



School principal's transformative leadership through increasing teacher's pedagogical competence towards quality education

Muhib Ainul Yaqin

Islamic Educational Management, Universitas Nurul Jadid, Probolinggo, Indonesia

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ABSTRACT

Increasing teacher pedagogic competence has a significant impact and contribution on the quality of education. Principal's transformative leadership has an important role in the process. Therefore, this study aimed to reveal how the principal's leadership contributes to developing strategies to improve teacher pedagogical competence and to describe the model and realization of increasing teacher pedagogic competence. Through a qualitative approach, this research was conducted at Al-Furqon Junior High School Bondowoso. The results showed that there are several models of increasing teacher pedagogic competence that had been implemented. The model for increasing teacher pedagogic competence includes training and workshops, coaching and mentoring, reflection and self-assessment, development of learning materials, observation and collaboration between teachers, access to educational resources, recognition, and appreciation, as well as supervision and feedback. In this context, principal leadership played an important role in facilitating the implementation of these strategies, ensuring their effective implementation, and creating an environment that supported the development of teacher pedagogical competencies.

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Corresponding Author:

Muhib Ainul Yaqin,
Islamic Educational Management,
Universitas Nurul Jadid,
Karanganyar, Paiton, Probolinggo, 67291, Indonesia,
Email: muhibainulyaqin09@gmail.com

INTRODUCTION

The leadership of the school principal plays a crucial role in improving the quality of education. Leadership can be defined as the process in which someone influences others, organizes, motivates, directs activities, and works together to achieve common goals (Mubarok, 2020). Therefore, the perception of leadership is essential for individual career advancement, team cohesion, performance, and identification (Lord et al., 2020). The role of the school principal involves various practices in administration, legal matters, employment, representation, and accountability aspects, as well as in pedagogical and human development aspects (Juárez-hernández et al., 2020). School principals, as educational leaders, bear the crucial responsibility of

efficiently managing resources to elevate their institution's quality and competitiveness (Khalid et al., 2021). The school principal's leadership style significantly impacts learning quality through supervision and leadership roles. Thus, continuous self-evaluation is essential for assessing implemented policies and leadership effectiveness (Hidayat et al., 2023), (Komalasari et al., 2020). Creating a positive work environment for teachers involves employing transformational leadership, which inspires and motivates them toward a shared vision (Hoque & Raya, 2023). This leadership style encompasses goal-oriented processes, high morality, and motivation, requiring leaders to guide and raise awareness among their team members (Kharisma et al., 2022).

Transformative leadership by the school principal is intricately tied to teacher competence, essential for achieving education goals in contemporary challenges (Koriati et al., 2021). Teaching competence, a dynamic integration of cognitive and metacognitive skills, involves learning how to think and become a teacher with a distinct identity for professional practice (Moreira et al., 2023). Specialized teachers are now needed to impact education in the new era with characteristics like creativity and self-realization (Fakhrudinova et al., 2020). A teacher's quality is measured by mastery in pedagogical, social, professional, and personality competences (Akbar, 2021). Pedagogical competence, integral to a teacher's qualifications, encompasses understanding students' characteristics, moral, physical, social, spiritual, emotional, and cultural aspects (Sudargini & Purwanto, 2020). Reflecting the ability to plan, execute, and evaluate teaching aligned with student needs, pedagogical competence can be enhanced through practices like reading, producing academic papers, staying updated on news, and attending training sessions (Suryoto et al., 2022). Pedagogical competency involves managing student learning, understanding, designing, implementing, evaluating outcomes, and developing students to actualize their potentials (Murkatik et al., 2020). The integration of transformative leadership and enhanced pedagogical competence is crucial in preparing teachers for the multifaceted demands of modern education.

Pedagogical competence significantly contributes to the quality of education. Quality education is gaining increasing attention in development policies in several countries worldwide. It's observed that the quantity of education, as measured by educational achievements, school completion, or transitioning between educational levels, doesn't necessarily guarantee the creation of good human resources (Fomba et al., 2023). On the other hand, an increase in the number of students creates challenges in educational and methodological support as well as in the quality of education. One of the main responsibilities is to provide modern textbooks, teaching aids, methodological guidelines, and organize learning through advanced information and communication technology and pedagogical technology (Khakimov & Sharopov, 2023). Quality education is the ability of the educational institution to effectively and efficiently manage and process educational inputs, resulting in high-quality educational outputs that meet the needs of customers (Solichin et al., 2023). Quality education involves utilizing educational resources to enhance learning potential as effectively as possible (Triatmaja et al., 2021). Therefore, the management of teaching staff is a solution to provide high-quality and responsible teaching staff that aligns with the school's needs, which, in turn, impacts the quality of education (Marce et al., 2020).

