

PRINCIPAL LEADERSHIP AS A FRIEND IN DEVELOPING TEACHERS' PEDAGOGICAL COMPETENCE IN ELEMENTARY SCHOOLS

Ekarista Indriani Wahyuni Bensi ^{a*)}, Dedi Kuswandi ^{a)}, Makbul Muksar ^{a)}

^{a)} Universitas Negeri Malang, Malang, Indonesia

^{*)}Corresponding Author: ekarista.indriani.2321038@students.um.ac.id

Article history: received 10 October 2025; revised 22 October 2025; accepted 05 December 2025

DOI: <https://doi.org/10.33751/jhss.v9i3.12966>

Abstract. The quality of basic education is highly dependent on teachers' ability to manage learning effectively. However, many teachers still face difficulties in mastering these skills, resulting in suboptimal pedagogical competence. This condition emphasizes the importance of the principal's role. Until now, hierarchical and administrative leadership patterns have caused the relationship between principals and teachers to be less than warm. Therefore, more humanistic and collaborative leadership is needed, namely principals as friends. This study aims to describe: (1) how principals implement a friend-based leadership approach in elementary schools, (2) supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools, (3) obstacles/constraints faced by principals in developing teachers' pedagogical competence in elementary schools, (4) Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools. This study uses a qualitative approach with a multi-case study design. Data were collected through passive participatory observation, structured interviews, and documentation. Analysis was conducted through single case and cross-case analysis. The results show that the principal's leadership as a friend is manifested through a humanistic, open, and collaborative approach without neglecting professional boundaries. This approach creates a harmonious working atmosphere and motivates teachers to develop their pedagogical competencies. Supporting factors include shared commitment, collaboration between principals, teachers, and parents, support from the education office, and a culture of learning together. The obstacles that arise include limited time, facilities, funds, and teacher readiness. To overcome this, the principal implements strategies such as training, mentoring, sharing good practices, supervision, appreciation, and an empathetic approach. These strategies have been proven to strengthen professional relationships and improve the pedagogical competence of teachers in elementary schools.

Keywords: Friendship Leadership, School Principals, Teacher Pedagogical Competence

I. INTRODUCTION

The quality of education is greatly influenced by the quality of teachers as educators who are responsible for the success of the teaching and learning process. The quality of teachers in Indonesia can be viewed from two aspects, namely the welfare of teachers in Indonesia and the competence of teachers in Indonesia (Veirissa, 2021). In terms of welfare, teachers in Indonesia are still far from adequate. Meanwhile, from the perspective of teacher competence, there are still many teachers in Indonesia whose competence is inadequate. Teaching competence is lacking due to low interest in learning, reading, writing, and creating learning media. These two aspects are interrelated; teacher competence is still lacking because, among other things, their welfare is still below adequate (Veirissa, 2021). Pedagogical competence is one of the basic competencies that a teacher must have to ensure successful learning in the classroom. Pedagogical competence includes the teacher's ability to understand student characteristics, design and implement learning, evaluate learning outcomes, and develop student potential. Although Indonesia has a large number of teachers, it is

known that the average score on the Teacher Competency Test (UKG) in 2022 is still below the minimum standard of 55, with a national average of 54.05 (Hilmiatussadiah et al., 2024). Based on data from the Indonesian Ministry of Education and Culture (Hilmiatussadiah et al., 2024), the highest UKG results were recorded in the city of Yogyakarta with an average of 67.05, while North Maluku had the lowest average score of 44.51. Meanwhile, East Nusa Tenggara (NTT) recorded an average score of 50.45, which means that teacher competency in Indonesia, especially in NTT, has not yet reached the expected value or standard. The quality of teacher competency can be influenced by internal factors, namely individual characteristics, education level, and past experience. External factors include the work environment, leaders and their leadership, organizational development or task demands, encouragement or guidance from superiors, and compensation (Pasaribu, 2024). Not all teachers have the opportunity, motivation, or adequate support, both in terms of facilities and leadership from the principal, to develop their competencies independently. Until now, hierarchical and administrative leadership styles have resulted in relationships between principals and teachers that are less than warm and

seem rigid. This is where the role of the principal as a friend is greatly needed.

