

**INTEGRATED SCHOOL LEADERSHIP STRATEGIES BASED ON LOCAL
PROGRAMS FOR TEACHER COMPETENCY DEVELOPMENT**

Diajukan Kepada

Fakultas Agama Islam Program Studi Pendidikan Guru Madrasah Ibtidaiyah

Untuk Memenuhi Persyaratan Memperoleh Gelar Sarjana Pendidikan



TUGAS AKHIR ARTIKEL

Diajukan kepada :

Fakultas Agama Islam

Universitas Muhammadiyah Ponorogo

Oleh :

Herlina Nuraini Adinengtias Nita Ekasari

NIM : 22150479

PROGRAM STUDI PENDIDIKAN GURU MADRASAH IBTIDAIYAH

FAKULTAS AGAMA ISLAM

UNIVERSITAS MUHAMMADIYAH PONOROGO

ARTIKEL ILMIAH
**INTEGRATED SCHOOL LEADERSHIP STRATEGIES BASED ON LOCAL
PROGRAMS FOR TEACHER COMPETENCY DEVELOPMENT**



Diajukan Kepada
Fakultas Agama Islam
Universitas Muhammadiyah Ponorogo
Untuk Memenuhi Persyaratan Memperoleh Gelar Sarjana Pendidikan (S. Pd)
Program Studi (S-1) Pendidikan Guru Madrasah Ibtidaiyah

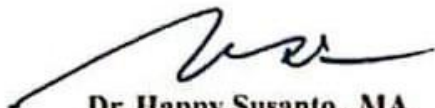
Oleh:
Herlina Nuraini Adinengtias Nita Ekasari
NIM. 22150479

Pembimbing
1. Prof. Dr. Afiful Ikhwan, M.Pd I
2. Devid Dwi Erwahyudin, M. Pd, I

PROGRAM STUDI PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS AGAMA ISLAM
UNIVERSITAS MUHAMMADIYAH PONOROGO
MEI 2026

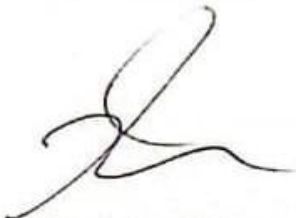
LEMBAR PERSETUJUAN DAN PENGESAHAN

Skripsi ini telah dipertahankan di depan dewan penguji pada tanggal 20 Mei 2026.



Dr. Happy Susanto, MA.
NIK. 1975 1020 201509 12

Ketua Penguji



Prof. Dr. Afiful Ikhwani, M.Pd I
NIDN. 2122028801

Ketua Sidang



Devid Dwi Erwahyudin, M. Pd, I
NIDN. 0724129302

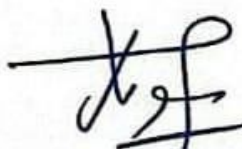
Sekretaris Sidang

Mengesahkan,
Dekan Fakultas Agama Islam
Universitas Muhammadiyah Ponorogo

Mengetahui,
Kepala Program Studi
Pendidikan Guru Madrasah Ibtidaiyah
Fakultas Agama Islam
Universitas Muhammadiyah Ponorogo



Dr. Katni, M.Pd I
NIK. 1983 0515 201709 12



Dr. Lilis Sumaryanti, M.Pd.
NIK. 1986 0512 202303 12

NIK. 19830515 201709 12

NIK. 19860512 202303 12

NOTA PERSETUJUAN MUNAQSAH

Tugas akhir artikel oleh Herlina Nuraini Adinengtias Nita Ekasari ini telah diperiksa dan disetujui untuk di ujikan :

**Ponorogo, 12 Mei 2026
Pembimbing 1,**



Prof. Dr. Afiful Ikhwan, M.Pd I

NIDN. 2122028801

**Ponorogo, 12 Mei 2026
Pembimbing 2,**



Devid Dwi Erwahyudin, M. Pd, I

NIDN. 0724129302

Ponorogo, 12 Mei 2026

Mengetahui,

Kaprodi Pendidikan Guru Madrasah Ibtidaiyah

Fakultas Agama Islam

Universitas Muhammadiyah Ponorogo



Dr. Lilis Sumaryanti, M.Pd

NIDN. 0712058601



UNIVERSITAS MUHAMMADIYAH PONOROGO

FAKULTAS AGAMA ISLAM

Jl. Budi Utomo No.10 Ponorogo 63471 Jawa Timur Indonesia

Telp. (0352) 481124, Fax. (0352) 461796

E-mail: akademik@umpo.ac.id

Website: www.umpo.ac.id

Akreditasi Institusi BAN-PT – UNGGUL

BERITA ACARA BIMBINGAN TUGAS AKHIR ARTIKEL

1. Nama Mahasiswa : Herlina NurainiAdinengtias Nita Ekasari
2. NIM : 22150479
3. Program Studi : Pendidikan Guru Madrasah Ibtidaiyah
4. Judul Artikel : **Integrated School Leadership Strategies Based on Local Programs for Teacher Competency Development**
5. Pembimbing I : Prof. Dr. Afiful Ikhwan, M.Pd.I
6. Pembimbing II : Devid Dwi Erwahyudin M.Pd.I
7. Daftar Konsultasi :

Tanggal	Paraf Pembimbing		Keterangan
	Pembimbing I	Pembimbing II	
3 November 2025			Revisi Proposal
5 Desember 2025			Pengajuan Judul Artikel
23 Desember 2025			Penyusunan pendahuluan
21 Januari 2026			Perbaikan Kajian Pustaka
26 Januari 2026			Perbaikan Sistematika
2 Februari 2026			Penyesuaian Isi
10 Februari 2026			Menambahkan Penelitian terdahulu yang relevan
25 Februari 2026			Perbaikan hasil dan pembahasan
7 Maret 2026			Submit artikel
26 April 2026			Revisi I
28 April 2026			Submit Revisi I
29 April 2026			Revisi artikel II
8 Mei 2026			Submit Revisi II
10 Mei 2026			Copyediting
15 Mei 2026			Publish Artikel

8. Tanggal selesai penulisan skripsi: 10 Mei 2026
9. Tanggal selesai bimbingan : 10 Mei 2026

Pembimbing I

Prof. Dr. Afiful Ikhwan, M.Pd I
NIDN. 2122028801

Pembimbing II

Devid Dwi Erwahyudin, M. Pd, I
NIDN. 0724129302

iv



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS AGAMA ISLAM

Jl. Budi Utomo No.10 Ponorogo 63471 Jawa Timur Indonesia

Telp. (0352) 481124, Fax. (0352) 461796

E-mail: akademik@umpo.ac.id

Website: www.umpo.ac.id

Akreditasi Institusi BAN-PT – UNGGUL

BUKTI KORESPONDENSI ARTIKEL

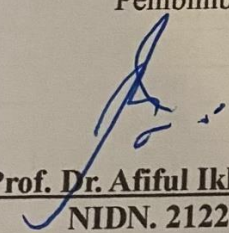
Integrated School Leadership Strategies Based on Local Programs for Teacher Competency Development

Jurnal of Islamic Education

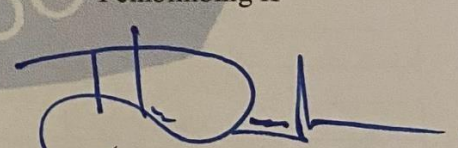
Vol 11 No.1 Jan-June 2026

NO	KETERANGAN	TANGGAL
1	Submit	7 Maret 2026
2	Review Step 1	20 April 2026
3	Revisi 1	28 April 2026
4	Review Step 2	29 April 2026
5	Revisi 2	8 Mei 2026
6	Accepted	10 Mei 2026
7	Copyediting	10 Mei 2026
8	Publish	15 mei 2026

Pembimbing I

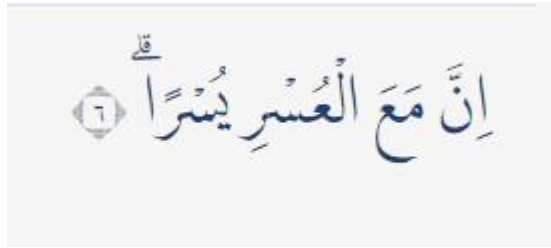

Prof. Dr. Afiful Ikhwan, M.Pd I
NIDN. 2122028801

Pembimbing II


Devid Dwi Erwahyudin, M. Pd, I
NIDN. 0724129302

MOTTO

”Berani bertahan sejauh ini bukan bukan untuk gagal”



“Maka sesungguhnya bersama kesulitan ada kemudahan”

QS. Al-Insyirah Ayat:6



KATA PENGANTAR

Segala puji dan syukur kepala Allah Swt. Yang telah memberikan rahmat dan hidayah-Nya sehingga peneliti dapat menyelesaikan karya tulis ilmiah berupa tugas akhir artikel ini. Shalawat beserta salam semoga tetap tercurahkan kepada nabi Muhammad Saw. Beserta segenap keluarga, sahabat, dan pengikutnya. Dialah sang revolusioner sejati utusan Allah sebagai rahmat bagi alam semesta. Merupakan suatu kebahagiaan dan rasa syukur bagi peneliti dapat menyelesaikan tugas akhir artikel dengan judul **Integrated School Leadership Strategies Based on Local Programs for Teacher Competency Development** Sebagai salah satu persyaratan guna memperoleh gelar sarjana pendidikan S-1 pada program studi Pendidikan Guru Madrasah Ibtidaiyah Fakultas Agama Islam Universitas Muhammadiyah Ponorogo.

Proses penelitian tugas akhir artikel ini tidak lepas dari bantuan semua pihak. Oleh karenanya peneliti ingin menyampaikan penghargaan setinggi-tingginya disertai ucapan terima kasih kepada :

1. Puji syukur penulis panjatkan ke hadirat Allah SWT, Tuhan Semesta Alam, atas segala rahmat, hidayah, dan karunia-Nya yang tak terhingga hanya dengan izin dan pertolongan-Mu ya Allah, hambamu yang penuh keterbatasan ini diberikan kekuatan, kesabaran, dan kemudahan dalam melewati setiap tantangan selama proses penelitian dan penyusunan karya ilmiah ini. Shalawat serta salam semoga senantiasa tercurah kepada uswah hasanah kita, Nabi Muhammad SAW.
2. Bapak Dr. Rido Kurnianto selaku rektor Universitas Muhammadiyah Ponorogo. Peneliti mengucapkan beribu terimakasih atas layanan, fasilitas, dan kesempatan yang diberikan selama menempuh jenjang pendidikan S-1 Pendidikan Guru Madrasah Ibtidaiyah Fakultas Agama Islam Universitas Muhammadiyah Ponorogo.
3. Bapak Dr. Katni, M.Pd.I selaku dekan Fakultas Agama Islam Universitas Muhammadiyah Ponorogo, atas segala layanan dan fasilitas guna menunjang seluruh mahasiswa FAI
4. Bapak Dr. Sigit Dwi Laksana, M.Pd.I selaku wakil dekan Fakultas Agama Islam Universitas Muhammadiyah Ponorogo. Peneliti mengucapkan beribu terimakasih atas layanan, fasilitas, dan kesempatan yang diberikan selama menempuh jenjang pendidikan S-1 Pendidikan Guru Madrasah Ibtidaiyah Fakultas Agama Islam Universitas Muhammadiyah Ponorogo.
5. Ibu Lilis Sumaryanti, M.Pd selaku kaprodi PGMI Universitas Muhammadiyah Ponorogo. Peneliti mengucapkan beribu terimakasih atas layanan, fasilitas, dan kesempatan yang diberikan selama menempuh jenjang pendidikan S-1 Pendidikan Guru Madrasah Ibtidaiyah Fakultas Agama Islam Universitas Muhammadiyah Ponorogo.
6. Bapak Prof. Dr. Afiful Ikhwani, M.Pd.I, dan Bapak Devid Dwi Erwahyudin, M.Pd, selaku dosen dan pembimbing pertama dan kedua yang telah memberikan arahan dan masukan secara sabar dan ikhlas kepada penulis sehingga penulis bisa menyelesaikan karya tulis ini dengan baik.
7. Bapak/ibu Dosen dan Staf dilingkungan Fakultas Agama Islam Universitas Muhammadiyah Ponorogo yang telah mendidik dan membimbing peneliti sehingga dapat menyelesaikan pendidikan Sarjana Strata Satu (S-1).
8. Penulis mengucapkan terima kasih kepada pihak SDN Gupolo yang telah memberikan izin, kesempatan, serta bantuan kepada penulis selama proses penelitian berlangsung. Terima kasih atas
- 9.