The school principal's role in elevating teacher pedagogical competence is evident in a study, emphasizing facilitation, motivation, training, guidance, positive climate, consultations, and monitoring (Kurniawan, 2020). A study underscores the importance of professional competence, highlighting cognitive, health, communication, subject-area instrumentation, and creative abilities (Normamatovich, 2022). It was also revealed that training impact on the skills aspect but not knowledge (Pratama & Lestari, 2020). Pedagogical competence, crucial for higher-level learning, necessitates emphasis through requirements and training (Kiasi, 2022). In connection with the improvement of teachers' pedagogical competence, the enhancement of the quality of human resources is an aspect with a highly correlated relationship. The quality of human resources is significantly influenced by their level of pedagogical competence. Teachers with high pedagogical

competence tend to create a learning environment that supports, inspires, and achieves better educational outcomes for students. Therefore, there is a close relationship between teachers' pedagogical competence and the quality of human resources in achieving high-quality educational goals. Human resource quality, closely tied to pedagogical competence, influences the learning environment and educational outcomes. Strategies for quality improvement involve knowledge sharing through materials, communication spaces, a culture of sharing, and benchmarking (Baharun et al., 2021). School principals, crucial in this process, enhance human resource quality through managerial functions like planning, organizing, directing, and supervising (Abrori & Muali, 2020). Aligning these insights, the principal's leadership, training, and a holistic approach to pedagogical competence contribute to the overall quality of human resources, fostering a conducive learning environment and achieving educational goals.

This study on transformative leadership at Al-Furqon Junior High School Bondowoso aims to fill a significant knowledge gap in understanding how school principals impact teacher pedagogical competence for high-quality education. Unlike previous studies, this research explores contextual factors such as school culture and available resources, critical in understanding transformative leadership's influence. Gathering in-depth insights directly from school principals and teachers, this study focuses on an educational institution where this research hasn't been conducted before, ensuring unique findings. The research specifically investigates how transformative leadership enhances teacher pedagogical competence and describes models and realizations of competence improvement at Al-Furqon Junior High School Bondowoso, contributing valuable empirical evidence to education quality enhancement strategies.

RESEARCH METHODOLOGY

This qualitative research, employing an inductive approach, investigates the significance of pedagogical competence in teachers and the role of the school principal in this context. Focused on Al-Furqon Junior High School Bondowoso, the study utilizes a case study design to explore the impact of transformative leadership on teacher competence. The research delves into the local context, including school culture, policies, and challenges. While providing in-depth insights, the findings are limited in generalizability to other schools or contexts.

Data for this research at Al-Furqon Junior High School Bondowoso were collected through observation, interviews, and documentation. The location's accessibility facilitated a smooth research process. Primary data, obtained through direct observation and interviews, included insights on the institution's suitability for the research topic. On July 12, 2023, the researcher observed the school, followed by interviews with key informants, including the school head and teachers (Haris Taufiqur Rahman, Nova Erfan Triyono, and Solviana Dewi) from July 25 to 30, 2023, and August 1 to 4, 2023. The head's interview focused on transformative leadership's role in enhancing teacher pedagogical competence. Documentation by the researcher complemented the observation and interview processes, ensuring data validity. Secondary data from journals, books, and online sources served as supplementary documentation.

The data analysis technique used in this research is qualitative data analysis. In this regard, data from the field, with a considerable amount, are followed by data reduction analysis. After data reduction, the researcher organizes the data, arranges it into a pattern of relationships for better understanding. Subsequently, the researcher attempts to ensure that the conclusions reached can address the research questions formulated from the outset. This research carries out data validity checking to justify data accuracy using credibility, reference material sufficiency, dependency, and certainty techniques.