In the Path-Goal Theory proposed by Robert House, there are several leadership styles, one of which is the supportive leadership style. This leadership style is characterized by leaders who are friendly, cooperative, open to suggestions and criticism from their subordinates, motivating their subordinates, making work enjoyable for their subordinates, and paying attention to the needs and welfare of their subordinates. Therefore, the supportive leadership style can be considered the basis for leadership as a friend. Supportive leaders tend to be more accepted as “friends” by their subordinates because of their friendly, caring, and supportive approach. Friendly leaders are people who can be true friends to every member of their team equally, not because of personal needs but because of shared needs (Katr, 2018). Principals have an important role in improving the quality of schools, which lies in their ability to mobilize the resources available in schools and use them in the best way possible to achieve school goals (Ikhsandi & Ramadan, 2021). This study was conducted at two research locations, namely SDN Napunglangir Maumere and SDI Madawat Maumere. Based on preliminary studies conducted by the researcher, it was found that both schools still faced several problems experienced by teachers, such as monotonous and uninteresting classroom learning because teachers mostly used lecture methods. Learning was also not varied due to a lack of motivation from teachers to learn to use technology and find interactive and interesting media/applications. There are several factors limiting teachers' knowledge of the use and utilization of this technology, because both schools are dominated by older teachers, limited facilities (infrastructure), and limited time available to teachers because they not only perform their duties as teachers, but also need to take care of school administration, which prevents these teachers from managing their time well. Based on these issues, the researcher was motivated to conduct a more in-depth study of school principals' leadership as friends in developing teachers' pedagogical competencies in elementary schools.

II. RESEARCH METHODS

This study employed a qualitative approach with a multi-case study design. Qualitative research is research used to examine natural conditions (Sugiyono, 2013). The purpose of this study was to identify and examine in depth the leadership of school principals as friends in developing the pedagogical competence of teachers in elementary schools. There are four focuses of this study, including (1) how principals implement a friend-based leadership approach in elementary schools, (2) supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools, (3) obstacles/constraints faced by principals in developing teachers' pedagogical competence in elementary schools, (4) Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools. In accordance with the approach and research design used, the researcher acted as the main instrument.

The type of research used in this study is a multi-case study. Multi-case studies are used to predict similar or different research results. The purpose of a multi-case study is to simulate findings in cases that are then compared. The researchers used a multi-case study to find similarities and differences regarding Principal Leadership as a Friend in Developing Teachers' Pedagogical Competence at SDN Napunglangir Maumere and SDI Madawat Maumere. Data were collected through passive participatory observation, structured interviews, and documentation. Analysis was conducted through single case and cross-case analysis. The cross-case analysis steps began with completing the analysis of the first case, SDN Napunglangir Maumere, and the second case, SDI Madawat Maumere. This was done to compare and combine the findings obtained from both cases. After completing the study and analysis of each case, the results of the comparison and combination of findings were then reanalyzed.

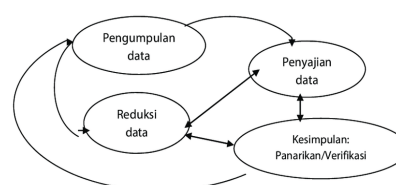


Figure 1. Stages of Single Case Analysis (Miles & Huberman, 1992)

III. RESULT AND DISCUSSION

The results of this study contain several findings, namely a single case finding at SDN Napunglangir Maumere and a single case finding at SDI Madawat Maumere. These findings were then processed and reanalyzed to obtain cross-case findings. These findings are described in the following table in accordance with the focus of the study.

Single Case Findings at SDN Napunglangir Maumere

1. How principals implement a friend-based leadership approach in elementary schools

TABLE 1. Findings How principals implement a friend-based leadership approach in elementary schools

No	Sub Focus	Single Case Findings
1.	The meaning of school principal leadership as a fundamental friend	● Leadership based on trust, equality, and shared responsibility ● Creating communicative and collaborative relationships ● Guiding, motivating, and encouraging cooperation among school members
2.	Principal's strategy for creating friendly relationships	● Accepting differences in teachers' abilities ● Providing motivation to encourage enthusiasm and development ● Setting an example ● Respecting and appreciating teachers

- | | | |
|----|---|---|
| 3. | Balancing the roles of leader/mentor and friend | <ul style="list-style-type: none"> The principal acts as a guide, mentor, and father figure to teachers Provides ongoing guidance and support Open Demonstrated through administrative supervision, phased interviews, motivation, and innovation |
|----|---|---|

2. Supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools

TABLE 2. Findings on Supporting Factors

No	Sub Focus	Single Case Findings
1.	External support	- The principal builds cooperation with parents and the education office to support learning - Support is manifested through harmonious communication with parents, provision of facilities and resources, and motivation for teachers. - Support also comes from colleagues and KKG activities
2.	Internal support	- The principal accompanies, supports, and sets an example for teachers in mastering pedagogical competencies - The principal helps teachers reflect on their teaching practices in order to improve them - Involves senior teachers and school management in helping each other - The principal encourages teachers to read more to improve their skills and competencies - The principal creates a space for collaboration
3.	Giving rewards and appreciation	The principal builds a culture of appreciation and recognition of achievements, such as giving praise during assemblies, teacher's day celebrations, teacher meetings, and giving certificates to teachers and students who excel.

