
The role of principal leadership in improving teacher competence at Darut Taqwa Senior High School as a driving school

Teguh Prasetyo*, Ahmad Marzuki

Yudharta University of Pasuruan, Indonesia

e-mail: teguhprasetyo1112@gmail.com*, marzuki@yudharta.ac.id

*Corresponding Author.

Received: 10 November 2024; Revised: 2 December 2024; Accepted: 31 December 2024

Abstract: This study aims to identify the role of principal leadership in managing SMA Darut Taqwa as a driving school to improve the quality of education through the development of teacher competencies, especially Islamic Religious Education (PAI) teachers. The principal acts as an agent of change who not only manages administration but also seeks to understand the professional needs of teachers and encourages a collaborative environment by providing access to relevant training. Through a qualitative research method with a case study approach, data were collected through in-depth interviews with the principal and PAI teachers, as well as direct observation at SMA Darut Taqwa. The research findings show that the role of the principal is very important in improving the pedagogical, personality, professional, and social competencies of teachers through various strategies such as training, workshops, supervision, provision of complete learning facilities, and awards and the formation of learning communities. These programs strengthen the quality of teacher teaching, both in classroom management, use of learning media, and evaluation of student learning outcomes.

Keywords: Principal leadership, teacher competence, driving school.

How to Cite: Prasetyo, T., & Marzuki, A. (2024). The role of principal leadership in improving teacher competence at Darut Taqwa Senior High School as a driving school. *Al-Fikru: Jurnal Pendidikan dan Sains*, 5(2), 300-308. <https://doi.org/10.55210/al-fikru.v5i2.1830>

Introduction

The main role in implementing the school management pattern lies with the Principal and the entire school community, both collectively and individually. The Principal is the person responsible for running the school organization. The Principal is the first person to respond and address problems and then provide solutions for the progress of the school. Responding to the role, function and responsibility of the Principal, he should have a high commitment to his work in addition to being professional and dedicated. As a leader in the school, the Principal is an individual who is required to be able to transform his abilities through guidance, direction and empowerment to all school residents in order to achieve optimal school goals (Buchori et al., 2024). In Islam, leadership is a great trust that must be carried out with full responsibility. One of the verses that is relevant to the duties of leaders, including school principals, is the word in Surah Al-Maidah verse 8:

أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ لِلَّهِ شُهَدَاءَ بِالْقِسْطِ وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ عَلَىٰ أَلَّا تَعْدِلُوا
إِعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَىٰ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Meaning: "O you who have believed, be persistently standing firm for Allah, witnesses in justice, and do not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness. And fear Allah; indeed, Allah is Acquainted with what you do." (QS. Al-Maidah: 8).

The principal is a teacher who is tasked with leading and managing educational units which include kindergartens (TK), special kindergartens (TKLB), elementary schools (SD), special

This is an open access article under the [CC-BY](https://creativecommons.org/licenses/by/4.0/) license.

elementary schools (SDLB), junior high schools (SMP), special junior high schools (SMPLB), senior high schools (SMA), vocational high schools (SMK), special senior high schools (SMALB), or Indonesian Schools Abroad (RI, 2018).

In 2021, the Ministry of Education and Culture created several programs, one of which was the Driving School, a driving school is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competencies and characters starting with superior human resources (Principals and Teachers) (Kemendikbudristek, 2021). With the existence of the school mover program, it is attempted to minimize the shortcomings of the Principal in implementing school management performance and capabilities. The school mover is centered and comprehensive and has character, which is a government program followed by all levels, both state and private, which aims for gradual change. The school mover program has differences, in the aspect of selection determined by the Principal, in order to master creative leadership competencies, work together, communicate, think critically, solve problems, and inner experience, thus the gap in learning quality and differences between groups can be reduced Nadim Makarim (Marliyani, 2018).

Regulation of the Director General of Teachers and Education Personnel Number 6565/B/Gt/2020, namely: This leadership model needs to be in schools, because as the basis of the school management system and as a reference for a number of educational transformation strategies, the school leadership competency model consists of four categories, namely 1) self-development and others 2) learning leadership 3) school management leadership and 4) school development leadership (Kemdikbud Dirjen GTK, 2020).

