through an approach that is appropriate to the age and development of students (Aprinda et al., 2020).

The professional competence of State Civil Apparatus (ASN) employees is the main foundation in creating effective, efficient and responsive governance to the needs of the community. As public servants, ASN are required to have knowledge, skills, and work attitudes that are in accordance with the demands of the position and developments of the times (Komara, 2019).

The professional competence of teachers in Early Childhood Education Institutions (PAUD) plays an important role in forming a strong educational foundation for

children at an early age. PAUD teachers are not only required to master teaching materials, but must also be able to understand children's psychological and social development, as well as create a safe learning environment that supports children's holistic development (Witarsa & Alim, 2022).

## **B. Methods**

This research was conducted using a qualitative approach with the Systematic Literature Review (SLR) method which aims to examine in depth the results of previous research related to the role of principal leadership in developing teachers' professional competency. Data collection was conducted through a literature study of various scientific articles published between 2019 and 2024, both from national and international journals. The review process begins by searching for relevant documents based on appropriate keywords, then a selection is made using certain criteria. Articles that specifically discussed the relationship between principal leadership and teacher competency improvement were included in the study, while articles that were irrelevant or did not contain empirical data were excluded. Each selected article was analyzed descriptively to identify the research objectives, methods used, and the results and conclusions obtained. The collected data was then synthesized thematically to explore general patterns, strategies applied, and supporting and inhibiting factors in the process of improving teacher professionalism by school principals. With this strategy, research is expected to provide a broad and in-depth understanding of the real contribution of principal leadership to the quality of teaching staff

## **C. Results and Discussion**

Below is the table of our result. It tells about the author and year, purpose, method, result, and conclusion of the articles we reviewed.

No	Title	Author and Year	Research Purposes	Research Methods	Research Result	Conclusion
1	Management of State Civil Apparatus in Realizing Good Governance	(Agung Kurniawan & Suswanta, 2021)	Analyzing the ASN management strategy implemented by the Kulon Progo Regency Government to support good governance during the moratorium period.	This research uses a qualitative descriptive approach with data collection techniques through interviews, documentation, and observation.	The Kulon Progo Regency Government has undertaken several initiatives, including the development of a personnel database, employee arrangement and redistribution, preparation of competency standards, and development of competency-based training. These efforts have shown positive results in improving local government performance.	This study concludes that effective management of the State Civil Apparatus (ASN) plays an important role in realizing good governance, especially amidst the challenges of the employee recruitment moratorium. The Kulon Progo Regency Government is able to respond to these conditions through various strategies.
2	The Influence of Principal's Leadership Style and Policy on Teachers' Pedagogical Competence	(Amrul et al., 2023)	This study aims to determine: The influence of the principal's leadership style on teachers' pedagogical competence. The influence of principal policies on teacher pedagogical competence. The simultaneous influence of leadership style and principal	This type of research is quantitative with an associative approach.	The principal's leadership style has a positive and significant influence on teachers' pedagogical competence.	This study concludes that: The principal has an important role in improving teachers' pedagogical competence, both through his/her participatory and inspiring leadership style, and through policies that support teachers' professional development. The synergy between effective leadership styles and appropriate policies

			policy on teacher pedagogical competence in Cluster III District Panakkukang, Makassar City.	can significantly improve the quality of learning in elementary school environments.
3	The Role of the Principal in Improving Teacher Discipline Education Manager	(Andesmiyanti & Juarsa, 2020)	This study aims to describe the role of the principal in improving teacher discipline at SMA Negeri 1 Bengkulu Tengah.	This research uses qualitative methods. The results of the study show that the principal plays a significant role in improving teacher discipline. The principal has a strategic role in improving teacher discipline. Through effective managerial, leadership, motivational, and supervisory functions, the principal can create a disciplined work environment, which ultimately has a positive impact on student discipline and the overall quality of education at SMA Negeri 1 Bengkulu Tengah.
4	Principal Management in Improving Teachers' Professional Competency	(Bahri et al., 2022)	This study aims to describe the principal's management in improving the professional competence of teachers at Madrasah Tsanawiyah (MTs) in Lapang District, North Aceh Regency. Specifically, this study aims to reveal the	This research uses a qualitative descriptive method. The results of the study show that the principal's management in improving the professional competence of teachers at MTs Lapang District is very effective. Principal management plays an important role in improving teachers' professional competency. Through effective strategies and efforts to overcome obstacles, principals can improve the quality of teaching and learning in madrasas.