3. Obstacles/constraints faced by principals in developing teachers' pedagogical competence in elementary schools

TABLE 3. Findings Obstacles encountered

No	Sub Focus	Single Case Findings
1.	Teachers' pedagogical competency	- Since 2022, there are still 1-4 teachers whose pedagogical competencies remain weak. - Teachers are still weak in their mastery of the material and their work motivation, teaching only for a job rather than a calling, and lacking understanding of the diverse characteristics of their students. - The principal believes that through motivation and guidance, teachers can adapt and develop gradually.

- | | | |
|----|--|---|
| 2. | Obstacles or constraints experienced by principal and teachers | <ul style="list-style-type: none"> The principal faces time constraints in assisting teachers Each teacher has different shortcomings, requiring a specific approach A small percentage of teachers (20-30%) still face problems such as poor discipline, inefficient use of time, lack of knowledge of good work systems, and low motivation The majority of teachers (70-80%) have performed their duties well The obstacles faced by teachers include time and energy constraints, lack of interest, and limited learning facilities and infrastructure |
| 3. | Resolving issues involving teachers, students, and parents | <ul style="list-style-type: none"> The principal resolves issues based on local wisdom, "Kula Babong" (big problems are minimized, small problems are eliminated). Issues are resolved through a family-oriented approach to maintain harmony and promote wise communication. |

4. Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools.

TABLE 4. Findings on Principal Strategies

No	Sub Focus	Single Case Findings
1.	Overcoming differences in teachers' characters and teaching styles	- The principal actively evaluates learning through weekly meetings, supervision, observation, and peer input. - The principal emphasizes to teachers that they should not blame students for their weaknesses, but rather see those weaknesses as challenges for teachers. - The principal forms a supervision assessment team that involves teachers as peer supervisors.
2.	Identifying and ensuring programs are in line with the needs of teacher pedagogical competency development	- The principal monitors teacher performance through classroom observation, listening to feedback from teachers/students, meetings, collaboration between teachers, and joint reflection. - Reflection is considered effective because it opens up space for sharing experiences, feedback, and improvements in learning. - Facilitating the improvement of teacher competence through training activities/KKG at schools and clusters - Providing appreciation in the form of assessments and awards for outstanding teachers
3.	Collaboration between principals and teachers	- Collaboration is carried out through joint learning activities, reflection, and discussion - Emphasis is placed on healthy competition and cooperation in the development of pedagogical competencies - Teachers participate in KKG activities at school with a focus on collaboration between teachers through group discussions per phase/class - In KKG activities, teachers collaborate to develop learning tools such as lesson plans,

		teaching modules, prota, and prosem
4.	Taking part in the quality of teaching and learning in the classroom	- The principal actively guides the planning, implementation, and evaluation of learning programs. - Conducts supervision and direct observation in the classroom. - Checks lesson plans and daily journals before teaching, so that the principal does not allow teachers to teach without learning tools. - Holds improvement discussions after learning. - Emphasizes the suitability of the planned learning methods with their implementation.
5.	Programs implemented to support the development of teachers' pedagogical competencies	- The principal created a program to improve the competence of teachers and students, focusing on literacy and language skills, such as English Coffee/English Morning Class, Grasitua (one-hour literacy movement) every Friday, and Reading Cam for lower grades - Non-classroom teachers (religion, sports, English) are required to allocate 40% of their teaching time to reading practice, especially in lower grades - Teachers Love Reading Books (G2MB) program - KKG activities, BIMTEK, and the application of innovative learning models, although they still tend to use lecture methods - Conducting academic supervision (September 2024 and April 2025) and administration (August 2024 and February 2025)
6.	Supervision schedule and challenges faced by teachers in the classroom	- Class monitoring is carried out by the principal every day - Administrative and academic supervision is carried out twice per semester - The challenges faced are time management (assessment and reflection are not yet optimal), classroom management is not yet optimal, especially for junior teachers who lack preparation, during supervision some teachers sometimes feel uncomfortable and lack confidence in teaching, and some teachers do not yet realize the importance of supervision
7.	Schedule of meetings and topics discussed	- The principal holds scheduled and situational meetings after school hours - The principal provides individual guidance to teachers as needed - Topics commonly discussed include discipline issues, administration, student development, and teacher self-reflection - If problems are found in lesson planning (e.g., learning objectives are not appropriate), the principal immediately conducts discussions and provides guidance for improvement
8.	Impact on student learning outcomes	- The impact of online learning is still being felt, but it is beginning to be overcome and is having a positive effect on student development. - There has been an improvement in reading and writing skills.