- kerja sama, dukungan, dan sambutan baik yang diberikan sehingga penelitian ini dapat terlaksana dengan lancar.
9. Dengan penuh rasa syukur dan hormat, penulis mengucapkan terima kasih yang sebesar-besarnya kepada kedua orang tua tercinta, Ayah (Qomaruddin) dan Ibu (Haryuni), yang selalu memberikan kasih sayang, doa, dukungan, serta pengorbanan yang tiada henti dalam setiap langkah kehidupan penulis. Terima kasih karena telah membesarkan, mendidik, dan selalu menjadi sumber kekuatan sehingga penulis dapat menyelesaikan artikel sebagai tugas akhir ini dengan baik. Semua perjuangan dan cinta yang diberikan tidak akan pernah dapat terbalaskan.
 10. Penulis juga mengucapkan terima kasih kepada adik laki-laki tersayang (IYIM) yang terkadang menyebalkan, namun selalu memberikan dukungan, semangat, dan perhatian kepada penulis. Terima kasih karena tetap hadir menemani, menghibur, dan menjadi salah satu sumber kekuatan bagi penulis dalam menyelesaikan artikel sebagai tugas akhir ini. Segala bentuk dukungan dan kasih sayang yang diberikan sangat berarti bagi penulis.
 11. Terima kasih yang tulus juga penulis haturkan kepada (AAM) yang telah menemani perjalanan penulis sejak masa awal perkuliahan hingga tahap penyelesaian artikel sebagai tugas akhir ini. Terima kasih atas segala dukungan, perhatian, kesabaran, serta kehadiran yang selalu menemani penulis dalam setiap suka dan duka selama proses perkuliahan. Kehadiranmu menjadi salah satu alasan penulis tetap kuat dan terus berjuang hingga mampu menyelesaikan skripsi ini dengan baik.
 12. Penulis tak lupa mengucapkan Terima kasih kepada teman seangkatan prodi Pendidikan Guru Madrasah Ibtidaiyah Fakultas Agama Islam Universitas Muhammadiyah yang memberikan semangat yang tiada henti-hentinya kepada penulis untuk dapat menyelesaikan pendidikan S1 dengan baik.
 13. Teristimewa untuk anak didik di TPA Sabilu Huda. Terima kasih telah menjadi 'sumber energi' dan alasan terkuat bagi penulis untuk segera menyelesaikan tugas akhir ini. Celoteh riang, semangat kalian dalam mengaji, dan senyum tulus yang kalian berikan setiap hari adalah pengobat lelah yang paling ampuh. Semoga kalian tumbuh menjadi generasi yang soleh, solehah, dan mencintai Al-Qur'an.
 14. Penulis juga ingin mengucapkan terima kasih kepada seluruh pihak-pihak yang telah membantu penulis dalam menyusun laporan ini, sehingga penulis mampu menyelesaikan penulisan karya ini dengan baik.

Ponorogo, 12 Mei 2026



Herlina Nuraini

NIM. 22150479

DAFTAR ISI

NOTA PERSETUJUAN MUNAQASYAH	iii
LEMBAR PERSETUJUAN DAN PENGESAHAN	iv
BERITA ACARA BIMBINGAN TUGAS AKHIR ARTIKEL	v
SURAT PERNYATAAN KEASLIAN	vi
MOTTO	vii
KATA PENGANTAR	viii
DAFTAR ISI	x
ARTIKEL	1
LAMPIRAN ARTIKEL	1



Integrated School Leadership Strategies Based on Local Programs for Teacher Competency Development

*Herlina Nuraini Adinengtias Nita Ekasari¹, Afiful Ikhwan², Devid Dwi Erwahyudin³

^{1,2,3}Universitas Muhammadiyah Ponorogo, Jl Budi Utomo No 10, Ponorogo, East Java, Indonesia

[*herlinasarii147@gmail.com](mailto:herlinasarii147@gmail.com)

ABSTRACT: This study aims to analyse the implementation and effectiveness of the principal's leadership strategy in developing teacher competency at SDN Gupolo Ponorogo. The study used a qualitative approach with a case study design to gain an in-depth understanding of the leadership strategies applied in the elementary school context. Data collection was conducted through participant observation, semi-structured interviews, and documentation. Research informants consisted of the principal, class teachers, and Islamic Religious Education (PAI) teachers who were purposively selected based on their involvement in school programs. The researchers analysed the data using the interactive model through the stages of data reduction, data presentation, and conclusion drawing. They also tested data validity through source and technique triangulation. The results showed that the principal implemented leadership strategies in a planned, systematic, and sustainable manner through motivation, academic supervision, internal and external training, and integration of local wisdom-based school programs. To implement these strategies, the principal integrated the school's vision and mission into various educational programs, such as religious activities, reog performances, and routine sports involving teachers. The implementation of these leadership strategies proved effective in improving teachers' pedagogical, professional, and social competencies. These improvements are evident in teachers' ability to manage learning more systematically, increased participation in professional development, and the development of communication and collaboration skills through involvement in school activities. Furthermore, the integration of local wisdom-based programs provides a more contextual and meaningful learning experience for both teachers and students. Local culture-based activities not only serve as a means of cultural preservation but also serve as a medium for holistic teacher competency development. Research findings indicate that leadership strategies integrated with school culture and local programs can create a professional learning environment that supports continuous improvement in educational quality. Therefore, principal leadership strategies based on local programs can be a relevant approach to developing teacher competency in elementary schools.

Penelitian ini bertujuan untuk menganalisis implementasi dan efektivitas strategi kepemimpinan kepala sekolah dalam mengembangkan kompetensi guru di SDN Gupolo Ponorogo. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk memperoleh pemahaman mendalam mengenai strategi kepemimpinan yang diterapkan dalam konteks sekolah dasar. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara semi terstruktur, dan dokumentasi. Informan penelitian terdiri atas kepala sekolah, guru kelas, dan guru Pendidikan Agama Islam (PAI) yang dipilih secara purposive berdasarkan keterlibatan mereka dalam program sekolah. Analisis data menggunakan model interaktif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan strategi kepemimpinan secara terencana, sistematis, dan berkelanjutan melalui pemberian motivasi,

supervisi akademik, pelatihan internal dan eksternal, serta integrasi program sekolah berbasis kearifan lokal. Strategi tersebut diimplementasikan dengan menyelaraskan visi dan misi sekolah ke dalam berbagai program pendidikan, seperti kegiatan keagamaan, pertunjukan reog, dan olahraga rutin yang melibatkan guru secara aktif. Implementasi strategi kepemimpinan ini terbukti efektif dalam meningkatkan kompetensi pedagogis, profesional, dan sosial guru. Peningkatan tersebut terlihat pada kemampuan guru dalam mengelola pembelajaran secara lebih sistematis, meningkatnya partisipasi dalam pengembangan profesional, serta berkembangnya kemampuan komunikasi dan kolaborasi melalui keterlibatan dalam kegiatan sekolah. Selain itu, integrasi program berbasis kearifan lokal memberikan pengalaman pembelajaran yang lebih kontekstual dan bermakna bagi guru maupun siswa. Kegiatan berbasis budaya lokal tidak hanya berfungsi sebagai sarana pelestarian budaya, tetapi juga menjadi media pengembangan kompetensi guru secara holistik. Temuan penelitian menunjukkan bahwa strategi kepemimpinan yang terintegrasi dengan budaya sekolah dan program lokal mampu menciptakan lingkungan belajar profesional yang mendukung peningkatan mutu pendidikan secara berkelanjutan. Dengan demikian, strategi kepemimpinan kepala sekolah berbasis program lokal dapat menjadi pendekatan yang relevan dalam pengembangan kompetensi guru di sekolah dasar. Keywords: Leadership Strategy, Teacher Competence, Local Wisdom, Academic Supervision, Teacher Professional Development.

I. INTRODUCTION

Elementary education plays a strategic role in shaping the quality of human resources from an early age through the implementation of effective and meaningful learning processes (Saputra et al., 2024). The quality of learning in elementary schools is highly determined by teachers' competencies, which include pedagogical, professional, social, and personal aspects (Zulkipli et al., 2022). These competencies serve as the primary foundation for designing and implementing innovative, adaptive, and student-oriented learning. Nevertheless, various studies indicate that the development of teacher competencies in elementary schools still faces complex challenges. Teachers have not yet been fully able to implement varied learning methods, optimally utilise learning media, or integrate character values into the learning process (Dahal et al., 2024). This condition reflects a gap between the demands of teacher professionalism and classroom practices, which ultimately affects the suboptimal quality of both the learning process and learning outcomes (Purwanto & Evicasari, 2021). Preliminary observations at SDN Gupolo Ponorogo revealed that some teachers still experienced limitations in developing innovative and contextual learning strategies. In addition, teachers had not fully optimised the use of learning media or the integration of character education into the learning process. This condition indicates that efforts to improve teacher competencies require a more systematic and sustainable approach, particularly through the leadership role of the principal as a key actor in educational management at the school level. Theoretically, principal leadership holds a strategic position in improving the quality of learning (Gazali et al., 2023). From the perspective of instructional leadership, principals function as learning leaders who actively direct, guide, and evaluate teacher performance through continuous academic supervision (Hallinger, 2011; Jayaraman et al., 2025). Instructional leadership emphasises the direct involvement of principals in the learning process as an effort to improve the quality of classroom instruction. On the other hand, transformational leadership theory positions leaders as agents of change who are capable of building motivation, commitment, and a professional work culture through idealised influence, inspirational motivation, intellectual stimulation, and

individualised consideration (Bass, B. M., & Avolio, 1994). In the educational context, this approach emphasises the importance of the principal's role in encouraging the continuous professional development of teachers. The integration of these two approaches demonstrates that principal leadership is not only oriented toward administrative aspects, but also toward the systematic and sustainable development of teachers' professional capacities. Several previous studies have examined the relationship between principal leadership and the improvement of teacher competencies. Research findings indicate that academic supervision practices and training programs initiated by principals significantly contribute to the enhancement of teachers' pedagogical and professional competencies (Saputra et al., 2024). However, these studies generally focus only on leadership in a broad sense or are limited to academic supervision, thus failing to provide a comprehensive picture of leadership strategies integrated with contextual school programs. Furthermore, studies examining the integration of principal leadership strategies with local wisdom-based programs, character strengthening, and active teacher involvement in various school activities remain relatively limited, particularly at the elementary school level (Ismail & Rosidi, 2023). In fact, contextual approaches that integrate local culture and direct school activities can strengthen teachers' professional experiences in developing their competencies more holistically and practically. Based on this research gap, the novelty of this study lies in the analysis of principal leadership strategies that not only focus on academic supervision but also integrate school programs based on local wisdom, character strengthening, and active teacher involvement as part of holistic and sustainable competency development (Saputri & Sa'adah, 2021). This approach is expected to provide both theoretical and practical contributions to the development of educational leadership studies, particularly within the context of elementary schools. Therefore, the purpose of this study is to analyse the leadership strategies of the principal in improving teacher competencies at SDN Gupolo Ponorogo.