RESULTS AND DISCUSSIONS

The improvement of pedagogical competence among teachers at Al-Furqon Junior High School Bondowoso is achieved through various approaches and activities designed to enhance teaching skills and better learning strategies. Based on the findings of this research, several models for enhancing the pedagogical competence of teachers have been generated through transformative school leadership, including:

Training and Workshops

Training and workshops in pedagogical competence enhancement involve professional development activities that engage teachers in acquiring new knowledge, skills, and better teaching strategies through active and interactive learning. These training and workshops can enhance pedagogical competence because it relates to the abilities associated with understanding and managing effective learning, which can be acquired through specific training and workshops designed for teachers (Pratiwi et al., 2021). There have been several training and workshops conducted at Al-Furqon Junior High School Bondowoso. Nova Erfan Triyono, a Bahasa Indonesia teacher at Al-Furqon Junior High School Bondowoso, expressed, "*The school principal organizes various training and encourages us to participate in training and workshops organized by certain institutions. This undoubtedly provides us with numerous benefits. We are also motivated to continuously develop as teachers.*" (Triyono, 2023)

One of the training methods for improving pedagogical competence is active learning methods. Teachers learn how to apply these methods in teaching to enhance student interaction and engagement. Additionally, Educational Technology workshops are a form of pedagogical competence enhancement. These workshops focus on using technology in education. Teachers learn to use online learning platforms, interactive tools, and educational applications to enhance the attractiveness and effectiveness of teaching. This aligns with the concept of pedagogical competence, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their (Pratiwi et al., 2021).

Training and workshops at Al-Furqon Junior High School Bondowoso aim to enhance pedagogical competence, covering various aspects like knowledge, teaching skills, collaboration, and motivation. Participants include experienced facilitators and teachers seeking professional development. Scheduled during school breaks or working hours, these sessions occur in diverse locations, from the school premises to external institutions. Research findings outline a structured process involving planning, organization, interactive implementation, discussion and practice, feedback, and teacher follow-up. The stages encompass setting objectives, content planning, method selection, scheduling, material preparation, facilitator-led interactive sessions, experiential learning, feedback provision, and teachers applying acquired knowledge in their daily teaching practices.

Coaching and Mentoring

Coaching and mentoring in pedagogical competence enhancement involve experienced teachers or mentors providing support, guidance, and mentoring to less experienced teachers. As Haris Taufiqur Rahman, the head of Al-Furqon Junior High School Bondowoso, expressed, "*We always provide coaching and mentoring. We believe that through coaching and mentoring, teachers can continuously develop and enhance their pedagogical competence.*" (Rahman, 2023)

Coaching and mentoring have several benefits, including improving teaching skills by allowing teachers to hone their teaching skills through mentor guidance and feedback, collaborative learning as teachers learn from their mentor's experiences and insights, and the sharing of best practices with mentors. Professional development provides an opportunity to identify strengths and areas that need improvement in a teacher's teaching, boosting the teacher's confidence and comfort in facing teaching challenges. As stated by Suryoto et al., teachers must have the ability to influence students in a way that promotes the learning process. This ability can

be acquired through coaching and mentoring (Suryoto et al., 2022b). The ability to influence students can be obtained from coaching and mentoring.

Coaching and mentoring at Al-Furqon Junior High School Bondowoso involve mentors (often school principals) and mentored teachers in an ongoing process. Regularly scheduled meetings occur monthly, taking place in various settings such as teachers' lounges, meeting rooms, or online platforms. The process comprises planning meetings, setting coaching goals, and addressing challenges. Teachers share experiences, discuss challenges, receive constructive feedback, and collaboratively identify strategies for improvement. Action plans are developed to enhance pedagogical competence, incorporating mentor recommendations, and outcomes are evaluated in a continuous cycle of improvement.

Reflection and Self-Assessment

The improvement of pedagogical competence involves steps to stimulate regular reflection on their teaching practices. This process engages teachers in identifying strengths and potential improvements in their teaching. This is conveyed by Solviana Dewi, a teacher of Regional Language and Cultural Arts at Al-Furqon Junior High School Bondowoso: *"I believe that reflection is the key to growth as an educator. Through reflection, I can see more clearly what has worked and what still needs improvement in my teaching. It helps me become more aware of the strengths and weaknesses in my teaching methods."* (Dewi, 2023)

Reflection and self-assessment in the context of pedagogical competence enhancement are processes in which a teacher consciously and critically evaluates and contemplates their own teaching practices. Self-assessment involves self-evaluation of their performance based on specific criteria that have been established. Reflection and self-assessment have several benefits, such as teachers gaining a deeper understanding of their teaching strengths and weaknesses. Teachers can also identify areas that need improvement and commit to further learning. This model also helps teachers develop innovative and effective teaching approaches. This is highly relevant to pedagogical competence, which includes broad and deep knowledge and skills about student characteristics and student psychology, mastering these competencies allows teachers to be more effective and efficient in interacting with students and addressing student issues (Suryoto et al., 2022b). Therefore, reflection and self-assessment are effective models for implementation.