		- Students are showing character development and independence in learning. - Student participation has increased in extracurricular activities (singing, dancing, drum band, and church choir). - Students actively participate in various competitions (science, coloring, reading, and storytelling) and have received certificates and awards at the school and outside school levels.
9.	Assessment indicators and success in developing teachers' pedagogical competencies	- Indicators assessed include the ability of teachers to select appropriate learning resources, manage student-centered learning, design structured learning according to school conditions, provide assessment and feedback, vary learning models, utilize technology, and engage students. - School principals see the success of teacher pedagogical competency development through learner-centered learning management (although not yet optimal), teacher performance assessment results, awards for outstanding teachers, student academic and character/attitude development, and teacher discipline (attendance, time, and learning administration).
10.	Changes in learning quality after implementing principal leadership as a friend	- Changes have occurred, although they are not yet significant. - Academic changes, such as ANBK results improving from 2 to 6 green indicators in 2024, and numeracy aspects that still need special attention through strengthening basic mathematical concepts. - Non-academic changes, such as the principal instilling a culture of anti-discrimination and anti-bullying, and student motivation to learn increasing through attendance and the number of classes increasing. - Parents see the changes and are satisfied with the physical changes to the school, and the principal establishes open communication with parents. - Teachers consider the principal to be both a friend and a mentor. - A collaborative and motivational relationship is created so that teachers feel embraced in overcoming weaknesses and developing their pedagogical competencies.

Single Case Findings SDI Madawat Maumere

1. How principals implement a friend-based leadership approach in elementary schools

TABLE 1. Findings on How principals implement a friend-based leadership approach in elementary schools

No	Sub Focus	Single Case Findings
1.	The meaning of school principal leadership as a fundamental friend	- The principal is not only a mentor, but also a motivator for teachers - Establish open communication and emotional closeness with teachers, and seek solutions together

2.	Principal's strategy for creating friendly relationships	- The principal implements a leadership approach based on empathy, open communication, and humanism - Provides space for teachers to express their opinions and concerns
3.	Balancing the roles of leader/mentor and friend	- The principal is firm and disciplined as a role model, but remains friendly without being dictatorial - Able to adjust between the roles of friend (in casual conversation) and leader (in work) - Harmonious but professional relationships

2. Supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools

TABLE 2. Findings on Supporting Factors

No	Sub Focus	Single Case Findings
1.	External support	- School principals utilize support from the government/education office through training workshops, and online/offline seminars - Good practice sharing programs held by the independent curriculum - Funding from BOSP - Collaboration and direct and online communication with parents, especially in P5 (ecogreen) activities
2.	Internal support	- The principal establishes learning communities (kombel) as a forum for sharing experiences, learning difficulties, and teacher competency development - Conducts regular supervision and observation of learning - Provides supporting facilities such as Chromebooks and facilitates through the use of BOS funds - Provides psychological assistance by working with parents to handle students with problems
3.	Giving rewards and appreciation	The principal gives appreciation to teachers in non-material forms (praise, expressions of gratitude); there is no material appreciation yet.

3. Obstacles/constraints faced by principals in developing teachers' pedagogical competence in elementary schools

TABLE 3. Findings Obstacles encountered

No	Sub Focus	Single Case Findings
1.	Teachers' pedagogical competency	- Teacher competence still varies (some are good, some need improvement) - Teachers acknowledge limitations in their abilities and infrastructure facilities (limited focus)
2.	Obstacles or constraints experienced by principal and teachers	- The principal is still acting as an interim principal and also serves as a classroom teacher, making it difficult to divide his time and focus on his duties - Limited BOSP budget - Inadequate facilities and infrastructure, requiring teachers to make their own teaching aids from simple materials

		Differences in teacher personalities
3.	Resolving issues involving teachers, students, and parents	- Conflicts between teachers, students, and parents rarely occur at school - If problems arise, the principal usually holds discussions using an objective and fair approach, involving senior teachers

4. Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools

TABLE 4. Findings on Principal Strategies

No	Sub Focus	Single Case Findings
1.	Overcoming differences in teachers' characters and teaching styles	- The principal provides motivation, guidance, and regular supervision to teachers with the aim of improving shortcomings and maintaining good teaching practices. - Mutual respect, no dictating, and adapting to the character of teachers. - Emphasizing to teachers the importance of developing teaching materials according to classroom conditions and focusing on students' understanding of the material being taught.
2.	Identifying and ensuring programs are in line with the needs of teacher pedagogical competency development	- The principal identifies teachers' pedagogical development needs through supervision in order to identify weaknesses and improve strengths, and reflects on the planning, implementation, and evaluation of learning. - Holds meetings and prioritizes needs. - Conducts routine daily evaluations after school hours.
3.	Collaboration between principals and teachers	- Collaborating through learning communities (kombel) includes sharing good practices in schools and cluster-level KKG - Listening to complaints and needs and developing priority programs - Conducting classroom learning evaluations
4.	Taking part in the quality of teaching and learning in the classroom	- The principal conducts daily supervision by monitoring teacher attendance and task implementation every morning. - The principal provides guidance to teachers through scheduled supervision. - The principal's involvement is more prominent in learning tools and evaluation, rather than in the learning process itself. - Conducting learning community activities (kombel) for mutual discussion. - Personal evaluation by calling teachers to the principal's office.

5.	Programs implemented to support the development of teachers' pedagogical competencies	- The principal motivates teachers to participate in cross-school training programs such as KKG, kombel, BIMTEK, seminars/webinars, and sharing good practices in the school learning community - Competency development programs based on the latest regulations, such as the dissemination of Perdirjen No. 2626 regarding the four competencies of teachers - Collaborative activities at the sub-district level through K3S (e.g., basic mathematics and abacus training)
6.	Supervision schedule and challenges faced by teachers in the classroom	- Academic supervision and daily administrative supervision (checking journals and teaching modules) as well as monthly supervision (recap of administrative completeness) - The first year was conducted through the Merdeka Mengajar Platform with limited indicators - The following year was expanded to include 35 learning process indicators (beginning to end) - The principal emphasizes the importance of classroom management, differentiated learning, identifying student characteristics, and using learning models and methods - Teachers find it difficult to create learning media independently, different student characteristics affect the dynamics of learning groups, and there are limitations in terms of facilities and infrastructure
7.	Schedule of meetings and topics discussed	- Meetings are held through learning communities about twice a month on Saturdays, or as needed and appropriate. - Topics discussed usually include teacher discipline, obstacles to developing learning tools, and classroom issues.
8.	Impact on student learning outcomes	- Teachers changed after participating in technical training, especially in the preparation of teaching materials, although the change was not very significant - Teachers began to utilize IT in the learning process - The principal emphasized the importance of selecting appropriate learning media so that the message is conveyed - Technical training and workshops (including anti-bullying) had a positive impact on students' enthusiasm for learning - Teachers are more focused on the comfort of students in the classroom, which influences students' acceptance of the material and their learning outcomes
9.	Assessment indicators and success in developing teachers' pedagogical competencies	- The principal assesses performance and pedagogical competence based on positive changes in students (learning motivation, behavior, grades, and quality of education reports through ANBK). - Assessment is also based on the readiness of teaching tools and the application of training results in learning. - Comprehensive evaluation. - The results of the evaluation are used as a basis for prioritizing programs according to teachers' needs.

10.	Changes in learning quality after implementing principal leadership as a friend	- Teacher performance and competence as well as student learning outcomes have improved, although not significantly - Teachers have demonstrated awareness of the need for self-improvement through the use of technology, the creation of teaching tools, and the improvement of learning quality - Students have shown increased motivation to learn, positive behavior, academic grades, and skills - Technical training has helped teachers understand lesson planning and improve their competence - Friendly school leadership creates comfort, openness, and effective problem solving - Non-authoritarian leadership is preferred because it encourages good communication with teachers
-----	---	---

Cross-Case Findings (SDN Napunglangir Maumere dan SDI Madawat Maumere)

1. How principals implement a friend-based leadership approach in elementary schools

TABLE 5. Cross-Case Findings: How principals implement a friend-based leadership approach in elementary schools