Therefore, education is the main foundation in developing quality human resources. In this context, schools as formal institutions play a strategic role in improving the quality of education. One important element that influences the quality of education is teacher competence. Competent teachers are able to provide quality education, so that students can achieve optimal learning outcomes. For this reason, the leadership of the principal plays a very important role in encouraging the development of teacher competence. Teacher competence is the ability of a teacher to carry out obligations responsibly and properly.

The principal not only acts as an administrator, but also as a leader who inspires, guides, and encourages the improvement of teacher quality through various programs and policies. In this context, SMA Darut Taqwa, as one of the driving schools that has been established since 2022, is an example of how the leadership of the principal can play an active role in improving teacher competence. The School Mover program initiated by the Ministry of Education and Culture of the Republic of Indonesia aims to realize more equitable and quality education, with a focus on improving teacher competence and strengthening the role of the principal as a learning leader.

As a leader, the Principal at SMA Darut Taqwa is expected to be able to identify professional development needs for Teachers, create a collaborative learning environment, and facilitate relevant training. One effective method that can be used to improve Teacher competence is through workshops. Workshops play an important role as a discussion and training forum where Teachers can share experiences, knowledge, and acquire new skills that can be applied in the learning process.

Teachers must have appropriate competencies in terms of both form and substance, so that the education process can run well and efficiently. If we look at the contents of each category of competencies required, experts and from the perspective of government policy say that becoming a competent teacher is not easy. In realizing and improving teacher competency, it requires a joint and comprehensive effort that requires sincerity in its implementation. Because teachers are the key to student success in the classroom while the principal is the key to the success of the school. So the principal must improve teacher competency in accordance with the curriculum and the ministry of education. Therefore, further efforts are still needed to continue to improve the quality of Islamic

Religious Education teachers by improving aspects that still need development and improvement (Susanna et al., 2023).

To facilitate students in achieving their learning goals, it is very important to have knowledgeable and experienced Teacher staff. A capable educator can reflect the figure of his instructor with extensive knowledge and has various skills that help his obligations. Personality competence, social competence, professional competence, and pedagogical competence are components of Teacher competence. The role and responsibilities of Teachers in the future will be increasingly complex in line with the challenges of global life. As a result, Teachers will always need to make various improvements and adjustments to master their competence.

The problems faced in the leadership role of the Principal at SMA Darut Taqwa as a driving school lie in the lack of support and resources to improve Teacher competence. Although the Principal has the responsibility to develop Teacher skills and knowledge, there are often limitations in adequate training and access to the latest information on innovative teaching methods. This makes it difficult for Teachers to adapt to the ever-changing demands of education and implement best practices in learning.

In addition, another problem is the lack of collaborative culture among teachers that can support the exchange of ideas and experiences. Principals need to create an environment that encourages collaboration, where teachers feel comfortable sharing challenges and teaching strategies. Without support from colleagues, teachers may feel isolated and less motivated to continue improving their competencies. Therefore, the principal must play an active role in building effective communication and creating space for teachers to collaborate, so that efforts to improve teacher competency at SMA Darut Taqwa can run optimally.

Method

This study uses a qualitative method with a case study approach. According to Craswell, the case study approach is a research strategy to carefully investigate something by collecting complete information using various data collection procedures (Creswell, et. al., 2018). This research was conducted at SMA Darut Taqwa, the subjects in this study were the Principal of SMA Darut Taqwa and Islamic Religious Education Teachers. Data were collected through in-depth interviews with the Principal, Teachers, and students as well as through direct observation at school. The results of the study are expected to provide a clear picture of the supporting factors and challenges in the implementation of the "Sekolah Penggerak" program, as well as how the Principal's leadership can be the main driver in improving Teacher competence at SMA Darut Taqwa.