II. METHOD

This study used a qualitative case study design to examine the principal's leadership strategies in developing teacher competencies at SDN Gupolo Ponorogo. The researchers selected the qualitative approach because it enables an in-depth understanding of social phenomena within their natural context (Creswell, 2009). This study used a case study design to examine a particular phenomenon within a specific context in detail (Yin, 2017). The researchers conducted the study at SDN Gupolo Ponorogo during the second semester of the 2025/2026 academic year. The research informants were determined purposively by considering their direct involvement in the management and implementation of the learning process (Sugiyono, 2019). The primary data sources consisted of the principal, classroom teachers, and Islamic Religious Education (PAI) teachers. The researchers chose PAI teachers based on their role in strengthening character education and their involvement in school programs relevant to the study's focus. Data collection techniques included observation, semi-structured interviews, and public documentation. The researchers conducted participatory observations to analyse the principal's leadership practices and classroom learning processes and used interviews to obtain in-depth information regarding the implemented leadership strategies. The researchers gathered secondary data from institutional documents, including school work programs,

academic supervision schedules, instructional tools, and lesson plans (Creswell, 2009). Data analysis was conducted using the interactive model consisting of data reduction, data display, and conclusion drawing (Miles et al., 2014). The analysis process was carried out continuously from the data collection stage to the interpretation of research findings. The validity of the data was tested through source and technique triangulation by comparing data obtained from observations, interviews, and documentation across different informants (Sugiyono, 2019). This approach was employed to ensure the validity and consistency of the research findings.

III. RESULT AND DISCUSSION

Implementation of Leadership Strategies in Developing Teacher Competencies Based on research results obtained through observations and interviews at Gupolo Elementary School, it was found that the principal implemented leadership strategies to develop teacher competencies in a planned, systematic, and sustainable manner. To implement these strategies, the principal incorporated several activities into the school program, including motivating teachers, conducting academic supervision, organising internal training, and facilitating teachers' participation in external training. In addition, the principal also aligned the school's vision and mission as the basis for implementing learning, and developed various school programs that support the improvement of teacher competencies, such as religious activities, extracurricular reog performances, and regular sports. These findings indicate that the leadership strategies implemented are not isolated but rather part of a comprehensive school management system. This aligns with leadership theory, which positions the principal as an instructional leader, playing a role in guiding, fostering, and developing teacher competencies on an ongoing basis (Munna, 2023). In this context, the principal's success is measured not only by administrative aspects but also by their ability to create a professional learning environment for teachers. Observational data indicate that motivational activities are carried out through interpersonal approaches, such as providing direction, encouragement, and recognition for teacher performance in formal and informal forums. This practice reinforces previous research findings that suggest work motivation is a crucial factor mediating the relationship between principal leadership and improved teacher competency and performance (Pewangi et al., 2024). Consistent motivation can increase teacher engagement in professional development activities and strengthen commitment to learning tasks (Kemal et al., 2023). In addition to motivation, regular academic supervision through classroom observations and feedback demonstrates the implementation of coaching-based supervision. This finding aligns with the concept of modern academic supervision, which emphasises the function of professional assistance. Systematic and ongoing supervision has been shown to improve teachers' pedagogical and professional competence, especially when accompanied by constructive feedback (Hidayat et al., 2022). Thus, supervision practices at SDN Gupolo reflect a clinical supervision model focused on improving the quality of learning. Meanwhile, internal training is held routinely every six months, involving all teachers in professional development activities. In addition to internal training, teachers are also given access to external training conducted by government agencies and other institutions. Providing teachers with opportunities to participate in external training demonstrates the application of the concept of continuous professional development (CPD). In teacher professional development theory, continuous training is a key strategy for improving teacher competence (Ambon et al., 2024). Research shows that structured and continuous

training, workshops, and professional development activities have a positive impact on improving teacher competence (Estiani & Hasanah, 2022). Thus, the combination of internal and external training implemented at SDN Gupolo demonstrates alignment with modern professional development principles. This aligns with the results of interviews with teachers: "At SDN Gupolo, the principal consistently provides direct guidance and motivation, which helps build confidence in teaching and classroom management" (Teacher 1). "We are given the opportunity to participate in various training courses, and the principal also directly involves us in school programs, so we feel more supported in developing our competencies." (Teacher 2) These findings indicate that teachers perceive the principal's active role in providing motivation and support. Informant statements illustrate the principal's direct involvement in the teacher competency development process through guidance, motivation, and facilitation of training activities. Furthermore, the alignment of the school's vision and mission is integrated into learning activities, ensuring a clear and structured direction for all educational activities. School programs, such as religious activities, reog performances, and sports, are designed to align with the school's educational objectives. These activities directly involve teachers, so they not only teach in the classroom but also play an active role in guiding and assisting students in activities outside the classroom. Particularly in culture-based activities such as reog performances, the school has integrated local wisdom as part of the educational process. Through these activities, teachers play a role in preserving culture while linking it to learning. Thus, local wisdom is not merely an additional activity but becomes a crucial part of shaping a more meaningful learning experience. This approach helps teachers develop more contextual teaching methods and strengthens students' understanding of the cultural values inherent in their environment. This demonstrates that the implementation of leadership strategies is carried out holistically. This approach reflects the concept of a whole-school approach, in which all components and school programs are directed towards supporting improved learning quality (Rogers, 2000). Previous research confirms that leadership strategies integrated into school culture are more effective in improving teacher competence compared to partial approaches (Shopian, 2025).



Figure 1. Leadership Strategy Implementation Flow

The figure above illustrates the sequential implementation flow of the principal's leadership strategy. The input stage shows the strategies communicated to teachers, as previously described, such as motivation, supervision, and internal and external training. Then, the process stage in this study is demonstrated through the alignment of the school's vision and mission and the integration of strategies into various school programs. At this stage, strategies previously at the conceptual level (input) are operationalised into concrete actions through activities such as motivation, academic supervision, training, and other school programs. Theoretically, the process stage is a crucial phase in the education management model because it determines the extent to which planning can be implemented effectively (Li & Liu, 2022). A

good process is characterised by synchronisation between policy, implementation, and the participation of educational actors, particularly teachers (Nazira et al., 2021). This research shows that the success of strategy implementation is highly dependent on the level of teacher involvement in the process. In this context, the active involvement of teachers at SDN Gupolo is an indicator that the implementation process is participatory. The integration of strategies into school programs reflects a school-based management approach, where all school activities are directed toward achieving the goal of improving educational quality. The school's flagship programs, such as religious activities, extracurricular reog (reog dance), and regular sports, serve not only as supplementary activities but also as a means of strengthening teachers' social, personal, and collaborative competencies. The integration of these locally wisdom-based programs demonstrates that leadership strategies are not solely academically oriented but also effective in developing teacher competencies contextually and holistically. This aligns with research suggesting that a supportive school environment and integrated programs can enhance the effectiveness of teacher competency development (Ningsih et al., 2025). Furthermore, the process also demonstrates the implementation of academic supervision and training as part of ongoing professional development. Previous research confirms that effective supervisory management must be integrated with training and monitoring to optimally impact teachers' pedagogical competencies (Sugiar et al., 2024). Thus, the practice at SDN Gupolo, which combines supervision, training, and motivation in one system, shows conformity with the comprehensive competency development model. Furthermore, the output stage in this study is indicated by increased active teacher participation in various professional development activities and an increase in teacher competence. This output is an indicator of the success of the entire series of implemented strategies. From the perspective of educational management theory, output is not only measured by direct results (short-term outcomes), but also by changes in teacher behaviour and work culture (Ernawatie et al., 2023). Active teacher participation in training, supervision, and school activities indicates a change in professional attitudes, which is one of the main indicators of increased competence. Other research shows that ongoing academic supervision and training have a significant impact on improving teacher competence, as indicated by increased involvement in professional activities and improved learning practices (Samsilayurni et al., 2025). In fact, participatory-based training models not only improve competence but have also been shown to enhance teacher performance and collaboration (Junaris, 2023). Furthermore, increased teacher participation also indicates success in building a learning culture in schools. This culture is characterised by openness to learning, collaboration among teachers, and a commitment to continuous self-development. Research shows that a school culture that supports active teacher participation will have a direct impact on improving the quality of learning and student learning outcomes. Judging from the strategies implemented, the output of this strategy implementation not only impacts individual teachers but also the school system as a whole, building a school culture that supports teacher learning and professional development. Improving teacher competency contributes to improving the quality of learning, which ultimately impacts the quality of education. This is in line with the finding that teacher supervision, training, and participation have a significant relationship with teacher professionalism and performance (Syofian et al., 2024). This model aligns with educational management theory, which emphasises the importance of integration

between planning, implementation, and evaluation in achieving educational goals (Attsaury et al., 2023). The results of this study reinforce previous findings stating that principal leadership plays a strategic role in improving teacher competency through an integrated, systematic, and sustainable approach (Firmansyah et al., 2025). The Effectiveness of Leadership Strategies in Improving Teacher Competence The effectiveness of the principal's leadership strategies in improving teacher competency at Gupolo Elementary School can be seen in the changes in teacher performance following the implementation of these strategies, which include motivation, academic supervision, and ongoing training. Based on research observations and interviews, teachers who previously tended to be passive and lacked confidence demonstrated improvements in their activeness, discipline, and ability to manage learning. Furthermore, previously undirected learning became more systematic after the alignment of the school's vision and mission and the integration of school programs. These changes demonstrate that the implemented strategies were not only administratively successful but also had a direct impact on classroom learning practices.

This effectiveness was further strengthened by teacher involvement in various school activities, such as extracurricular religious programs, regular sports, and religious activities. This involvement demonstrated that teachers experienced improvement not only pedagogically but also socially and professionally through active participation in the school environment. This involvement reflects the integration of formal and informal learning contexts that support holistic teacher development. It also demonstrates that the leadership strategies implemented by the principal contributed to creating a collaborative and supportive school culture. Furthermore, the effectiveness of this strategy is supported by consistent patterns observed across multiple data sources, including classroom observations and teacher interviews. Teachers reported that the guidance and feedback provided through academic supervision helped them better understand how to improve their teaching practices. Meanwhile, participation in the training program increased their readiness to implement more structured and engaging learning activities. Furthermore, the alignment of the school program with the school's vision and mission provided a clearer framework for teachers in planning and implementing their lessons. These findings suggest that the leadership strategies implemented by principals contribute to observable improvements in teacher competency. However, the extent of these improvements may vary depending on individual teacher readiness and contextual factors within the school.



Figure 2. Effectiveness of Principal Leadership Strategy on Improving Teacher Competence

The figure above shows that the implemented strategy resulted in a gradual change from the initial condition to a more optimal one. The initial stage depicts a less-than-optimal condition

for the teachers. Then, through the strategy implementation process, there was a significant increase in self-confidence, activeness, and direction of learning. This indicates that the principal of SDN Gupolo implemented leadership strategies systematically and sustainably through motivation, academic supervision, and training programs. This finding is consistent with the concept of instructional leadership, which emphasises the principal's role in guiding and supporting teachers to improve the quality of teaching (Samsilayurni et al., 2025). According to Purwanto & Evicasari (2021), instructional leadership involves direct involvement in academic activities, including supervision, mentoring, and providing feedback to teachers. Furthermore, the use of an interpersonal approach to motivating teachers aligns with transformational leadership theory (Ikhwan, 2025). According to Ismail & Rosidi (2023), transformational leaders play a crucial role in inspiring and motivating teachers by building trust, providing encouragement, and recognising performance. The implementation of regular training programs also reflects ongoing professional development, which is crucial for improving teacher competency (Hidayat et al., 2022). Previous research has shown that ongoing guidance and structured training significantly contribute to improving teachers' pedagogical and professional competency (Saputri & Sa'adah, 2021). Therefore, leadership practices at SDN Gupolo demonstrate a combination of instructional and transformational leadership, where the principal not only manages administrative tasks but also actively supports teacher development (Ghifarix & Khasanah, 2025). This conclusion is supported by observational data showing more structured classroom practices and increased teacher participation in training activities. Furthermore, interviews also reported that teachers experienced increased confidence and engagement in teaching. These findings align with previous research highlighting the importance of effective leadership in improving teacher performance (Balqis et al., 2024). According to He et al. (2024), participatory and supportive leadership practices can increase teacher engagement and create a positive work environment. Furthermore, the alignment of the school's vision and mission provides clear direction for teachers in implementing learning activities (Poernomo & Rahminawati, 2022). This finding is supported by previous studies that revealed that a well-defined vision and mission help teachers design and implement learning more effectively (Samsilayurni et al., 2025). The integration of school programs into teaching practices at SDN Gupolo demonstrates that the principal's leadership strategies have been implemented in a structured and systematic manner, not merely as administrative activities. The designed school programs do not stand alone but are directly linked to classroom learning practices. This reinforces the concept that schools can develop as learning organisations, where all components support each other in improving the quality of education (Azizah & Sari, 2025). This aligns with research findings showing that principal leadership that integrates programs with learning practices will impact teacher competency and learning effectiveness (Attsaury et al., 2023). Thus, the implementation at SDN Gupolo not only improves individual teacher competencies but also strengthens the school's overall work system. However, the results of this study also indicate that there is variation in teacher readiness and participation in development programs. This indicates that the implementation of leadership strategies does not always have the same impact on every teacher. Internal factors, such as work motivation, experience, and readiness for development, influence these differences. Previous research confirms that teacher competence is greatly influenced by the

combination of principal leadership and individual work motivation (Sahadi et al., 2021). Therefore, principals need to adopt an adaptive and situational approach, namely tailoring development strategies to the conditions and needs of each teacher to achieve more optimal and equitable results. In addition to individual factors, institutional support is also a crucial determinant of the success of leadership strategies. This support includes school policies, the availability of facilities and infrastructure, a collaborative work culture, and opportunities for ongoing training. Previous research has shown that the synergy between principal leadership, teacher motivation, and institutional support is a key factor in improving teacher competence and performance (Estiani & Hasanah, 2022). Therefore, the effectiveness of leadership strategies at SDN Gupolo can be interpreted as contextdependent, despite showing positive indications of improving teacher competence.