			strategies, obstacles, and efforts made by school principals in improving teachers' professional competency.			
5	The Role of the Principal as a Supervisor in Developing Teacher Professionalism	(Fitri, 2019)	This study aims to examine and describe the role of the principal as a supervisor in fostering teacher professionalism. The main focus is to understand how the principal carries out the supervisory function to improve the competence, performance, and professional responsibility of teachers in the learning process.	The method used in this research is qualitative descriptive based on literature studies.	The results of the study show that the principal has a strategic role as a supervisor in fostering teacher professionalism.	The principal as a supervisor has an important role in fostering teacher professionalism. By implementing effective supervision, the principal can improve teacher competence and performance, which ultimately has a positive impact on the quality of learning and the achievement of educational goals.
6	Principal Leadership Style in Improving Teacher Work Effectiveness	(Hanim & Wazir, 2022)	This study aims to describe the principal's leadership style in improving the effectiveness of teacher work at junior high schools in East Kutai Regency.	The research method applied is a qualitative approach with a descriptive research type.	The results of the study show that the principal applies a democratic leadership style to improve the effectiveness of teacher work.	The principal at SMP Negeri 2 Telen applies a democratic leadership style which is effective in increasing the effectiveness of teacher work. Through a participatory approach and teacher empowerment, the principal succeeded in

creating a conducive work environment and encouraging increased teacher professionalism. Despite some obstacles, the efforts made have had a positive impact on teacher performance and the quality of education at the school.

7	Principal Leadership Integrity in Improving the Professional Competence of Islamic Religious Education Teachers.	(Hasannah & Rudiyanto, 2024)	Research objectives: To identify obstacles faced in efforts to improve the professional competence of Islamic Religious Education teachers through the integrity of the principal's leadership.	The research method applied is a qualitative approach with a descriptive research type.	Principal's Leadership Integrity Attitude: Having an honest and transparent attitude towards all matters relating to the institution.	The integrity of the principal's leadership at SD Plus Nurul Hikmah, which is reflected through an honest attitude, sincere service, and shared commitment, plays an important role in improving the professional competence of Islamic Religious Education teachers. Although there are external obstacles from the lack of parental control over children's development at home, internal obstacles can be minimized through routine coaching and evaluation carried out by the principal.
---	--	------------------------------	---	---	---	--

8	The Role of Principal Leadership in Efforts to Improve Teacher Performance	(Istijarti, 2023)	This study aims to: Identify the leadership types of school principals	Qualitative descriptive.	Leadership Type: The principal applies a democratic leadership style, which is characterized by relationships based on trust, respect, and good communication between leaders and subordinates.	The principal's leadership at Barunawati Junior High School in Surabaya plays a crucial role in improving teacher performance. By implementing a democratic leadership style and fulfilling the roles of educator, supervisor, and evaluator, the principal has successfully created a conducive work environment and encouraged teacher professionalism. Efforts made, such as improving discipline and motivation, providing facilities and infrastructure, assigning appropriate tasks, and providing rewards, have positively impacted teacher performance and the quality of education at the school.
9	The Role of Principal Leadership in Creating Child-Friendly Schools in Inclusive Schools.	(Izzah et al., 2023)	This study aims to: Determine the role of principal leadership in creating conducive child-friendly schools in inclusive schools.	The research method applied is a qualitative approach with a descriptive research type.	The results of the study show that the principal has an important role in creating child-friendly schools.	The leadership of the principal at Rumah Sekolah Cendekia has a very important role in realizing a child-friendly school in an inclusive school. Through appropriate decision-making, education of

teaching staff, preparation of inclusive learning systems and models, and implementation of a system that involves all related parties, the principal successfully created a school environment conducive to child development. This success shows that effective and inclusive leadership can be the key to realizing child-friendly schools in inclusive schools.