Results and Discussion

Leadership of the Principal of Darut Taqwa High School as a Driving School

The principal is a teacher who is given the task of leading learning and managing educational units which include kindergartens, special kindergartens, elementary schools, special elementary schools, middle schools, special middle schools, high schools, high schools. vocational, special high school, or Indonesian school abroad (Kependidikan, 2023). Meanwhile, the Penggerak school is a school that focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes competencies and characters that begin with superior human resources (Principals and Teachers) (Kemendikbudristek, 2021).

The role of the principal in the effectiveness of the driving school is very crucial because he is the main driving force that ensures the school's vision and mission run according to the goals set. As a leader, the principal must be able to manage school management well, including the development of innovative curriculum, improving teacher competency, and creating a student-centered learning environment. The principal also plays a role in encouraging collaboration between teachers, staff,

students, and parents, without cooperation the objectives of a program cannot be implemented properly, so that synergy is created in efforts to improve the quality of education (Hasyifa, 2022).

The principal, besides being a leader, administrator, is also a manager. All matters relating to the school, both human resources (HR) and non-HR resources such as facilities and infrastructure, are the responsibility of the principal. A principal must have 5 (five) competencies, namely (1) personality competency, (2) managerial competency, (3) supervisory competency, (4) entrepreneurial competency, and (5) social competency (Mariana, 2021). In the 8 national education standards that are the quality standards in schools, the Principal as a leader has the responsibility to improve the competence of teachers from four competencies, namely pedagogical competence, personality competence, social competence and professional competence. The Principal's strategy to improve teacher competence is as follows:

Principal's Strategy in Improving Competence in Islamic Religious Education Teachers

Related to the Principal in improving the pedagogical competence and personality of Islamic Religious Education Teachers at SMA Darut Taqwa, Always appreciate teamwork in the workplace. Leaders do not view teachers only as instruments to achieve goals, but rather as human beings whose potential must be developed and explored to the maximum in order to work together in achieving common goals. Therefore, as a leader, he tries to instill in the Teachers the desire to continue to improve their performance. Based on the above, the Principal's role in improving the pedagogical competence and personality of Islamic Religious Education Teachers is as follows:

- a) Delegating teachers to attend training, workshops on learning models, learning tools and learning methods. In this case, the Principal of SMA Darut Taqwa tries to inspire teachers and other staff to continue to develop their professionalism as teachers throughout their careers (in the office). Participating in activities such as IHT, workshops in the first year of 2022, namely: learning planning workshop 1.; learning community, workshop on management and reporting of assessment results, learning planning workshop 2, tolerance/diversity workshop,; learning needs facilities and various good practices in educational units, Principal leadership workshop, stakeholder forum, workshops in the second year of 2023, namely: learning and assessment workshop, Pancasila student profile strengthening project workshop, workshop reflection, data-based workshop, coaching reflection 1, positive discipline workshop, workshop reflection 2, coaching reflection 2, learning community workshop, workshops in the third year of 2024, namely: learning communication workshop, data-based planning workshop, workshop reflection 1, workshopstrengthening literacy, , workshop reflection 2, Principal leadership workshop, kombel (learning community) and other scientific events both locally and regionally. The existence of training and mentoring programs can greatly improve the competence of a teacher with Good and help them in teaching and learning smoothly.
- b) Carrying out supervision of teachers every two months. Supervision activities must be carried out with the principles of; (1) collegial consultative relationships, and not anarchic, (2) carried out democratically, (3) centered on teachers and (5) constitute professional assistance (Sari, 2015). Supervision at SMA Darut Taqwa is carried out once every 6 months. In carrying out supervision to improve the professional competence of teachers, several things that must be done by the principal include: visiting classes, monitoring activities, checking the administration of teaching and learning activities, and others. Visits to classes are carried out by notifying in advance and sometimes also without notifying the teacher concerned in advance according to the needs of the teacher concerned according to the needs and purpose of the class visit. Then based on the results of the class visit, the principal and teachers discuss various problems found to find the best solution. Thus, teachers can prepare a good program. The results of supervision need to be followed up in order to provide a real impact on improving teacher professionalism.