The Impact of Strategies on Teachers' Pedagogical, Professional, and Social Competencies

The principal's leadership strategy at Gupolo Elementary School has had a significant impact on improving teacher competency, particularly in pedagogical, professional, and social aspects. Pedagogically, teachers demonstrated changes in their learning planning and implementation, becoming more focused and systematic. This was evident in their ability to manage classes and develop learning activities that better align with learning objectives. Professionally, teachers' involvement in internal and external training fostered skills in developing learning methods and utilising learning media. Meanwhile, socially, teachers demonstrated increased interactions with students and fellow teachers through active involvement in various school activities. This aligns with the teacher competency development framework, which emphasises the integration of these domains in achieving effective teaching (Azizah & Sari, 2025). According to Jentsch & König (2021), modern teachers are expected not only to master learning materials but also to possess pedagogical skills, the ability to utilise technology, and social skills to support holistic learning. Improved pedagogical competency is reflected in improved lesson planning and classroom management. This is consistent with previous research that found that supportive leadership encourages teachers to implement more innovative and structured learning strategies. Meanwhile, professional competence is enhanced through participation in training programs, which provide teachers with opportunities to develop new skills and knowledge (Rosni, 2021). According to Ventista & Brown (2023), continuous professional development plays a crucial role in improving teaching effectiveness and student learning outcomes. In terms of social competence, teacher involvement in school programs such as extracurricular activities and religious events has been shown to improve interactions with students and colleagues. This finding is supported by Rahmadhani et al. (2023), who argue that active participation in school activities strengthens teacher-student relationships and fosters a positive learning environment. This aligns with the results of interviews with teachers, which revealed: "After receiving ongoing guidance and participating in school programs, there was increased confidence and the ability to manage classroom learning more effectively" (Teacher 1). "Involvement in training and school activities has enhanced professional skills and increased engagement in both teaching and non-teaching responsibilities" (Teacher 2). The interview results indicate that teachers experienced significant improvements in self-confidence, teaching performance, and professional engagement after implementing leadership strategies. The response indicates that the strategy contributed to positive changes in teacher

competency. These findings suggest that leadership strategies contribute to comprehensive teacher development, although the level of impact may vary depending on contextual factors such as teacher readiness and school conditions. This is in line with transformational leadership theory, which positions the principal as an agent of change in improving teacher capacity. Supportive and directed leadership can encourage teachers to develop more innovative, structured, and reflective learning practices. Changes in pedagogical aspects, such as more systematic lesson planning and effective classroom management, indicate that the strategies implemented are not only administrative but also related to core aspects of the learning process. This is supported by research Leithwood et al. (2008), which states that school leadership has a significant influence on improving teacher capacity and learning quality.



Figure 3. Documentation of School Programs (Reog, Sports, and Religious Activities)

The documentation shows that the implementation of extracurricular activities in schools serves not only as supplementary activities but also as a strategic means of preserving local wisdom, such as reog performances, routine gymnastics, and religious activities. The direct involvement of teachers in these culture-based activities reflects the integration of school programs with local values prevalent in the community. In this context, teachers serve not only as instructors in the classroom but also as facilitators and role models in transmitting cultural values to students. These local wisdom-based activities provide a space for teachers to develop communication skills, collaboration, and social sensitivity in interacting with students and the school environment. Furthermore, teacher involvement in local wisdom-based programs contributes to the holistic improvement of teacher competencies, particularly in social and professional aspects. Socially, teachers become more adaptive and able to build closer relationships with students through contextual approaches relevant to their lives (Tanase, 2022). Meanwhile, professionally, teachers gain experience in managing creative and meaningful out-of-class learning activities. This demonstrates that local wisdom not only serves as a cultural identity but also as an effective pedagogical medium to support the continuous development of teacher competencies (Lidyasari et al., 2024). Therefore, integrating local wisdom into school programs is an important strategy for improving the quality of education in a contextual and culturally grounded manner. Furthermore, these activities demonstrate active teacher participation in creating a conducive and collaborative school environment. This is supported by observational findings that demonstrate consistent teacher attendance and participation in these programs, as well as interview data indicating that teachers feel more involved and responsible in school activities. Active involvement in various training activities or school programs is closely related to the development of teacher professional competencies. Theoretically, teacher participation reflects the application of the concept of continuous professional development (CPD), which emphasises the importance of

continuous competency development (Ambon et al., 2024). Through these activities, teachers not only acquire new knowledge and skills but also have the opportunity to reflect on and improve their teaching practices. This aligns with Collie et al. (2021), who emphasised that effective professional development must be continuous, collaborative, and relevant to learning practices. Therefore, the principal's leadership strategy at SDN Gupolo has successfully created a professional learning environment that supports the continuous improvement of teacher competencies. Furthermore, this improvement in pedagogical and professional competencies has had a significant impact on the development of teachers' social competencies. Teacher involvement in various school programs, such as extracurricular activities and other collaborative activities, indicates increased social interactions with both students and fellow teachers. This reflects the formation of a positive and collaborative school climate, which is crucial for supporting successful learning. Research by Collie et al. (2021) shows that a supportive and collaborative work environment can increase teacher engagement and the quality of interpersonal relationships in schools. Therefore, the leadership strategies implemented not only impact individual teacher competencies but also foster a school culture conducive to professional development and overall improvement in the quality of learning.



Figure 4. Impact of Leadership Strategy on Teacher Competence

The figure above shows that the principal's leadership strategy has impacted the improvement of three main aspects of teacher competence: pedagogical, professional, and social. Each aspect has experienced development, as seen in changes in teaching practices, participation in development activities, and increased social interaction within the school environment. This diagram clarifies the relationship between the strategies implemented and the results achieved in improving teacher competence. Overall, these findings indicate that the principal's leadership strategy has made a positive contribution to improving teacher competence in various aspects. However, these results are still limited to the study context at SDN Gupolo, so further research is needed to test the consistency of the findings across various school contexts. Therefore, the implemented strategy can be a relevant approach to support sustainable development.

IV. CONCLUSION

Based on the research results, the principal at SDN Gupolo Ponorogo has implemented a leadership strategy in a planned, systematic, and sustainable manner to develop teacher

competencies. This strategy is realised through providing motivation, academic supervision, internal and external training, and the integration of local wisdom-based school programs into the educational process. The implementation of the strategy does not only focus on administrative management, but is also directed at the comprehensive professional development of teachers through active involvement in various school programs. The applied leadership strategy has proven effective in improving the pedagogical, professional, and social competencies of teachers. From the pedagogical aspect, teachers showed improvements in their ability to plan and implement learning in a more structured and contextual manner. From the professional aspect, teacher involvement in training and school programs encouraged improvements in teaching skills, the use of learning media, and readiness to participate in continuous professional development. Meanwhile, from the social aspect, teacher involvement in local culturebased school activities strengthened communication, collaboration, and social interaction skills with students and fellow teachers. The integration of local wisdombased programs, such as reog performances, religious activities, and regular sports, is one of the main strengths in the implementation of the leadership strategy at SDN Gupolo. These programs not only serve as supplementary activities but also serve as contextual learning media that support the holistic development of teacher competencies while strengthening the preservation of local culture within the school environment. This approach suggests that schools integrate local wisdom into educational practices to provide students with more meaningful and contextually relevant learning experiences. In addition to improving individual teacher competencies, the implementation of leadership strategies also contributes to the formation of a collaborative, supportive, and continuous learning-oriented school culture. The principal's role is not only as an administrator but also as an instructional and transformational leader, capable of building teacher motivation, participation, and commitment to improving the quality of learning. Thus, a local program-based school leadership strategy can serve as a relevant model for teacher competency development in elementary schools, particularly in educational contexts oriented toward strengthening local culture and continuously improving the quality of education.

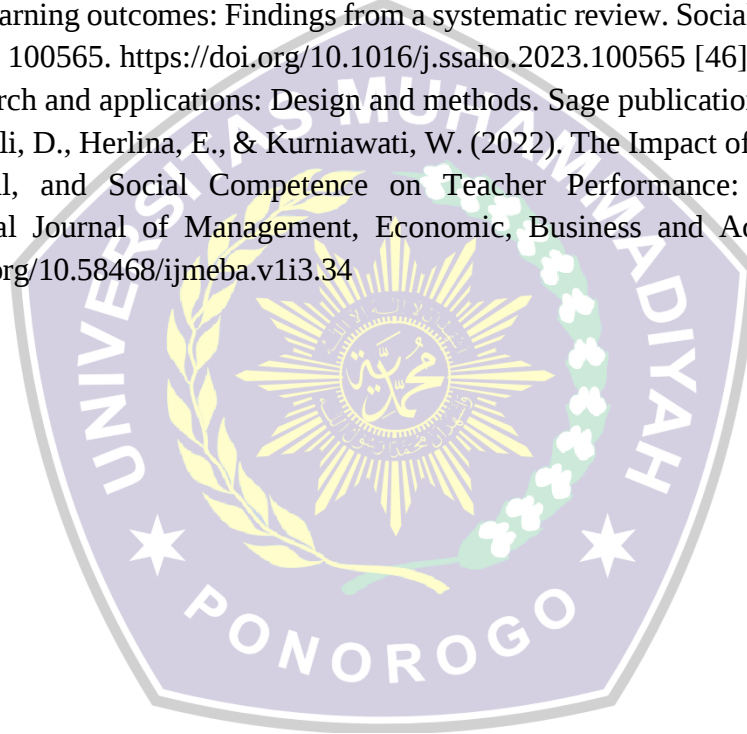
V. REFERENCES

- [1] Ambon, J., Alias, B. S., Komariah, A., & Mansor, A. N. (2024). The impact of continuous professional development on teaching quality: a systematic review. *International Journal of Evaluation and Research in Education (IJERE)*, 13(6), 3838. <https://doi.org/10.11591/ijere.v13i6.30427>
- [2] Attsaury, S., Hadiyanto, H., & Supian, S. (2023). Principal's Strategy to Improve Teachers Professional Competence. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 1–10. <https://doi.org/10.31538/munaddhomah.v5i1.775>
- [3] Azizah, A., & Sari, N. K. (2025). Problematika Guru dalam Implementasi Kurikulum Merdeka Mata Pelajaran Ips Kelas V Madrasah Ibtidaiyah Muhammadiyah Klaseman. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(02), 251262. <https://doi.org/10.23969/jp.v10i02.27097>
- [4] Balqis, S. Z., Indriani, P. N., Irian, S. Z. A., Rahayu, D. S., & Hambali, B. (2024). Pengembangan personal melalui pendidikan jasmani: Peran penting dalam pembentukan kesehatan mental dan fisik. *Jurnal Ilmiah Spirit*, 24(2), 29–38. <https://doi.org/10.36728/jis.v24i2.3576>
- [5] Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications, Inc.
- [6] Collie, R. J., Martin, A. J., Morin, A. J. S., Malmberg, L.-E., & Sammons, P. (2021). A Multilevel Person-Centered Examination of Teachers' Workplace Experiences: Replication and Extension With Links to Instructional Support and Achievement. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.711173>
- [7] Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications, Inc.
- [8] Dahal, N., Neupane, B. P., Pant, B. P., Dhakal, R. K., Giri, D. R., Ghimire, P. R., & Bhandari, L. P. (2024). Participant selection procedures in qualitative research: experiences and some points for consideration. *Frontiers in Research Metrics and Analytics*, 9. <https://doi.org/10.3389/frma.2024.1512747>
- [9] Ernawatie, Wisman, Y., & Syarif, A. (2023). Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Tingkat SD. *Jurnal Ilmiah Kanderang Tingang*, 14(2), 410–418. <https://doi.org/10.37304/jikt.v14i2.262>
- [10] Estiani, S. W., & Hasanah, E. (2022). Principal's Leadership Role in Improving Teacher Competence. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 7(2), 229–241. <https://doi.org/10.31538/ndh.v7i2.2281>
- [11] Firmansyah, F., Maharani, M., Muttaqin, A., Ginanjar, G., & Rahayu, M. (2025). Peran Kepemimpinan Perubahan, Supervisi Akademik Kepala Sekolah, dan SelfEfficacy dalam