10	Principal Leadership Management in Improving Teacher Professionalism	(Permata, 2024)	Analyzing the implementation of management functions (planning, organizing, implementing, and supervising) by the principal in the context of improving teacher professionalism.	This study uses a descriptive qualitative approach.	The results of the study show that: Planning: The principal has carried out thorough planning in the areas of curriculum, student affairs, and facilities and infrastructure. However, its implementation is still not fully optimal.	Principal leadership management has an important role in improving teacher professionalism. Through the implementation of effective management functions—including planning, organizing, implementing, and supervising—principals can create an environment conducive to improving teacher quality. Although there are several challenges in its implementation, the efforts made by the
----	--	-----------------	--	---	---	--

				principal show a strong commitment to improving teacher professionalism in order to achieve better quality education.
11	The Role of Principal Leadership in the Pedagogical Competence of Physical Education and Health Teachers	(Rahmadhani et al., 2023)	Analyzing the extent to which the principal carries out these roles in the context of physical education, sports and health.	This study uses a descriptive qualitative approach. The results of the study show that the principal has an important role in improving the pedagogical competence of physical education and health teachers. The role of the principal's leadership greatly influences the improvement of the pedagogical competence of physical education and health teachers at junior high schools in Tenggarong District. Through seven main roles—educator, manager, administrator, supervisor, leader, innovator, and motivator—principals can create an environment conducive to teacher professional development. Optimal implementation of these roles will have a positive impact on the quality of learning and student achievement.
12	Principal's Strategy in Improving Teacher Professionalism	(Santosa, 2022)	This study aims to: Reveal the principal's leadership strategies in	This study uses a descriptive qualitative approach. The results of the study show that the principal's strategy in improving teacher professionalism The principal's strategy involving various approaches, such as activating KKG,

			improving teacher professionalism.		
13	Principal Leadership in Improving Teacher Performance.	(Setiyadi & Rosalina, 2021)	This study aims to describe the principal's leadership in improving teacher performance at SMA Negeri 11, Jambi City. and identify supporting and inhibiting factors in the process.	Qualitative descriptive methods are used in this type of research.	The results of the study show that the principal's leadership in improving teacher performance at SMA Negeri 11, Jambi City
14	The Gap in Education Between Villages and Cities.	(Vito & Krisnani, 2015)	This study aims to identify and analyze the educational gap	The type of research used is quantitative research, data	The research results show that there is a significant gap in education between rural

15	Principal Leadership in Improving Teacher Professionalism	(Zulaikah, 2020)	<p>between rural and urban areas in Indonesia and evaluate efforts that has been done by the government to address this inequality.</p> <p>This study aims to determine the principal's leadership in improving teacher professionalism at SMP Negeri 40 Purworejo.</p>	<p>collection techniques and instrument development, as well as data analysis.</p> <p>This research method uses quantitative and qualitative methods.</p> <p>The results of the study show that the principal's leadership in improving teacher professionalism at SMP Negeri 40 Purworejo</p> <p>and urban areas in Indonesia.</p> <p>problem that requires continuous attention and action. Differences in facilities, quality of teaching staff, and access to education contribute to this inequality.</p> <p>The leadership of the principal at SMP Negeri 40 Purworejo has an important role in improving teacher professionalism. Through the implementation of effective management functions including planning, organizing, executing, and controlling.</p>