This follow-up can be in the form of reinforcement and awards, educational reprimands, and opportunities to take part in further training or coaching.

- c) Providing complete learning resources and media. The principal of SMA Darut Taqwa also strives for educational facilities, including learning media devices, to improve the pedagogical competence and professional competence of PAI instructors. Learning facilities and educational infrastructure are two types of school equipment which are also called school facilities. Equipment, resources, and equipment used directly in learning activities at school include classrooms, books, laboratories, libraries, and other educational facilities. On the other hand, instructional infrastructure refers to all basic tools that support the educational process at school. In education, for example, school buildings, sports fields, and rooms are examples of locations or places.
- d) Always provide an example (uswah hasanah) and discipline to teachers and students to stimulate them. As done by the Principal of SMA Darut Taqwa, he tries to provide a good example/role model for his subordinates in attitude and behavior, for example by being present every morning if there is a teacher who is late, it will be corrected the next day. Indirectly, a teacher must refer to the highest leader in the school, namely the Principal, so teachers must be disciplined, then have morals and carry out the teacher's code of ethics.
- e) Giving awards to outstanding teachers. When there are teaching staff who praise success, one strategy that can be used is to give the praise directly to the teacher concerned. But at Darut Taqwa High School, the principal gives awards to teacher achievements in the form of promotions and increases their performance so that they can increase the teacher's commission. Then include teachers in training so that their new skills can be implemented in schools such as curriculum development and other program development.
- f) The principal has a Kombel program (Learning Community), a program where all teachers of the same subject gather and evaluate together and tell their obstacles in class so that other teachers can provide suggestions and solutions to solve a problem. This learning community also aims to unite teachers of the same subject so that they can discuss for a long time and interact together and create collaboration between teachers, especially PAI. This Kombel program is carried out once every two weeks, this Kombel program really helps teachers improve their competence in teaching and preparing learning plans.

The principal of SMA Darut Taqwa also requires every teacher to teach according to their field which can be called in accordance with academic qualifications. Academic qualifications are the minimum level of education that must be met by an educator as evidenced by a diploma and/or relevant certificate of expertise in accordance with applicable laws and regulations. If a teacher does not meet his/her academic qualifications, the principal of SMA Darut Taqwa requires the teacher to go back to college and take an

Pedagogical Competence and Personality of Islamic Religious Education Teachers at Darut Taqwa High School

Government Regulation No. 19 of 2005 concerning National Education Standards, Article 28 paragraph (1) explains that educators must have academic qualifications and competence as learning agents, be physically and mentally healthy, and have the ability to realize national education goals (Rahmaini, 2019). Academic qualification is the minimum level of education that must be met by an educator as evidenced by a diploma and/or relevant certificate of expertise in accordance with applicable laws and regulations. Thus a teacher can teach in his/her field so that there are no problems in teaching, in addition to qualifications a teacher must also have four aspects of competence as a professional teacher.

Pedagogical competence is a fundamental skill possessed by a teacher in managing the student learning process. Pedagogical competence also plays an important role in improving the quality of learning. Teachers who have good pedagogical competence will be better able to create a conducive learning environment, design and implement effective learning methods, and evaluate and provide constructive feedback on student learning outcomes. Thus, pedagogical competence can help improve the quality of learning and student learning outcomes.

Teacher personality is an important factor in students' learning success. In this context, teachers' personality determines whether they become good educators and mentors for their students, or on the contrary, become obstacles or damage their students' future, especially for young students (elementary level) and those who are experiencing emotional crises (secondary level) (Mustafa, 2024).