- Meningkatkan Kompetensi Pedagogis Guru. Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP. <https://doi.org/10.30596/jppp.v6i1.23972>
- [12] Gazali, H., Ridho, M., & Gistituati, N. (2023). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di SMK Negeri 1 Singkarak. *Journal of Education Research*, 4(3), 1193–1201. <https://doi.org/10.37985/jer.v4i3.354>
- [13] Ghifarix, H. A., & Khasanah, N. (2025). Peran guru dalam membentuk karakter dan membangun hubungan sosial di sekolah. *Jurnal Pendidikan Agama Islam*, 2(2). *Journal*
- [14] Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *of Educational Administration*, 49(2), 125–142. <https://doi.org/10.1108/09578231111116699>
- [15] He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teacher's professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1), 63. <https://doi.org/10.1186/s40862-024-00290-0>
- [16] Hidayat, H., Sukandar, A., & Setiawan, M. (2022). Supervision Management of Madrasah Heads to Improve the Professionalism of Islamic Education Teachers. *Edukasi: The Journal of Educational Research*, 2(2), 194–213. <https://doi.org/10.57032/edukasi.v2i2.135> JIE
- [17] Ikhwan, A. (2025). The Role of Teachers in Realizing the Vision of Modern Islamic Education. (*Journal of Islamic Education*), 9(2), 860–872. <https://doi.org/10.52615/jie.v9i2.659>
- [18] Ismail, I., & Rosidi, M. I. (2023). Pemanfaatan Kebudayaan Powele dalam Pembelajaran IPS. *Journal on Education*, 5(4), 16630–16636. <https://doi.org/10.31004/joe.v5i4.2808>
- [19] Jayaraman, T., Kenayathulla, H. B., & Mohd Radzi, N. (2025). Kepimpinan Instruksional dan Pelaksanaan Penyeliaan oleh Guru Besar Sekolah Tamil di Negeri Johor. *Jurnal Kepimpinan Pendidikan*, 12(1), 11–24. <https://doi.org/10.22452/jupidi.vol12no1.2>
- [20] Jentsch, A., & König, J. (2021). Teacher competence and professional development. In *International handbook of comparative large-scale studies in education: Perspectives, methods and findings* (pp. 1-17). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-38298-8_38-1
- [21] Junaris, I. (2023). The Influence of Participatory Leadership and Teacher Competence on Performance with Organizational Commitment. *Al-Hayat: Journal of Islamic Education*, 7(1), 98. <https://doi.org/10.35723/ajie.v7i1.379>
- [22] Kemal, I., Arlita, F., & Aktar, S. (2023). Participatory Leadership of The Principal in Improving Teacher Competence. *Journal for Lesson and Learning Studies*, 6(2), 228–237. <https://doi.org/10.23887/jlls.v6i2.60188>
- [23] Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27–42. <https://doi.org/10.1080/13632430701800060>
- [24] Li, L., & Liu, Y. (2022). An integrated model of principal transformational leadership and teacher leadership that is related to teacher self-efficacy and student academic performance. *Asia Pacific Journal of Education*, 42(4), 661–678. <https://doi.org/10.1080/02188791.2020.1806036>
- [25] Lidyasari, A. T., Purwanta, E., Maryatun, I. B., Anggito, A., Ningrum, D. S. C., & Utami, S. U. P. (2024). Peningkatan Kompetensi Pedagogi Guru PAUD dalam Pelatihan

- Pengembangan Kurikulum berbasis Local Wisdom. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 8(5), 905–914. <https://doi.org/10.31004/obsesi.v8i5.6099>
- [26] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third). USA: SAGE Publications.
- [27] Munna, A. S. (2023). Instructional Leadership and Role of Module Leaders. *International Journal of Educational Reform*, 32(1), 38–54. <https://doi.org/10.1177/10567879211042321>
- [28] Nazira, M., Natalya, M., Galiya, Z., Karas, K., & Gulbarshyn, B. (2021). Professional Pedagogical Formation of the Competence of the Teacher-Manager. *Cypriot Journal of Educational Sciences*, 16(5), 2698–2712. <https://eric.ed.gov/?id=EJ1320839>
- [29] Ningsih, N. R., Suprananto, Suryaman, M., & Wahyudin, U. (2025). Academic Supervision Based on Learning Management System in Improving Teacher Performance. *Research Horizon*, 5(6), 3211–3222. <https://doi.org/10.54518/rh.5.6.2025.939>
- [30] Pewangi, M., Ferdinan, & Jarong, K. (2024). Integration of Islamic Values in the Implementation of Academic Supervision at a Muhammadiyah High School in Gowa Regency. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 27(2), 499–521. <https://doi.org/10.24252/lp.2024v27n2i13>
- [31] Poernomo, A. H. H., & Rahminawati, N. (2022). Studi Deskriptif Model Pembelajaran PAI Berbasis Lingkungan dalam Mewujudkan Visi Misi Sekolah. *Jurnal Riset Pendidikan Agama Islam*, 19–26. <https://doi.org/10.29313/jrpai.v2i1.726>
- [32] Purwanto, A., & Evicasari, E. (2021). Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di Sekolah Dasar selama Pandemi Covid-19. *Jurnal Basicedu*, 5(6), 5706–5711. <https://doi.org/10.31004/basicedu.v5i6.1497>
- [33] Rahmadhani, D., Yuliani, R. D., Arruan, A., & Mulawarman, W. G. (2023). Peran Kepemimpinan Kepala Sekolah terhadap Kompetensi Pedagogik Guru Penjasorkes: Studi Kasus Sekolah Menengah Pertama di Kecamatan Tenggarong. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3, 33–40. <https://doi.org/10.30872/jimpian.v3iSE.2904>
- [34] Rogers, B. (2000). *Behaviour management: A whole-school approach*. Sage. [35] Rosni, R. (2021). Kompetensi guru dalam meningkatkan mutu pembelajaran di sekolah dasar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 7(2), 113. <https://doi.org/10.29210/1202121176>
- [36] Sahadi, S., Arafat, Y., & Widayatsih, T. (2021). The Influence of Principal Leadership and Work Motivation on Teacher Work Discipline. *Edunesia : Jurnal Ilmiah Pendidikan*, 2(2), 367–386. <https://doi.org/10.51276/edu.v2i2.131>
- [37] Samsilayurni, S., Surismiati, S., Lestari, W., Nurlena, N., Utami, S., & Walid, A. (2025). Principal Leadership and Supervision as Predictors of Teacher Professional Competency: An Empirical Analysis. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 9(1), 83–94. <https://doi.org/10.29240/jsmp.v9i1.12833>
- [38] Saputra, J., Hilalludin, H., & Gibran, I. R. (2024). Peran Kepemimpinan Kepala Sekolah dan Profesionalisme Guru Dalam Meningkatkan Mutu Pendidikan Indonesia. *JURNAL PENDIDIKAN DAN ILMU SOSIAL (JUPENDIS)*, 2(4), 163172. <https://doi.org/10.54066/jupendis.v2i4.2185>
- [39] Saputri, N., & Sa'adah, N. (2021b). Pengembangan minat dan bakat peserta didik melalui kegiatan ekstrakurikuler. *Jurnal Bimbingan Konseling Islam*, 2(2), 172187. <https://doi.org/10.21093/tj.v2i2.4268>

- [40] Shopian, N. V. (2025). Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kompetensi Guru. *IQRO: Journal of Islamic Education*, 8(2), 824838. <https://doi.org/10.24256/iqro.v8i2.6790>
- [41] Sugiar, L., Sukirman, S., & Sanusi, S. (2024). Academic supervision as a strategy for improving teaching and learning quality. *International Journal of Educational Administration, Management, and Leadership*, 31–48. <https://doi.org/10.51629/ijeamal.v5i2.205>
- [42] Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- [43] Syofian, S., Waruwu, M., & Enawaty, H. E. (2024). Implementasi Supervisi Pendidikan di Sekolah Dasar dan Dampaknya terhadap Kinerja Guru. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(4), 1777–1787. <https://doi.org/10.53299/jppi.v4i4.772>
- [44] Tanase, M. F. (2022). Culturally Responsive Teaching in Urban Secondary Schools. *Education and Urban Society*, 54(4), 363–388. <https://doi.org/10.1177/00131245211026689>
- [45] Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- [46] Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.
- [47] Zulkipli, D., Herlina, E., & Kurniawati, W. (2022). The Impact of Pedagogic, Personality, Professional, and Social Competence on Teacher Performance: a Quantitative Study. *International Journal of Management, Economic, Business and Accounting*, 1(3), 41–58. <https://doi.org/10.58468/ijmeba.v1i3.34>







JOURNAL OF ISLAMIC EDUCATION

(JIE)

ISSN Online : 2528-0465
ISSN Print : 2503-5363

Bukit Asri B.III/No.4 RT.002/RW.004, Ronowijayan, Siman, Ponorogo, East Java, 63471, Indonesia.
Phone: +6281249878829 (WA) | +6285122481053 Email: jieleitiges@gmail.com

LETIGES SINTA

Home Journal Information Journal Policies Instructions For Authors Editorial Board Browse Search

About the Journal

Journal of Islamic Education is published twice a year, from January to June and from July to December, and is only in English, a peer-reviewed journal that specialises in Islamic studies and Islamic education. The aim is to provide readers with a better understanding of Islamic studies and present developments through the publication of articles and research reports with ISSN: [2503-5363](#) (print) and [2528-0465](#) (online). This journal was published by the [Yayasan Letiges Konsultan Sosial](#) and the [Association of Muslim Communities in ASEAN \(AMCA\)](#).

The journal invites scholars and experts working in all disciplines of Islamic studies. Articles should be original, research-based, unpublished, and not under review for possible publication in other journals. All submitted papers are subject to the review of the editors, editorial board, and blind reviewers. Submissions that violate our guidelines on formatting or length will be rejected without review.