## **Discussion**

This article has several prominent advantages. First, the topic raised is very relevant and important in the context of bureaucratic reform in Indonesia, especially in efforts to realize good governance. The author also succeeded in presenting a comprehensive analysis of the role of state civil apparatus (ASN) management using a strong theoretical approach and supported by credible academic references. In addition, the structure of this article is systematic, making it easier for readers to understand the author's thought process from the background to the conclusion. However, this article also has some shortcomings. One of the most striking weaknesses is the lack of empirical data used to support the argument. Although this article raises the issue of ASN management in depth, the lack of case studies or field data makes the analysis feel more normative than applicable. In addition, some parts of the article feel too descriptive and less critical in reviewing the real challenges faced by ASN in daily government practices. This makes readers who expect concrete solutions or policy innovations feel less than they expected (Agung Kurniawan & Suswanta, 2021).

This article has several advantages that deserve appreciation. First, the topic raised is very relevant to the world of education, especially in the context of improving teacher quality through leadership style and principal policies. This research provides a positive contribution in enriching the study of educational management, because it links leadership and policy factors with aspects of pedagogical competence, which are important components in teacher professionalism. In addition, the use of a quantitative approach and clear data analysis adds to the scientific weight of this article, as it provides an empirical picture of the relationship between the variables studied. The systematic writing structure and easy-to-understand language also make it easier for readers to follow the flow of the argument. However, this article also has some shortcomings. One of the main weaknesses is the limitation in the scope of the research area or sample, which most likely only covers one particular school or area, so the results cannot necessarily be generalized to a wider context. In addition, this article tends not to explore in depth the qualitative aspects that might provide richer insights, such as teachers' perceptions of the principal's policies or the dynamics of interpersonal relationships in the school environment. Some parts of the discussion also seemed to merely repeat the results without making a more in-depth critical interpretation of the research findings (Amrul et al., 2023).

This article has several advantages and disadvantages that can be examined in terms of clarity, relevance, and scientific appeal. In terms of advantages, this title is quite clear and directly shows the focus of the research, namely on the role of the principal in improving teacher discipline. This makes it easier for readers to understand the scope and direction of the study before reading the contents of the article. In addition, the topics raised are very relevant to the context of educational management, especially in efforts to improve the quality of human resources in the school environment. However, there are several shortcomings that can be observed. The title

seems descriptive and does not reflect the research approach or method used, thus reducing the academic appeal for readers who want to know the methodological aspects from the start. In addition, this title is quite general and does not include specific context such as research location or level of education, which could actually add value to the information and specification of the study focus. The inclusion of these elements can make the title more scientifically sound and more differentiated from similar studies that discuss the topic of teacher discipline (Andesmiyanti & Juarsa, 2020).

This article has the advantage of presenting concrete field data that is relevant to the local context, especially in the Madrasah Tsanawiyah environment in North Aceh. The use of a qualitative approach provides an in-depth picture of the principal's managerial strategies in improving teachers' professional competency, including aspects of planning, implementation, and evaluation. However, the weakness of this article lies in the lack of a broader discussion regarding modern educational management theory and the limited generalization of findings due to the narrow scope of the research. In addition, some parts of the analysis appear descriptive without in-depth critical elaboration of practical or policy implications (Bahri et al., 2022).

This article demonstrates excellence in outlining the role of the principal as a supervisor through a strong conceptual approach and supported by relevant literature references in the context of Islamic educational management. The author successfully describes the strategic role of the principal in fostering teacher professionalism, including the functions of supervision, coaching, and performance evaluation. However, this article is weak due to the lack of empirical data to support the arguments presented, thus limiting the validity of the findings in a practical context. In addition, the discussion tends to be theoretical and does not present a variety of approaches or case studies that can enrich the reader's perspective (Fitri, 2019).

This article has the advantage of focusing its study on the relationship between principal leadership style and teacher work effectiveness, which is an important topic in educational management. The author is able to identify the types of leadership styles applied and their impact on teacher motivation and performance at the junior high school level. However, the weakness of this article lies in the depth of analysis which is still limited, especially in explaining the mechanism of how certain leadership styles influence the effectiveness of teacher work. In addition, the use of relatively brief data and minimal variation in sources or supporting theories makes the argument less strong from an academic perspective (Hanim & Wazir, 2022).