Teachers engage in routine reflection and self-assessment to enhance pedagogical competence. This practice occurs after teaching sessions, weekly, or at semester ends. It is preferably done in a quiet, distraction-free environment. The process involves collecting teaching data, analyzing strengths and areas for improvement, formulating reflection questions, and recognizing effective and challenging moments. Teachers identify improvement actions, implement changes, and evaluate outcomes in a continuous cycle of professional development.

Development of Learning Materials

In an effort to enhance the pedagogical competence of teachers, schools focus on developing learning materials that are engaging, relevant, and aligned with the students' needs. Solviana Dewi, a teacher of Cultural Arts and Regional Language at Al-Furqon Junior High School Bondowoso, explains: *"At our school, there is a strong emphasis on developing engaging and relevant learning materials. We are encouraged to create more lively and meaningful learning experiences for our students. I see that students are more enthusiastic and active in their learning. They are more engaged in discussions, more willing to ask questions, and more eager to participate in class activities. Relevant materials make them feel that the lessons have meaning in their lives."* (Dewi, 2023)

The development of learning materials in the context of pedagogical competence improvement is the process of designing, developing, and organizing effective and relevant teaching materials to support the teachers' instruction. Learning materials include lesson plans, learning modules, activities, assignments, and other resources that will be used in the teaching and learning process. The development of learning materials aims to shape high-quality teaching,

ensuring the alignment between content and the curriculum, fostering teaching creativity, and catering to the individual needs of students. This aligns with the concept of enhancing teachers' pedagogical competence because pedagogical competence itself involves extensive and in-depth knowledge and skills about student characteristics and student psychology (Suryoto et al., 2022b). Thus, with extensive knowledge and skills, teachers can optimize the development of learning materials.

Teachers, the curriculum team, and the school principal are involved in developing learning materials at Al-Furqon Junior High School Bondowoso. This occurs prior to teaching, either at the school year's start or before specific units. The process, conducted in teachers' workspaces or during curriculum team meetings, can involve computer software. Stages include identifying objectives, analyzing student needs, understanding comprehension levels and learning styles, instructional design, resource curation, content creation aligned with plans, small-group testing for effectiveness, reflection, and revision. The finalized materials are then implemented in the teaching process, fostering an integrated approach to material development and instructional improvement.

Observation and Collaboration Among Teachers

Classroom observation by fellow teachers or school principals is a profound practice for enhancing pedagogical competence. In the context of pedagogical competence improvement, observation is a process where a teacher observes their colleagues' teaching to learn from effective teaching practices. Teacher collaboration is the process of cooperation among teachers to share knowledge, experiences, and ideas in order to improve the quality of teaching. According to Rozi et al., some forms of teacher collaboration activities include case discussions, action research, study groups, and lesson studies (Rozi et al., 2021). Nova Erfan Triyono, a teacher of the Indonesian language at Al-Furqon Junior High School Bondowoso, states: "*I was encouraged by the school principal to continue observing and collaborating with fellow teachers. Eventually, we learned from each other how to become competent teachers.*" (Triyono, 2023)

Observation and teacher collaboration offer several benefits, including skills development because observation provides teachers with an opportunity to see firsthand how teaching practices unfold and gain inspiration for enhancing their skills. It promotes deep understanding as teachers can comprehend different approaches to addressing learning challenges and specific difficulties. Collaboration fosters shared learning as it allows the exchange of ideas and knowledge, resulting in more creative and effective teaching approaches. Furthermore, it enhances reflection because observation and collaboration encourage teachers to reflect on their teaching practices and make improvements based on feedback from their peers. By implementing observation and teacher collaboration, teachers can enhance their pedagogical competence. Pedagogical competence itself involves a teacher's ability to apply creative, effective, innovative, and enjoyable learning models, use instructional media, and employ teaching strategies (Suryoto et al., 2022b).

Observation and teacher collaboration at Al-Furqon Junior High School Bondowoso involve the observing teacher, the teacher being observed, and fellow teachers. Observations are scheduled after discussions with the teacher, occurring in the observed teacher's classroom. Collaboration takes place in various settings, including the teachers' room, meeting rooms, or online platforms. The process includes planning with the observed teacher, setting objectives and timing, actual observation, reflection, and constructive feedback. Collaboration entails gathering to share ideas, experiences, and insights from observations, collectively designing follow-up plans. These practices contribute to a dynamic exchange of teaching strategies and continuous professional improvement.