MANUSCRIPT PREPARATION

Article template

Terakreditasi Sinta 3



Author Subjects Affiliations Sources FAQ WCU Registration Login

Get More with SINTA Insight [Go to Insight](#)



JIE
JOURNAL OF ISLAMIC EDUCATION

LETIGES

P-ISSN : 25035363 <> E-ISSN : 25280465

3.18182
Impact

1564
Google Citations

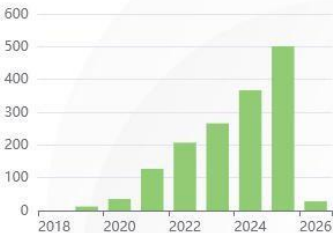
Sinta 3
Current Accreditation

[Google Scholar](#)
[Garuda](#)
[Website](#)
[Editor URL](#)

History Accreditation

2017 2018 2019 2020 2021 2022 2023 2024 2025 2026

Citation Per Year By Google Scholar



Year	Citation
2018	10
2019	20
2020	40
2021	120
2022	200
2023	280
2024	380
2025	500
2026	100

Journal By Google Scholar

All Since 2021

Citation 1564 1509

Go to Settings to activate Wi

Submit Artikel 7 Maret 2026

JIE (Journal of Islamic Education)

Tasks0

EnglishView Siteherlina

SubmissionReviewCopyeditingProduction

Submission Files

2632-1

herlina, TEMPLATE ARTIKEL HERLINA FIX.docx

March 7, 2026

Article Text

2634-1

djamel, 731-Article Text-2632-1-2-20260307tn.docx

March 9, 2026

Article Text

Download All Files

Pre-Review Discussions

Add discussion

Name	From	Last Reply	Replies	Closed
[jie]	elfi 2026-03-07 03:15 PM	-	0	☐
[jie]	elfi 2026-03-09 06:30 AM	-	0	☐

Revisi 1 26 April 2026

JIE (Journal of Islamic Education)

Tasks0

EnglishView Siteherlina

SubmissionReviewCopyeditingProduction

Round 1

Round 1 Status

Submission accepted.

Reviewer's Attachments

2753-1

, review D-731-Article Text-2632-1-2-20260307tn.docx

April 25, 2026

2754-1

, reviewer p-731-Article Text-2632-1-2-20260307tn.docx

April 26, 2026

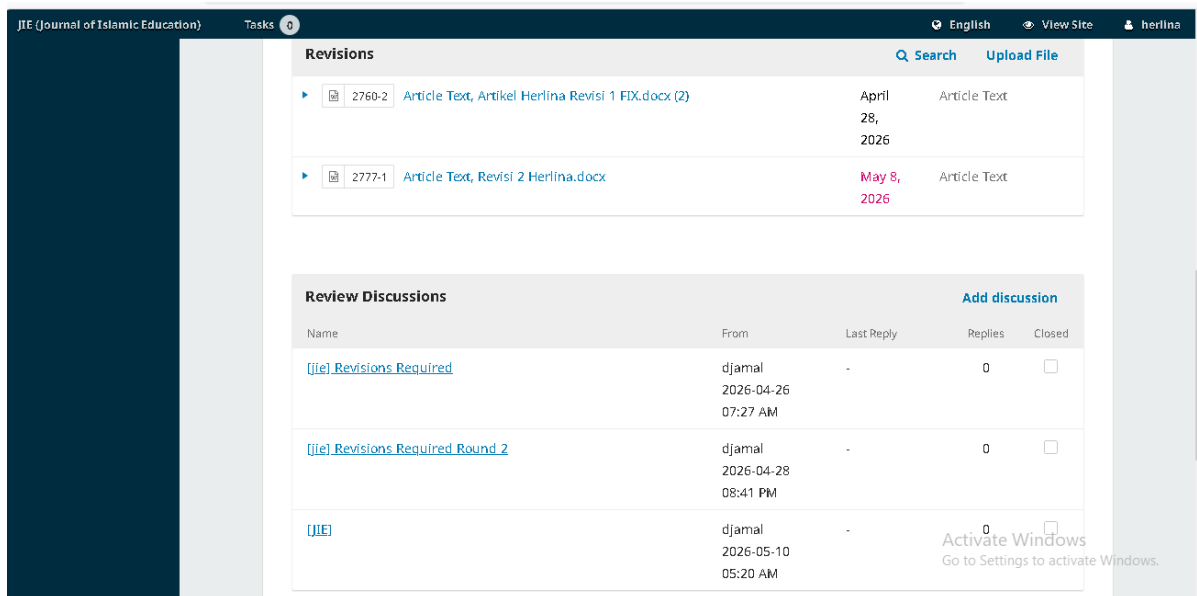
Revisions

Search

Upload File

Upload Hasil Revisi dan Revisi 2

Copyediting



JIE (Journal of Islamic Education) Tasks 0 English View Site herlina

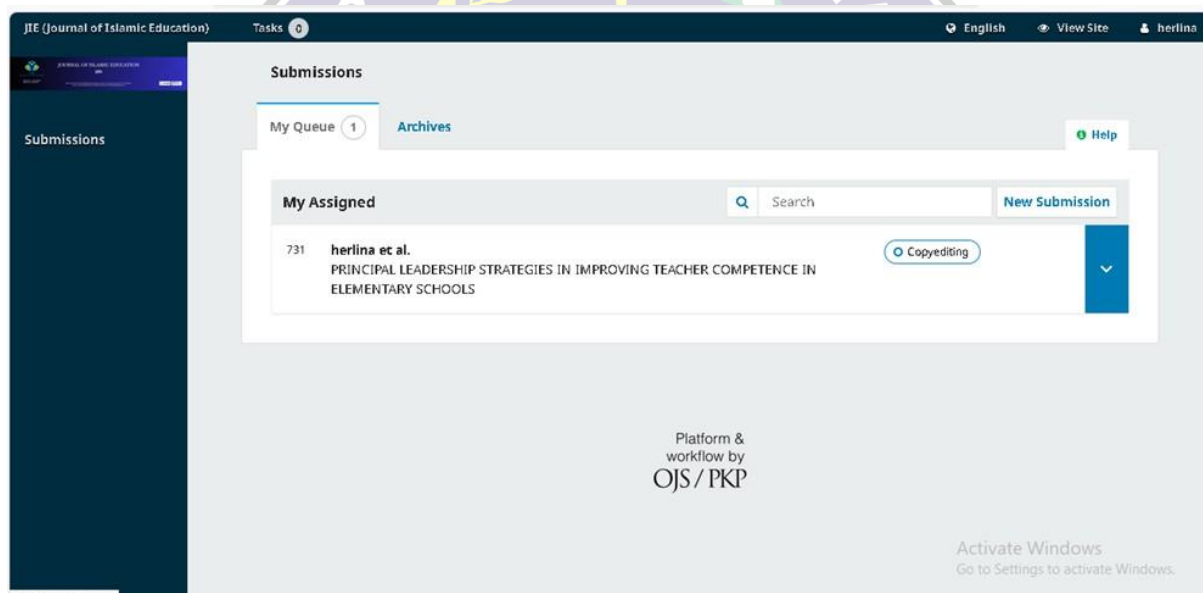
Revisions Search Upload File

ID	Article Text	Article Text	Date	Article Text
2760-2	Article Text, Artikel Herlina Revisi 1 FDX.docx (2)	Article Text	April 28, 2026	Article Text
2777-1	Article Text, Revisi 2 Herlina.docx	Article Text	May 8, 2026	Article Text

Review Discussions Add discussion

Name	From	Last Reply	Replies	Closed
[JIE] Revisions Required	djamal 2026-04-26 07:27 AM	-	0	☐
[JIE] Revisions Required Round 2	djamal 2026-04-28 08:41 PM	-	0	☐
[JIE]	djamal 2026-05-10 05:20 AM	-	0	☐

Activate Windows
Go to Settings to activate Windows.



JIE (Journal of Islamic Education) Tasks 0 English View Site herlina

Submissions My Queue 1 Archives Help

My Assigned Search New Submission

ID	Article Text	Article Text	Date	Article Text
731	herlina et al. PRINCIPAL LEADERSHIP STRATEGIES IN IMPROVING TEACHER COMPETENCE IN ELEMENTARY SCHOOLS	Article Text	May 8, 2026	Article Text

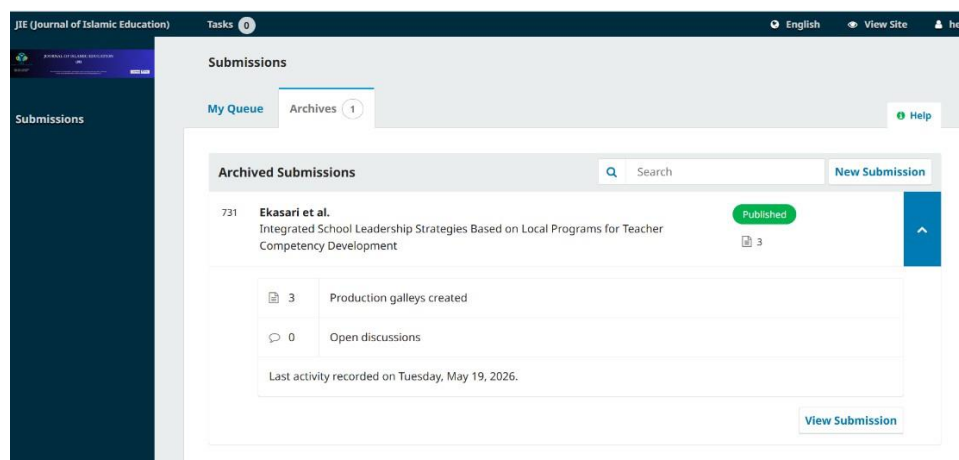
Platform & workflow by OJS / PKP

Activate Windows
Go to Settings to activate Windows.

Accept



Publish Artikel



TABEL KORESPONDENSI ARTIKEL

No.	Hari/tanggal	Keterangan	Link Bukti
1.	Sabtu, 7 Maret 2026	Submit Artikel	https://drive.google.com/file/d/1WYGU_NnFYP2Bg-C7-th-sNr_ScgBbdJN/view?usp=drivesdk
2.	Sabtu, 9 Maret 2026	LOA	https://drive.google.com/file/d/1i12P38GBw_aVG5Jfwvntk6ZsYOFvIvRy/view?usp=drivesdk
3.	Selasa, 9 Maret 2026	Hasil Cek Turnitin	https://drive.google.com/file/d/11eMpDiNwCPmBhoRh_dhuJ8OkMZ92IS-E/view?usp=drivesdk
4.	Rabu, 26 April 2026	Revisi I dari Rumah Jurnal	https://drive.google.com/drive/folders/1vXtXbTHv0dce2LOai4hc1K9AW4VeVxsC
5.	Selasa, 28 April 2026	Revisi dari Penulis	https://docs.google.com/document/d/1xkB4ucTddEgF2tf2dn8zL5XyaZuAvIA_/edit?usp=drivesdk&ouid=114083501084064358181&rtpof=true&sd=true
6.	Selasa, 28 April 2026	Revisi II dari Rumah Jurnal	https://drive.google.com/drive/folders/1vXtXbTHv0dce2LOai4hc1K9AW4VeVxsC
7.	Jumat, 8 Mei 2026	Revisi II dari Penulis	https://docs.google.com/document/d/1BF_giuVP2Z0IwUYyFUuZsb0fui5jiepH/edit?usp=drivesdk&ouid=114083501084064358181&rtpof=true&sd=true
8.	Minggu, 10 Mei 2026	Copyediting	https://drive.google.com/file/d/1v8Cg_T0WI5vpQxxIXhy6iSu1t4is54vx/view?usp=drivesdk
9.	Jumat, 15 Mei 2026	Publish Artikel	https://drive.google.com/file/d/1eZTB30bpGbJld0qavJnR8dgVmhqYycPN/view?usp=sharing

FORM PERTANYAAN

1. Sudah berapa lama bapak menjabat kepala sekolah di tempat ini?
2. Selama bapak menjabat sebagai kepala sekolah disini program apa saja yang sudah bapak buat untuk kemajuan di sekolah ini?
3. Bagaimana cara bapak untuk mengawasi pelaksanaan program tersebut?
4. Adakah kendala yang menghambat berjalanya program tersebut? Jika ada apa saja?
5. Bagaimana solusi yang bapak lakukan untuk mengatasi hambatan tersebut?
6. Strategi apa saja yang Bapak terapkan untuk meningkatkan kompetensi guru di SDN Gupolo?
7. Adakah pelatihan khusus untuk guru disini untuk meningkatkan kompetensi guru?
8. Apakah guru disini sudah sesuai standar kompetensi yang bapak inginkan?
9. Bagaimana cara bapak mengevaluasi guru disini? Dan setiap berapa minggu/bulan bapak lakukan?
10. Adakah hambatan yang bapak temui dalam meningkatkan kompetensi guru disini? Dan bagaimana solusinya?