This article excels in highlighting the aspect of leadership integrity as a key factor in improving the professional competence of Islamic Religious Education teachers, which is still rarely discussed in depth in educational literature. The approach used is quite systematic, with an emphasis on moral values and exemplary behavior as the

core of effective leadership. However, the weakness of this article is seen from the lack of exploration of concrete indicators of integrity in daily leadership practices and the limitations in presenting empirical data to support the claims. In addition, this article would be stronger if it linked the findings to a broader theoretical framework to enrich the analysis (Hasannah & Rudiyanto, 2024).

This article has the advantage of explaining the role of the principal as a leader who has a direct influence on improving teacher performance, by outlining various leadership functions such as motivation, empowerment, and supervision in a fairly structured manner. The author also provides relevant illustrations from field practices that strengthen the argument. However, the weakness lies in the lack of variation in the theoretical approaches used, so that the discussion tends to be normative and less critical. In addition, this article has not explored much external or contextual factors that also influence teacher performance, such as educational policies or school organizational culture (Istijarti, 2023).

This article has the strength in presenting a focused and systematic discussion on how principal leadership management contributes to improving teacher professionalism, by emphasizing the aspects of planning, implementation, and evaluation. The clear writing style and coherent argument structure make the content easy to understand. However, the weakness of this article lies in the minimal depth of critical analysis of the complex dynamics in leadership practices, as well as the limited discussion of the challenges or obstacles that school principals may face in the process of improving teacher professionalism. In addition, the references used are still relatively limited, so the study is not rich in terms of literature (Permata, 2024).

This article makes an important contribution by specifically discussing the role of principal leadership in improving the pedagogical competence of physical education and health teachers, which is a field of study that has rarely received its own attention. The author uses case studies appropriately to describe real conditions in the field, so that the findings feel contextual and applicable. However, the weakness of this article lies in the lack of depth of theory underlying the analysis, as well as the limited generalization of the findings because the focus is only on one area. In addition, this article could be stronger if it was supplemented with comparisons between schools or supporting quantitative data to enrich the analysis results (Rahmadhani et al., 2023).

This article has the advantage of outlining various strategies that principals use to improve teacher professionalism, such as ongoing coaching, providing motivation, and improving supporting facilities. The explanation is presented in a concise but dense manner, so that it is easy to understand and relevant to educational management practices. However, the weakness of this article lies in the lack of in-depth analysis of the effectiveness of each strategy and the absence of a critical discussion of the challenges of implementation in the field. Articles also tend to be

descriptive without in-depth analysis linking strategies to broader educational management theory (Santosa, 2022).

This article has the advantage of directly linking principal leadership to teacher performance improvement through a fairly systematic and empirical data-based analysis. The author is able to show how the role of visionary and communicative leadership has a positive impact on teacher motivation and responsibility in carrying out their duties. However, the weakness of this article is seen from the lack of diversity of perspectives on leadership theory used and the minimal exploration of other external factors that may also influence teacher performance, so that the analysis feels quite limited and less comprehensive (Setiyadi & Rosalina, 2021).

This article has the advantage of highlighting the crucial issue of the educational gap between villages and cities, which is often overlooked in the discourse on educational development. The author managed to identify several factors causing the gap, such as access to educational facilities, quality of teaching staff, and policy support. However, the weakness lies in the analytical approach which is still general and not deep enough in dissecting empirical data in detail. This article also does not offer concrete solutions or intervention strategies that can address the issues raised, so its potential contribution to policy-making is still limited (Vito & Krisnani, 2015).