Access to Educational Resources

Access to educational resources is a significant aspect of improving teachers' pedagogical competence. Providing access to educational resources in enhancing pedagogical competence

involves giving teachers easy and extensive access to various types of materials, information, tools, and relevant training for developing teaching skills. These resources include reading materials, training modules, webinars, online learning platforms, educational software, and more. This is highlighted by Mr. Mohammad Haris Taufiqur Rahman, the Head of Al-Furqon Junior High School Bondowoso: *"I believe that easy and rich access to educational resources greatly boosts the improvement of teachers' pedagogical competence. Teachers have more tools and references to design innovative and effective learning. We have a team responsible for monitoring the latest developments in the education world. This team ensures that the collection of books, journals, and online resources in the library is always updated in line with the latest advancements."* (Rahman, 2023)

Providing access to educational resources serves several purposes, including increasing knowledge, improving skills, fostering innovation, and promoting self-directed professional development. The parties involved in providing access to educational resources include the Government as a provider of funds and access to training programs and educational resources, Educational Institutions such as universities, training institutions, and research centers as providers of access to quality learning modules and resources, Private Institutions offering webinars, online training, and free or paid educational resources, and teachers who need to maximize the use of this access. With access to educational resources, teachers can significantly enhance their pedagogical competence because this competence is not acquired suddenly but through continuous and systematic learning efforts, both during the pre-service period (teacher education) and during their tenure, supported by the talents, interests, and other potential possessed by individual teachers (Sudargini & Purwanto, 2020). Therefore, teachers require access to educational resources to support their pedagogical competence.

At Al-Furqon Junior High School Bondowoso, flexible access to educational resources is available year-round, tailored to teachers' needs and resource availability. Access points include online platforms, websites, forums, printed materials, and face-to-face sessions. The process involves curated resource organization, training on tool usage, mentoring for complex resources, and evaluation for effectiveness, ensuring high-quality and relevant pedagogical development materials. Teachers can choose suitable times, promoting a comprehensive approach to resource accessibility and professional development.

Recognition and Appreciation

In enhancing teachers' pedagogical competence, school principals also provide recognition and appreciation to teachers who have successfully implemented positive changes in their teaching. As highlighted by Haris Taufiqur Rahman, the Head of Al-Furqon Junior High School Bondowoso: *"We believe that recognition and appreciation are ways to affirm that their efforts are valued and noticed. It provides a sense of achievement and personal satisfaction that can stimulate the enthusiasm to continue innovating and improving teaching."* (Rahman, 2023)

Recognition and appreciation in the context of pedagogical competence enhancement refer to actions of showing appreciation, praise, and awards to teachers for their efforts and achievements in developing their teaching skills. This can take various forms, including formal ones like certificates, awards, or promotions, as well as informal ones like verbal or written praise that demonstrate appreciation for teachers' efforts. The purpose of recognition and appreciation is to serve as a strong motivating factor for teachers to continue developing their pedagogical competence, acknowledge the hard work teachers have put into improving the quality of their teaching, appreciate the results of teachers' work, including improvements in teaching practices and positive impacts on student learning outcomes, and encourage teachers to share best practices with their colleagues, thus creating a collaborative culture. Furthermore, pedagogical competence is a critical competence that teachers must possess in carrying out their duties. This competence sets teachers apart from other professions (Pratiwi et al., 2021). Therefore, it is highly appropriate to provide recognition and appreciation for their pedagogical competence as a means to motivate teachers to maintain and enhance it.

Recognition and appreciation at Al-Furqon Junior High School Bondowoso involve school principals, management, fellow teachers, students, and parents. Periodically, typically at semester-end ceremonies, formal awards are granted. Informal appreciation occurs immediately after specific teacher achievements. Recognition includes conditional certificates, verbal praise in meetings or events, written articles in the school bulletin, and additional training. Award nature may vary based on contexts, fostering a culture of acknowledging and celebrating teachers' accomplishments and competence developments.