Related to the form of pedagogical competence and personality competence of Islamic Religious Education Teachers at SMA Darut Taqwa, several things can be found below:

- a) Using various learning approaches and paying attention to student needs before using certain methods in the teaching and learning process. The methods used in learning include project-based methods, differentiated learning methods, discussions, and minimizing lecture methods. Then using several learning media to support student learning motivation. Islamic Religious Education teachers at SMA Darut Taqwa have also used several strategies in each learning activity, by first looking at the situation and condition of the class, especially the condition of the students, so that the learning process is more relevant.
- b) Creating a positive learning environment in the classroom (classroom management skills) Positive classroom management is beneficial for student learning. Children need a good atmosphere to maximize their learning potential. Usually, SMA Darut Taqwa teachers when they have entered the 7th and 8th hour lessons in the learning process are usually outside the classroom to eliminate boredom in the classroom and then create a new atmosphere. Therefore, classroom management tactics, as well as positive strategies to encourage children to collaborate, are very important to build a positive environment. Likewise, Islamic Religious Education teachers at SMA Darut Taqwa have tried various tactics to make the class friendly, one of which is shown in their ability to control the class.
- c) To evaluate student learning outcomes, teachers usually use formative assessments in the form of questions or direct questions. This formative assessment is very good to do at Darut Taqwa High School. Then for the feedback given by the teacher to students is a form of student evaluation using positive language so as to motivate students in learning, with feedback students know their weaknesses and shortcomings during learning. Meanwhile, to convey the development of students is done personally, for example through daily or weekly progress journals, so that students can see their development from time to time. While the summative assessment is carried out at the end of the semester, the assessment is carried out as a whole. Then the report on student learning outcomes is emphasized on individual development and achievement of student competencies. This report is given in writing and submitted to parents and students to provide a comprehensive understanding of the learning outcomes.
- d) The personality competency of Islamic Religious Education (PAI) Teachers at SMA Darut Taqwa is reflected in attitudes and behaviors that reflect noble morals and become role models for students. As educators, PAI Teachers demonstrate integrity through honesty, responsibility, and discipline in carrying out their duties. Teachers are also able to display a patient and loving attitude in guiding students, thus creating a conducive and enjoyable learning atmosphere. In addition, PAI Teachers at SMA Darut Taqwa actively build good relationships with students, staff, and the school environment, thus supporting the formation of character in students who are well-mannered, ethical, and highly committed in practicing religious teachings.

- e) Becoming a role model for students In Javanese terms, Teacher means “digugu Ian ditiru”. The word ditiru means imitated or in other words emulated. As a role model, Teachers are in the spotlight of students in their movements. Therefore, Teachers must be able to exemplify good behavior and actions so that students can imitate the behavior they see, one of which is Teachers arriving on time at school, entering class on time, and in teaching using good and polite language so that it can increase students' learning motivation.

Professional and Social Competence of Islamic Religious Education Teachers at Darut Taqwa High School

Social competence is related to the ability of educators as part of society to communicate and interact effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community. Teachers are social beings, their daily lives cannot be separated from social life, both at school and in society. Therefore, teachers are required to have adequate social competence.

Social competence as referred to in paragraph (1) letter d is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. The ability to communicate and interact effectively and efficiently as referred to in paragraph (8) is carried out in learning and self-development (Kemdikbud Dirjen GTK, 2020).

Article 28 paragraph (3) point c states that what is meant by professional competence is the ability to master learning material broadly and deeply which enables students to be guided to meet the competency standards set out in national education standards (Nurarfiansyah et al., 2022). Meanwhile, Law No. 14 of 2005 Article 1 paragraph (1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education on the formal education path, basic education and secondary education (UU No. 14 Tahun 2005). As a professional, a teacher must have sufficient teaching competence. This teaching competence is seen in his/her ability to apply a number of concepts, principles of work as a teacher, able to choose a number of interesting and interactive teaching strategies and approaches, discipline, honesty, and professionalism.