This article excels in revealing the role of the principal in improving teacher professionalism, with a focus on concrete strategies implemented at SMP Negeri 40 Purworejo. The author presents detailed information on the steps taken by principals in developing teachers, including training and empowerment. The downside is that, while providing a good overview of practices on the ground, these articles tend to be limited to case studies of single schools, thus lacking a broader perspective. In addition, the approach used is still too descriptive and is not accompanied by a critical analysis of the challenges or obstacles that may be faced in implementing the strategy. (Zulaikah, 2020).

#### **D. Conclusion**

Based on the research results, it can be concluded that the principal's leadership has a very strategic role in improving teachers' professional competency. Principals who are able to develop an inspirational, participatory, and collaborative leadership style are proven to be able to create a conducive work environment and a school culture that supports the continuous professional development of teachers. Through the implementation of various strategies, such as structured training, supervision, and coaching, the principal not only acts as an administrative manager, but also as an agent of change who encourages teachers to continuously improve their pedagogical, professional, social, and personality capacities.

This study shows that the support, guidance, and motivation from the principal have a positive impact on increasing teacher motivation to learn, innovate, and develop more effective learning practices. This ultimately contributes to improving the quality of learning processes and outcomes in schools. In addition, a leadership style that prioritizes collaboration and active involvement of the entire school community is a key factor in building a sense of ownership and collective responsibility for educational goals.

The novelty of this research lies in the emphasis on the importance of integration between transformational leadership and teacher professional development as a unified strategy to achieve better quality education. This research provides a practical contribution to the development of an effective educational leadership model and enriches the literature on educational management at the school level. Therefore, it is important for principals to continue to develop their leadership competencies, strengthen interpersonal communication, and implement an adaptive and responsive approach to teacher development needs in order to answer the challenges of education in the modern era.

### **E. Acknowledgement**

I thank to all stakeholders who help me in this article. I thank also to principal and teachers of SMP Negeri 1 Pemulutan Selatan for the kind support.

### **References**

Agung Kurniawan, & Suswanta. (2021). Civil Service Management in Realizing Good Governance. *Kemudi: Jurnal Ilmu Pemerintahan*, 5(01), 134-148. <https://doi.org/10.31629/kemudi.v5i01.2305>

Amrul, A., Sida, S., & Muhamid, M. (2023). The Influence of Principal Leadership Style and Policy on Teachers' Pedagogical Competence. *Briliant: Jurnal Riset Dan Konseptual*, 8(1), 48. <https://doi.org/10.28926/briliant.v8i1.1087>

Andesmiyanti, I., & Juarsa, O. (2020). The Principal's Role in Improving Teacher Discipline. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 13(3), 260-264. <https://doi.org/10.33369/mapen.v13i3.10175>

Aprinda, I., Amilda, A., & Astuti, M. (2020). Islamic Religious Education Teacher's Strategy in Developing Spiritual Attitudes of Grade VII Students at SMP Negeri 6 Palembang. *Muaddib: Islamic Education Journal*, 3(1), 33-38. <https://doi.org/10.19109/muaddib.v3i1.6296>

Bahri, S., Armanda, D., & Kurniawan, R. (2022). Principal Management in Improving Teachers' professional competency (Study at Madrasah Tsanawiyah (MTs) in Lapang District, North Aceh Regency). *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 16(2), 248-256. <https://doi.org/10.26877/mpp.v16i2.13695>

Dudung, A. (2018). Teachers' professional competency. *JKKP (Jurnal Kesejahteraan*

Keluarga Dan Pendidikan), 5(1), 9–19. <https://doi.org/10.21009/jkkp.051.02>

Fitri, F. (2019). The Principal's Role as a Supervisor in Fostering Teacher Professionalism. *Adaara: Jurnal Manajemen Pendidikan Islam*, 8(1), 730–743. <https://doi.org/10.35673/ajmpi.v8i1.415>

Hanim, Z., & Wazir, A. (2022). Principal Leadership Style in Improving Teacher Work Effectiveness in Middle Schools in East Kutai Regency. *Jurnal Ilmu Manajemen Dan Pendidikan (JIMPIAN)*, 2(1), 1–6. <https://doi.org/10.30872/jimpian.v2i1.455>