Supervision and Feedback

Supervision and feedback are two crucial components in improving teachers' pedagogical competence. In the context of pedagogical competence enhancement, supervision is the process where a school principal or fellow teacher observes, evaluates, and provides feedback on a teacher's teaching practices. The feedback focuses on aspects such as teaching methods, interactions with students, classroom management, use of teaching materials, and instructional strategies. As expressed by Haris Taufiqur Rahman, the Head of Al-Furqon Junior High School Bondowoso: "*I firmly believe that supervision and feedback are two key components in our efforts to enhance teachers' pedagogical competence at our school. Our supervision process is focused on providing support to teachers in developing their teaching skills. We observe various critical aspects of a teacher's instruction to ensure an optimal learning experience for students.*" (Rahman, 2023)

Furthermore, the goals of supervision and feedback are to improve the quality of a teacher's instruction, which ultimately impacts students' learning outcomes. Through constructive observation and evaluation, teachers can identify strengths and areas that need improvement in their teaching. This process also helps identify opportunities for further professional development. In enhancing teachers' pedagogical competence, supervision and feedback involve teachers as the subjects of the supervision process, the school principal as the monitor and evaluator, fellow teachers who provide peer-to-peer feedback, and students as a source of feedback on the teaching process. Recognizing the significance of supervision and feedback is based on the premise that pedagogical competence is not acquired suddenly but through continuous and systematic learning efforts (Sudargini & Purwanto, 2020). The supervision and feedback process at Al-Furqon Junior High School Bondowoso is scheduled regularly, typically each semester and academic year. Supervision and feedback observations take place in the classroom.

The supervision and feedback process at Al-Furqon Junior High School Bondowoso involves planning, observation, evaluation, feedback, development planning, and follow-up. During planning, the school principal and teachers set objectives, focus areas, and evaluation aspects. Observation entails direct teacher instruction scrutiny by the principal and peers. Evaluation involves the principal reviewing results, identifying strengths and areas for improvement. Constructive feedback from teachers or students follows, with clear improvement recommendations. Development planning discusses follow-up strategies like training or mentoring. Follow-up monitors teacher progress in implementing improvements, providing necessary support. This comprehensive process ensures continuous professional development and improvement.

This research yielded several significant differences from previous studies used as references. This study focused on Al-Furqon Junior High School Bondowoso in East Java, while earlier research selected different schools and contexts. Variations in school contexts can lead to different outcomes. This study identified various models for enhancing teachers' pedagogical competence, which differed from the findings of earlier research. This indicates the existence of variations in approaches and strategies employed to improve teachers' pedagogical competence at Al-Furqon Junior High School Bondowoso. This study offers a unique contribution by describing the forms and realizations of enhancing teachers' pedagogical competence in the specific context of Al-Furqon Junior High School Bondowoso. It can provide valuable insights to schools with similar backgrounds. Therefore, this research provides a deeper understanding of the impact of a school

principal's transformative leadership on enhancing teachers' pedagogical competence at Al-Furqon Junior High School Bondowoso with specific methods and findings tailored to the research context.

CONCLUSION

Transformative school leadership is pivotal for enhancing teacher competencies and overall educational quality. Focusing on pedagogical competence, this research at Al-Furqon Junior High School Bondowoso uses a qualitative, descriptive design. Employing observation, interviews, and documentation, the study analyzes data qualitatively, emphasizing reduction, display, conclusions, and verification. Al-Furqon Junior High School serves as the research site, with primary data gathered from the school principal and teachers. The objectives include exploring how transformative leadership shapes strategies for enhancing pedagogical competence and describing the realization of this improvement. The study reveals various models for enhancing pedagogical competence, encompassing training and workshops, coaching and mentoring, reflection and self-assessment, curriculum development, teacher observation and collaboration, access to educational resources, recognition and appreciation, as well as supervision and feedback. These comprehensive approaches contribute to continuous teacher development, fostering high-quality educational outcomes at Al-Furqon Junior High School.

The practical implications of this research are profound and extend to the broader educational context. The findings highlight the pivotal role that transformative leadership plays in enhancing teacher competencies and, consequently, overall educational quality. The use of a qualitative, descriptive design with methods such as observation, interviews, and documentation provide a robust framework for analyzing and understanding the dynamics of transformative leadership in the specific context of pedagogical competence. The identified models for enhancing pedagogical competence, including training, workshops, coaching, mentoring, reflection, self-assessment, curriculum development, teacher observation, collaboration, access to educational resources, recognition, appreciation, supervision, and feedback, offer a comprehensive and practical guide for educators and school leaders. Implementing these approaches fosters continuous teacher development, leading to high-quality educational outcomes. This research not only benefits Al-Furqon Junior High School but also serves as a valuable resource for educational institutions seeking effective strategies to improve teaching practices and overall educational excellence.

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