Pertanyaan Wawancara untuk **Guru PAI**

1. Sudah berapa lama bapak bekerja disini?
2. Faktor apa yang membuat bapak nyaman mengajar disini?
3. Bagaimana pandangan Bapak/Ibu tentang kepemimpinan kepala sekolah di SDN Gupolo?
4. Program apa saja yang diberikan sekolah untuk meningkatkan kompetensi guru, khususnya guru PAI?
5. Adakah evaluasi yang dilakukan oleh kepala sekolah? Dan setiap berapa bulan/minggu?
6. Apakah sarana dan pra sarana disekolah ini memadai?
7. Apa usulan bapak kepada kepala sekolah untuk kemajuan sekolah ini?

Pertanyaan Wawancara untuk **Guru SD**

1. Sudah berapa lama bapak/ibu bekerja disini?
2. Faktor apa yang membuat bapak/ibu nyaman mengajar disini?
3. Bagaimana pandangan bapak/Ibu tentang kepemimpinan kepala sekolah di SDN Gupolo?

4. Program apa saja yang diberikan sekolah untuk meningkatkan kompetensi guru, khususnya guru kelas?
5. Adakah evaluasi yang dilakukan oleh kepala sekolah? Dan setiap berapa bulan/minggu?
6. Apakah sarana dan pra sarana disekolah ini memadai?
7. Apa usulan bapak kepada kepala sekolah untuk kemajuan sekolah ini?



HASIL WAWANCARA

Kode : 01/W/I/2026
Nama Informan : Agus Harianto, S.Pd., M.Pd.
Jabatan : Kepala Sekolah
Tanggal Wawancara : 19 Januari 2016
Jam Wawancara : 09.00 WIB
Topik : Strategi Kepala Sekolah

Peneliti	Sudah berapa lama bapak menjabat kepala sekolah di SDN Gupolo ini?
Informan	Saya menjabat sebagai Kepala Sekolah di SDN Gupolo sejak tahun 2022 hingga sekarang. Sebelum bertugas di SDN Gupolo, saya pernah menjabat sebagai kepala sekolah di SDN Munggung Pulung dalam kurun waktu yang cukup panjang, yaitu mulai tahun 2009 sampai 2022.
Peneliti	Selama Bapak menjabat sebagai kepala sekolah disini program apa saja yang bapak buat untuk kemajuan sekolah ini?
Informan	Selama saya menjabat sebagai Kepala Sekolah di SDN Gupolo, ada beberapa program yang dijalankan untuk kemajuan sekolah. Pertama, menyelaraskan visi dan misi sekolah agar seluruh kegiatan memiliki tujuan yang sama. Kedua, menggali potensi siswa dan lingkungan sekitar sebagai pendukung pembelajaran. Ketiga, sejak tahun 2022 sekolah memprogramkan kegiatan religius dan kegiatan seni reog untuk membentuk karakter serta melestarikan budaya daerah. Selain itu, sekolah juga melaksanakan olahraga rutin untuk menjaga kesehatan dan melatih kedisiplinan siswa.
Peneliti	Bagaimana cara bapak untuk mengawasi serta melakukan evaluasi program reog(kesenian daerah) ini?
Informan	Dalam mengawasi dan mengevaluasi program tersebut, khususnya kegiatan reog, sekolah melakukan latihan rutin satu minggu sekali agar perkembangan siswa dapat terus dipantau. Selain itu, dilakukan penilaian pada akhir semester untuk melihat hasil dan kemampuan siswa selama mengikuti kegiatan. Evaluasi juga dilakukan dengan menampilkan reog dalam berbagai event, seperti acara Bulan Purnama di Alun-Alun Ponorogo. Selain itu, siswa juga ditampilkan dalam beberapa acara desa, kecamatan, bahkan event tingkat kota sehingga kemampuan dan perkembangan mereka dapat dilihat secara langsung.

Peneliti	Adakah kendala yang bapak temui selama melaksanakan program ini? dan bagaimana solusinya?
Informan	Dalam pelaksanaan program reog, terdapat beberapa kendala yang dihadapi, terutama dalam hal biaya. Selain itu, sekolah juga belum memiliki perlengkapan lengkap seperti dadak merak, dan untuk iringan musik masih menggunakan kaset atau DVD. Untuk mengatasi kendala tersebut, sekolah berupaya mengajukan bantuan dana kepada pihak terkait, memanfaatkan perlengkapan yang tersedia, serta bekerja sama dengan wali murid dan masyarakat sekitar untuk mendukung kebutuhan kegiatan. Selain itu, sekolah juga mulai berupaya menggunakan media musik digital agar latihan dan penampilan reog dapat berjalan lebih maksimal.
Peneliti	Strategi apa yang bapak terapkan untuk meningkatkan kompetensi guru atau pengajar disini?
Informan	Strategi yang saya terapkan untuk meningkatkan kompetensi guru di SDN Gupolo dimulai dengan membangun disiplin kerja agar guru memiliki tanggung jawab dan komitmen dalam melaksanakan tugas. Selain itu, sekolah juga mendukung pengembangan kompetensi guru melalui kegiatan workshop, pelatihan, dan in house training yang dilaksanakan secara rutin setiap bulan. Kegiatan tersebut bertujuan untuk menambah wawasan, meningkatkan kemampuan mengajar, serta membantu guru mengikuti perkembangan metode dan media pembelajaran yang lebih inovatif sehingga kualitas pembelajaran di sekolah dapat terus meningkat.
Peneliti	Bagaimana cara bapak untuk mengevaluasi guru disini? Diadakan setiap minggu atau berapa bulan sekali?
Informan	Dalam mengevaluasi kinerja guru, sekolah mengadakan rapat rutin setiap bulan untuk mengetahui berbagai permasalahan maupun kendala yang dihadapi guru selama proses pembelajaran. Melalui rapat tersebut, guru juga dapat menyampaikan masukan dan berdiskusi mengenai upaya perbaikan pembelajaran di sekolah. Selain itu, sekolah membagikan form supervisi sebagai bahan evaluasi untuk melihat kekurangan, kebutuhan, serta memberikan masukan kepada kepala sekolah maupun guru agar kualitas pembelajaran dapat terus ditingkatkan.
Peneliti	Bagaimana cara bapak mengevaluasi beberapa program kerja yang bapak terapkan di SDN Gupolo ini
Informasi	Evaluasi program kerja di SDN Gupolo dilakukan secara rutin melalui rapat bulanan, supervisi, dan pemantauan langsung terhadap pelaksanaan kegiatan. Dari evaluasi tersebut, sekolah dapat mengetahui kekurangan, kendala, serta perkembangan program sehingga dapat dilakukan perbaikan agar program berjalan lebih efektif dan sesuai tujuan sekolah

HASIL WAWANCARA

Kode : 02/W/I/2026
Nama Informan : Ahmad Riza Maulana , S.Pd.I
Jabatan : Guru PAI
Tanggal Wawancara : 19 Januari 2026
Jam Wawancara : 09.20 WIB
Topik : Program Islami di SDN Gupolo

Peneliti	Sudah berapa lama bapak menjabat kepala sekolah di SDN Gupolo ini?
Informan	Saya mulai menjabat sebagai kepala sekolah di SDN Gupolo sejak tahun 2021 sampai sekarang. Sebelumnya, saya juga pernah mengajar kegiatan ekstrakurikuler di MIM 3 Ngunut sehingga pengalaman tersebut menjadi bekal dalam membina siswa maupun guru di sekolah ini
Peneliti	Selama Bapak menjabat sebagai kepala sekolah disini program apa saja yang bapak buat untuk kemajuan sekolah ini?
Informan	Selama menjabat di SDN Gupolo, saya berupaya memberikan dukungan penuh kepada bapak dan ibu guru agar lebih semangat dalam menjalankan tugas. Selain itu, sekolah juga membuat program masjid aktif sebagai sarana pembinaan karakter religius siswa. Kegiatan yang dijalankan antara lain sholat dhuha bersama, pendalaman ibadah, ekstrakurikuler qiroah dan pidato, serta kegiatan khusus di bulan Ramadan seperti pondok Ramadan selama 3 hari 3 malam yang dinamai 'Gebyar Ramadhan Ceria'. Selain itu, setiap hari Jumat sekolah juga mengadakan kegiatan berbagi takjil gratis dan kerja bakti membersihkan masjid.
Peneliti	Bagaimana cara bapak untuk mengawasi serta melakukan evaluasi program ini?
Informan	Pengawasan dan evaluasi program dilakukan secara rutin melalui pemantauan langsung pada setiap kegiatan serta evaluasi bersama guru. Dari kegiatan tersebut dapat diketahui perkembangan siswa, keaktifan program, serta kendala yang dihadapi sehingga program dapat terus diperbaiki dan berjalan lebih baik
Peneliti	Adakah kendala yang bapak temui selama melaksanakan program ini? dan bagaimana solusinya?
Informan	Kendala yang dihadapi biasanya berkaitan dengan keterbatasan waktu, fasilitas, dan partisipasi siswa yang terkadang belum maksimal. Untuk mengatasinya, sekolah bekerja sama dengan guru, wali murid, dan masyarakat sekitar agar program tetap berjalan dengan baik serta terus memberikan motivasi kepada siswa agar lebih aktif mengikuti kegiatan.
Peneliti	Strategi apa yang bapak terapkan untuk meningkatkan kompetensi guru atau pengajar disini?

Informan	Evaluasi guru dilakukan secara rutin melalui rapat bulanan dan supervisi pembelajaran. Dalam kegiatan tersebut, guru dapat menyampaikan kendala selama mengajar dan bersama-sama mencari solusi untuk meningkatkan kualitas pembelajaran
Peneliti	Bagaimana cara bapak untuk mengevaluasi guru disini? Diadakan setiap minggu atau berapa bulan sekali?
Informan	Evaluasi guru dilakukan secara rutin melalui rapat bulanan dan supervisi pembelajaran. Dalam kegiatan tersebut, guru dapat menyampaikan kendala selama mengajar dan bersama-sama mencari solusi untuk meningkatkan kualitas pembelajaran.
Peneliti	Bagaimana cara bapak mengevaluasi beberapa program kerja yang bapak terapkan di SDN Gupolo ini?
	Evaluasi program kerja dilakukan melalui rapat bersama guru dan pemantauan langsung terhadap kegiatan yang sudah berjalan. Dari evaluasi tersebut, sekolah dapat mengetahui kekurangan dan melakukan perbaikan agar program berjalan lebih efektif dan sesuai tujuan.



HASIL WAWANCARA

Kode : 03/W/I/2026

Nama Informan : Erta, S.Pd.I

Jabatan : Guru Kelas

Tanggal Wawancara : 19 Januari 2026

Jam Wawancara : 09.45 WIB

Topik : Pandangan Guru Kelas Terhadap Program Kepala Sekolah

Peneliti	Sudah berapa lama bapak menjabat kepala sekolah di SDN Gupolo ini?
Informan	Saya sudah menjabat sebagai kepala sekolah di SDN Gupolo selama kurang lebih 2 tahun. Sebelumnya, saya pernah mengajar di SDIT Al-Hikmah selama 8 tahun dan juga memiliki pengalaman mengajar di bimbingan belajar
Peneliti	Selama Bapak menjabat sebagai kepala sekolah disini program apa saja yang bapak buat untuk kemajuan sekolah ini?
Informan	Program yang saya jalankan lebih difokuskan untuk meningkatkan antusias dan semangat belajar siswa. Sekolah berupaya menciptakan kegiatan yang aktif dan menarik agar siswa lebih termotivasi dalam mengikuti pembelajaran maupun kegiatan sekolah
Peneliti	Bagaimana cara bapak untuk mengawasi serta melakukan evaluasi program ini?
Informan	Pengawasan dan evaluasi dilakukan dengan menyesuaikan kondisi serta kebutuhan sekolah. Saya memantau secara langsung jalannya kegiatan dan melakukan evaluasi bersama guru agar program dapat berjalan dengan baik.
Peneliti	Adakah kendala yang bapak temui selama melaksanakan program ini? dan bagaimana solusinya?
Informan	Kendala yang dihadapi salah satunya adalah keterbatasan fasilitas seperti belum adanya laboratorium sekolah. Solusinya, sekolah memanfaatkan fasilitas yang ada secara maksimal dan tetap menjalankan program pembelajaran serta kegiatan keagamaan seperti sholat dhuha setiap hari Jumat pukul 07.00 WIB
Peneliti	Strategi apa yang bapak terapkan untuk meningkatkan kompetensi guru atau pengajar disini?
Informan	Untuk meningkatkan kompetensi guru, sekolah memberikan praktik dan pelatihan rutin setiap satu bulan sekali melalui kegiatan gugus KKG (Kelompok Kerja Guru). Kegiatan tersebut bertujuan untuk menambah wawasan dan meningkatkan kemampuan guru dalam mengajar.
Peneliti	Bagaimana cara bapak untuk mengevaluasi guru disini? Diadakan setiap minggu atau berapa bulan sekali?