Related to the form of social and professional competence of Islamic Religious Education Teachers at SMA Darut Taqwa, several things can be found below:

1. The Merdeka Mengajar (PMM) Platform refers to the ability of teachers to interact effectively with students, colleagues, parents, and the community, and build relationships that support the learning process. In practice in the field, teachers are expected to be able to establish empathetic communication, support diversity, and create an inclusive environment in schools. Based on theory, social competence also involves collaborative skills, joint problem solving, and building professional relationships that are mutually respectful. With this PMM program, teachers can share teaching videos so that other teachers can see how the learning model and style are, specifically the Darut Taqwa High School Teachers.
2. Darut Taqwa High School teachers have participated in the good practice program to schools, the aim is to spread the good practice and then collaborate. There are several schools that have been affected by this program such as SMA 45, Tribakti, SMA Ma'arif Sukorejo, SMA Al-Ghozali, and SMP BTI. This good practice is one of the programs to develop the social competence of teachers so that they can collaborate with other schools and the staff of the Teachers' Council at the school. It can also motivate the Principal and Dean of Teachers so that they are willing to develop their competence and their school so as not to lag behind other schools.

3. Darut Taqwa High School teachers also gather every two weeks with fellow subject teachers called MGMP peers. This gathering also builds collaboration between teachers, then evaluates, discusses and one of them develops teacher competence in teaching. This peer group can be done at the school level, district level or city level, the aim is also to develop teacher competence in aspects of social competence and pedagogical competence, help a teacher to implement the curriculum, help teachers compile, plan, implement, evaluate learning, and improve the quality of learning so that teachers can develop well.
4. Using learning media, by considering the principle of efficiency and student needs in choosing the learning media to be used. Learning media such as books, films, and videos are physical means to convey learning content/materials. Learning media includes all forms of communication, including print, video, and audio, as well as hardware technology. As a result, learning media can be defined as anything that can convey messages, arouse ideas, feelings, and students' willingness to learn, and therefore encourage the formation of a learning process in students. The same thing was also done by the PAI Teacher at SMA Darut Taqwa. The most important aspect of teaching and learning is the process, because the process decides whether learning objectives will be achieved or not. Changes in behavior indicate success in the teaching and learning process. Changes in behavior are related to cognitive (cognitive) and psychomotor (psychomotor) changes, as well as changes in values and attitudes (affective).
5. In SMA Darut Taqwa there is curriculum development which is curriculum development. Judging from the number of SMA Darut Taqwa students who do not all continue to higher education levels, curriculum development is needed such as culinary arts, sewing, computer programming extracurriculars, so that teachers who have skills in these fields are involved. Then there is curriculum development especially for Islamic Religious Education Teachers at SMA Darut Taqwa, because this high school is located in a pesantren area, it is very necessary for students to be able to and memorize tahlil, yasin and short letters whose output when in society can lead at religious events.

Conclusion

The role of the principal at SMA Darut Taqwa as a driving school is crucial in improving the competence of Islamic Religious Education (PAI) teachers through various innovative and collaborative strategies. The principal facilitates training, supervision, and provision of complete learning resources, as well as providing role models and awards to outstanding teachers. This creates an environment that supports the development of teacher professionalism. The Learning Community (Kombel) program is an important forum for teachers to share experiences and solutions in facing teaching challenges. With an approach focused on human resource development, the principal acts as a leader and driver of change that is able to improve the quality of education in schools as a whole.

The pedagogical, professional, and social competence of Islamic Religious Education (PAI) teachers at SMA Darut Taqwa is very important in creating an effective learning environment. PAI teachers use various learning approaches, create a positive learning environment, and conduct constructive evaluations, so as to improve the quality of learning and motivate students. In addition, exemplary attitudes in integrity, discipline, and patience help build student character. Through good communication skills with students, colleagues, parents, and the community, as well as in-depth mastery of the material, teachers demonstrate professionalism in their duties. Programs such as the Merdeka Mengajar Platform (PMM) and regular meetings between teachers (MGMP) support collaboration and exchange of good practices, so that teachers are ready to help students achieve their maximum potential in education and social life.