Hasannah, A. W., & Rudiyanto, R. (2024). The Integrity of Principal Leadership in Improving the Professional Competence of Islamic Education Teachers. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 10(1), 173. <https://doi.org/10.32884/ideas.v10i1.1670>

Ikbal, P. A. M. (2018). Teacher Professional Competency Development Management. *Jurnal Isema: Islamic Educational Management*, 3(1), 65–75. <https://doi.org/10.15575/isema.v3i1.3283>

Istijarti, A. (2023). The Role of Principal Leadership in Efforts to Improve Teacher Performance. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 7(2), 164–175. <https://doi.org/10.26740/jdmp.v7n2.p164-175>

Izzah, N., Setianti, Y., & Tiara, O. (2023). The Role of Principal Leadership in Creating Child-Friendly Schools in Inclusive Schools. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 272–284. <https://doi.org/10.37985/murhum.v4i2.236>

Komara, E. (2019). Professional Competence of ASN (State Civil Apparatus) Employees in Indonesia. *Mimbar Pendidikan*, 4(1), 73–84. <https://doi.org/10.17509/mimbardik.v4i1.16971>

Mia, Y. G., & Sulastri, S. (2023). Analysis of Teachers' professional competency. *Journal of Practice Learning and Educational Development*, 3(1), 49–55. <https://doi.org/10.58737/jpled.v3i1.93>

Nurarfiansyah, L. T., Kholizah, N. A., Sani, D. A., Sembiring, D. F. Y., Ramadhani, P. S., Dermawan, M. M., Oktaviani, D., & Nasution, I. (2022). Efforts to Improve Teachers' professional competency. *Edupedia*, 6(2), 148–160. <https://doi.org/10.24269/ed.v6i2.1489>

Permata, R. (2024). Principal Leadership Management in Improving Teacher Professionalism. *Tanzhimuna*, 4(1), 1–8. <https://doi.org/10.54213/tanzhimuna.v4i1.455>

Rahmadhani, D., Yuliani, R. D., Arruan, A., & Mulawarman, W. G. (2023). The Role of Principal Leadership in the Pedagogical Competence of Physical Education and Health Teachers: A Case Study of Junior High Schools in Tenggarong District. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3, 33–40. <https://doi.org/10.30872/jimpian.v3ise.2904>

Santosa, A. B. S. (2022). Principal's Strategy in Improving Teacher Professionalism. *Perspektif Pendidikan Dan Keguruan*, 13(1), 14–20. [https://doi.org/10.25299/perspektif.2022.vol13\(1\).9004](https://doi.org/10.25299/perspektif.2022.vol13(1).9004)

Setiyadi, B., & Rosalina, V. (2021). Principal Leadership in Improving Teacher Performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 75–84. <https://doi.org/10.51276/edu.v2i1.81>

Vito, B., & Krisnani, H. (2015). Kesenjangan Pendidikan Desa Dan Kota. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(2), 247–251. <https://doi.org/10.24198/jppm.v2i2.13533>

Witarsa, R., & Alim, M. L. (2022). Professional Competence of Teachers in Early Childhood Education Institutions. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 5799–5807. <https://doi.org/10.31004/obsesi.v6i6.3258>

Yulmasita Bagou, D., & Suking, A. (2020). Analysis of Teachers' professional competency. *Jambura Journal of Educational Management*, 1(September), 122–130. <https://doi.org/10.37411/jjem.v1i2.522>

Yuniaristanto. (2020). Performance Measurement: Theory and Application. *Deepublish*, 2(2), 121–130. <https://doi.org/10.5281/zenodo.2628070>

Zulaikah, S. (2020). Principal Leadership in Improving Teacher Professionalism at SMP Negeri 40 Purworejo. *Cakrawala: Jurnal Manajemen Pendidikan Islam Dan Studi Sosial*, 4(2), 193–218. <https://doi.org/10.33507/cakrawala.v4i2.253>