Informan	Evaluasi guru dilakukan secara rutin dengan memberikan arahan dan teguran apabila terdapat kekurangan dalam proses pembelajaran, sehingga guru dapat memperbaiki dan meningkatkan kualitas mengajarnya.
Peneliti	Bagaimana cara bapak mengevaluasi beberapa program kerja yang bapak terapkan di SDN Gupolo ini?
	Evaluasi program kerja dilakukan dengan melihat perkembangan dan hasil dari setiap kegiatan yang sudah berjalan. Jika program sudah sesuai dan berjalan baik, maka program akan terus dilanjutkan dan disesuaikan dengan kebutuhan sekolah.



DOKUMENTASI

Kode : 01/D/I/2026

Tanggal : 19 Januari 2026

Disusun : 26 Januari 2016

Kegiatan : Foto Dokumentasi Kegiatan

Gambar I. Dokumentasi Kegiatan Okahraga Rutin



Gambar II. Kegiatan Berbagi Takjil



Gambar III. Kegiatan Pentas Bulan Purnama di Alon-alon Ponorogo



Gambar IV. Kegiatan Berbagi Takjil Rutin setiap Jumat saat Bulan Ramadhan



Gambar V. Kegiatan GETAR (GERakan TAdarus bersama Ramadhan)



Gambar VI. Kegiatan GEMAR (Gerakan Peduli Bersih Masjid)



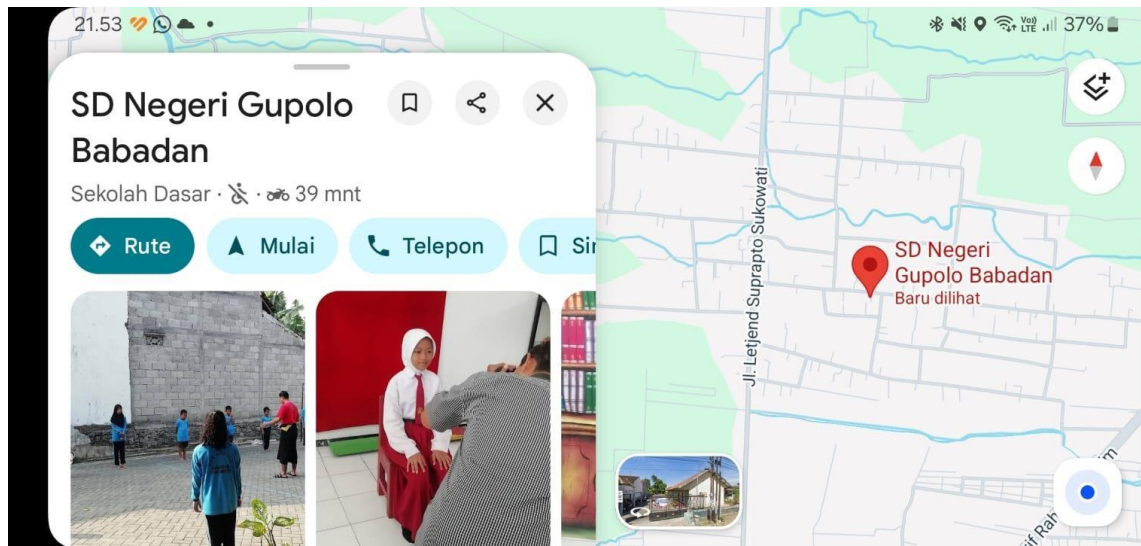
Gambar IV. Dokumentasi Wawancara (Penelitian Lapangan)





CATATAN LAPANGAN HASIL OBSERVASI

Kode	01/O/I/2026
Tanggal	19 Januari 2026
Disusun Jam	10 Mei 2026
Topik Observasi	Observasi Lokasi di SDN Gupolo Kec Babadan



Peneliti melakukan observasi mendalam terhadap lingkungan belajar di SDN Gupolo Babadan Ponorogo. Sekolah yang beralamat strategis di Jl. Cempaka, Tamanan, Gupolo, Kec Ponorogo, Jawa Timur ini telah lama dikenal di kalangan masyarakat sebagai salah satu Sekolah Negeri yang sudah lama berdiri di wilayah tersebut.

Setibanya di lokasi, peneliti langsung merasakan atmosfer yang berbeda. Kesan pertama yang begitu kuat adalah terjaganya kebersihan lingkungan sekolah secara menyeluruh. Setiap sudut tampak terawat dengan baik, menciptakan suasana yang jauh dari kesan kumuh atau tidak teratur. Lebih dari sekadar bersih, lingkungan sekolah ini juga dirancang sedemikian rupa sehingga terasa nyaman bagi seluruh penghuninya.



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS AGAMA ISLAM

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id Website : www.umpo.ac.id
Akreditasi Institusi UNGGUL oleh BAN-PT
(SK Nomor 2470/SK/BAN-PT/Ak/PT/VII/2025)

Nomor : 594/IV.1/PN/2025
Lampiran : -
Perihal : Izin Penelitian

16 Jumadil Awwal 1447 H
7 November 2025 M

Yth. Kepala SDN Gupolo Ponorogo
di
Ponorogo

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Agama Islam Universitas Muhammadiyah Ponorogo menerangkan bahwa:

Nama : Herlina Nuraini Adinengtias Nita Ekasari

NIM : 22150479

Program Studi : PGMI

Judul Skripsi :

"Strategi Kepemimpinan Kepala Sekolah dalam Meningkatkan Kompetensi Guru untuk Mewujudkan Sekolah Bermutu di SDN Gupolo Ponorogo"

Yang bersangkutan berencana melakukan penelitian di instansi yang Bapak/Ibu pimpin, dan memerlukan data-data sebagai bahan penyusunan skripsi, untuk itu kami mohon perkenan dan bantuannya selama melaksanakan penelitian.

Demikian, atas perkenan dan izinnya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



Katni, M.Pd.I
NIK. 19830515 201709 12



Letter of Acceptance

No. Ys.Ltgs-JIE/140/SKe/10/2026

Editor in Chief JIE has decided that the following article has been received, while the review process will be published in Volume 11 No.1 Jan-June 2026 or Volume 11 No. 2 July-Dec 2026 or next edition.

Author(s) : *Herlina Nuraini Adinengtias Nita Ekasari¹, Afiful
Ikhwan², Devid Dwi Erwahyudin³
Email : herlinasarii147@gmail.com
Institution : Universitas Muhammadiyah Ponorogo, Indonesia
Title : *Principal Leadership Strategies In Improving Teacher
Competence In Elementary Schools*

Thus this letter, to be used properly.

Ponorogo, March 9, 2026
Editor in Chief,



Prof. Elfi Mu'awanah, M.Pd.

Journal of Islamic Education (JIE)

Accredited (Sinta-3) No 79/E/KP/2023 Kemdikbudistek <https://sinta.kemdikbud.go.id/journals/profile/6035>

BUKTI CEK PLAGIASI



UNIVERSITAS MUHAMMADIYAH PONOROGO
LEMBAGA LAYANAN PERPUSTAKAAN
Jalan Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp. (0352) 481124, Fax (0352) 461796, e-mail : lib@umpo.ac.id
website : www.library.umpo.ac.id
TERAKREDITASI A
(SK Nomor 00012/ LAP.PT/1.2017)
NPP. 3502102D2014337

SURAT KETERANGAN
HASIL SIMILARITY CHECK KARYA ILMIAH MAHASISWA
UNIVERSITAS MUHAMMADIYAH PONOROGO

Dengan ini kami nyatakan bahwa karya ilmiah ilmiah dengan rincian sebagai berikut :

Nama : HERLINA NURAINI ADINENGTIAS NITA EKASARI
NIM : 22150479
Judul : PRINCIPAL LEADERSHIP STRATEGIES IN IMPROVING TEACHER
COMPETENCE IN ELEMENTARY SCHOOLS

Fakultas / Prodi : S1 PGMI
Dosen pembimbing :
1. Prof Afiful Ikhwani M. Pd.
2. Devid Dwi Erwahyudin M. Pd

Telah dilakukan check plagiasi berupa **Artikel** di Lembaga Layanan Perpustakaan Universitas Muhammadiyah Ponorogo dengan prosentase plagiasi sebesar **14 %**

Demikian surat keterangan dibuat untuk digunakan sebagaimana mestinya.

Ponorogo, 09/03/2026
Kepala Lembaga Layanan Perpustakaan



Yolan Priatna, S.IIP., M.A
NIK. 19920528 202209 21

NB: Dosen pembimbing dimohon untuk melakukan verifikasi ulang terhadap kelengkapan dan keaslian karya beserta hasil cek Turnitin yang telah dilakukan

DAFTAR RIWAYAT HIDUP



Herlina Nuraini Adinengtias Nita Ekasari, Penulis dari artikel yang berjudul Lahir di “Integrated School Leadership Strategies Based on Local Programs for Teacher Competency Development” Ponorogo 14 September 2003 anak pertama dari pasangan Bapak Qomaruddin dan Ibu Haryuni. Penulis menempuh pendidikan formal dimulai dari TK di TK Dharma Wanita Gupolo, kemudian melanjutkan ke jenjang Sekolah Dasar di SDN Gupolo Kec Babadan Ponorogo, kemudian penulis melanjutkan pendidikan ke jenjang SMP di SMP N 6 Ponorogo kec Ponorogo Kab Ponorogo, Jenjang selanjutnya penulis meneruskan di SMAN 1 Babadan kec Babadan Kab Ponorogo.

Kemudian di tahun 2022 bertepatan dengan kelulusan SMA, penulis memutuskan untuk melanjutkan pendidikan ke jenjang perguruan tinggi di Universitas Muhammadiyah Ponorogo dengan menganbil jurusan Pendidikan Guru Madrasah Ibtidaiyah. Penulis menyadari bahwa dalam menyusun Artikel Jurnal ini tidak terlepas dari bantuan, dukungan, dan do’a dari berbagai pihak. Pertama-tama, penulis mengucapkan rasa syukur kehadiran Allah SWT karena atas pertolongan dan izin-Nya penulis dapat menyelesaikan Artikel Jurnal ini dengan baik. Penulis juga menyampaikan rasa terimakasih kepada kedua orang tua dan adik tercinta yang telah memberikan dukungan serta motivasi ketika penulis kehilangan semangat. Ucapan terimakasih sedalam-dalamnya penulis sampaikan kepada dosen pembimbing yaitu: Bapak Prof Dr. Afidul Ikhwan, M. Pd I. dan juga Bapak Devid Dwi Erwahyudin, M. Pd yang telah membimbing sehingga Artikel ini selesai dengan baik dan bisa *publish* pada Jurnal Sinta 3. Tak lupa, penulis mengucapkan terimakasih kepada teman-teman seperjuangan yang telah mendukung dan menyemangati satu sama lain sehingga penulis dapat bertahan hingga sampai ke titik penyelesaian tugas akhir i