References

- Buchori, Uuh, Ilzamudin Ma'mur, and Ali Muhtarom. "Peran Penting Kepemimpinan Transformasional Dalam Proses Pengembangan Madrasah." *Evaluasi: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2024): 124–143.
- Creswell, John W., and J. David Creswell. *Mixed Methods Procedures. Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*. California: SAGE Publications, 2018.
- Hasyifa, Nurtupia. "Peran Orang Tua Dalam Menanamkan Nilai-Nilai Agama Islam Pada Anak DI SDN Sukamahi 02." *Tarbiatuna: Journal of Islamic Education Studies* 2, no. 2 (2022): 97–107.
- Kemdikbud Dirjen GTK. "Peraturan Direktur Jenderal Guru Dan Tenaga Kependidikan Nomor 6565/B/Gt/2020 Tentang Model Kompetensi Dalam Pengembangan Profesi Guru." *Http://Kemdikbud.Go.Id/*, no. Mei (2020): 14 hal. <http://kemdikbud.go.id/main/?lang=id>.
- Kemendikbudristek. "Program Sekolah Penggerak 2021." *Kemdikbud.Co.Id* (2021): 4. <https://sekolah.penggerak.kemdikbud.go.id/programsekolahpenggerak>.
- Kependidikan, Direktur jenderal Guru dan Tenaga. "Perdirjen GTK Kemendikbud Nomor 7327/B.B1/HK.03.01/2023 Tentang Model Kompetensi Kepala Sekolah" (2023).
- Mariana, Dielfi. "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Efektivitas Sekolah Penggerak Dalam Meningkatkan Kualitas Pendidikan." *Jurnal Pendidikan Tambusai* 5, no. 20 (2021): 10228–10233. <https://jptam.org/index.php/jptam/article/view/2606>.
- Marliyani, Teni, and Sofyan Iskandar. "Program Sekolah Penggerak (PSP) Terhadap Kinerja Dan Manajemen Kepala Sekolah." *Jurnal Basicedu* 6, no. 4 (2022): 6679–6685.
- Mustafa, Pinton Setya. *Buku Ajar Profesi Keguruan Untuk Mahasiswa Pendidikan Dan Keguruan*, 2024.
- Nurarfiansyah, Lucky Tirta, Nur Alfiana Kholizah, Dinda Aulia Sani, Desi Fitri Yani Sembiring, Putri Suci Ramadhani, M Muflih Dermawan, Dita Oktaviani, and Inom Nasution. "Upaya Meningkatkan Kompetensi Profesional Guru." *Edupedia* 6, no. 2 (2022): 148–160.
- Peraturan Direktur Jenderal Guru dan Tegana Kependidikan KeMenDikBud Riset dan Tekhnologi Nomor 2626/B/HK.04.01/2023. "Tentang Model Kompetensi Guru." *Peraturan Pemerintah* (2023): 1–14.
- Rahmaini. "Menakar Kompetensi Guru Pasca Sertifikasi." *Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2019): 57–66.
- RI, Peraturan Menteri Pendidikan Nasional. "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 6 Tahun 2018 Tentang Penugasan Guru Sebagai Kepala Sekolah." *Kementrian Pendidikan dan Kebudayaan* (2018): 1–21.
- Salatiga, U I N. "TAFSIR AL-MISBAH," no. June 1996 (2019).
- Sari, Yulia Purnama. "Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kompetensi Profesional Guru Di SMA." *Manajer Pendidikan* 9, no. 4 (2015): 588–596. <https://ejournal.unib.ac.id/manajerpendidikan/article/view/1160>.
- Studi, Program, Pendidikan Agama, Islam Universitas, and Yudharta Pasuruan. "Sardiman A.M., Interaksi Dan Motifasi Belajar Mengajar, (Jakarta: PT Raja Grafindo Persada. 2001), Hal. 161. Al-Murabbi ," 3 (2017): 13–30.
- Susanna, Susanna, Jarjani Usman, and Sri Suyanta. "Guru Di Persimpangan Kurikulum Baru: Dilema Implementasi Kurikulum Merdeka Berbasis Keislaman." *Fitrah: Journal of Islamic Education* 4, no. 2 (2023): 356–369.
- UU No. 14 Tahun 2005 tentang guru dan dosen pasal 1. "UU 14-2005 Guru Dan Dosen.Pdf." *Produk Hukum*, n.d. <https://jdih.usu.ac.id>.