No	Sub Focus	Cross-Case Findings
1.	The meaning of school principal leadership as a fundamental friend	- Both emphasize the humanistic relationship between the principal and teachers, where leadership is based on friendship rather than one-way instruction. - Case 1 defines the principal's leadership as that of a friend based on trust, equality, and shared responsibility. Case 2 defines principal leadership as a friendship with a personal and emotional approach. - Both focus on building open, collaborative, and motivational communication.
2.	Principal's strategy for creating friendly relationships	Case 1 highlights acceptance, motivation, exemplary behavior, respect, and appreciation for teachers. Case 2 highlights empathy, open communication, humanism, and providing space for discussion.
3.	Balancing the roles of leader/mentor and friend	- In case 1, role balance is more prominent in continuous assistance and professional guidance. - In case 2, role balance is seen in the ability to adapt according to context.

2. Supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools

TABLE 6. Cross-Case Findings Supporting Factors

No	Sub Focus	Cross-Case Findings
1.	External support	Both cases show support and cooperation from external parties, including the education office and parents.

2.	Internal support	Both principals emphasized collaboration and mentoring as key factors. Case 1 was realized through reflection rooms and cooperation with senior teachers, as well as motivating teachers to read more. Case 2 was realized through the formation of learning communities (kombel), regular supervision and observation, the provision of support facilities, and psychological mentoring.
3.	Giving rewards and appreciation	- The form of attention given as a whole was in the form of positive words. - Case 1 was given a reward in the form of a certificate as proof of appreciation.

3. Obstacles/Challenge Faced by Principals in Developing Teachers' Pedagogical Competence in Elementary Schools

TABLE 7. Cross-Case Findings Obstacles encountered

No	Sub Focus	Cross-Case Findings
1.	Teachers' pedagogical competency	Both cases demonstrate variations in teachers' pedagogical competence, but with different constraints. Case 1 focuses on internal factors (mastery of subject matter, work motivation, and understanding of student characteristics). Case 2 combines internal and external factors (limitations in teacher competence and infrastructure).
2.	Obstacles constraints experienced by principal and teachers	- Both principals faced time constraints. - Case 1 was more related to individual teacher factors, while case 2 was more related to external factors.
3.	Resolving issues involving teachers, students, and parents	Case 1: The principal resolved the issue by emphasizing the value of local wisdom, "Kula Babong." Case 2: The principal resolved the issue through deliberation using an objective approach and involving senior teachers.

4. Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools

TABLE 9. Cross-Case Findings on Principal Strategies

No	Sub Focus	Cross-Case Findings
1.	Overcoming differences in teachers' characters and teaching styles	- Both emphasize supervision and mentoring as key strategies. - Case 1 highlights a collaborative approach and systematic evaluation (regular meetings, supervision, assessment teams). Case 2 highlights a personal and empathetic approach (motivation, recognition, appreciation). - Both focus on improving the quality of teacher instruction and classroom learning. Case 1 emphasizes teacher reflection and professional responsibility, while Case 2 emphasizes adapting learning to the needs and understanding of students.
2.	Identifying and ensuring programs are in line with the needs of teacher pedagogical competency development	- In case 1, needs identification was carried out through classroom observation, input from teachers/students, and joint reflection. In case 2, it was carried out through learning supervision and reflection on planning, implementation, and evaluation. - In case 1, the principal facilitated teachers through training and KKG (Teacher Working Groups) at the school and cluster levels. In case 2, the principal and teachers held regular meetings and daily evaluations after school hours.

3.	Collaboration between principals and teachers	- Both forms of collaboration were carried out in cluster-level KKG activities. In case 1, joint learning activities, reflection, and group discussions were conducted per phase/class. Case 2 was carried out through sharing good practices at school. - Both focused on improving the quality of learning, such as developing teaching tools and evaluating learning in the classroom.
4.	Taking part in the quality of teaching and learning in the classroom	- Both principals are involved in ensuring that learning tools (lesson plans, journals, evaluations) are available and used correctly. - Both principals provide guidance to teachers through supervision and observation. - In case 2, personal evaluations are conducted in the principal's office.
5.	Programs implemented to support the development of teachers' pedagogical competencies	- Both principals run KKG programs, inter-school technical guidance, and supervision. - Case 1 programs focus on literacy, language skills, and reading habits, such as English Morning Class, Grasisitua, and G2MB. - Case 2 programs focus on cross-school collaboration, such as seminars, dissemination of Director General Regulation No. 2626, K3S training, and programs carried out in schools such as sharing good practices. - Case 1 principals create special policies for non-classroom teachers to participate in training students' literacy skills.
6.	Supervision schedule and challenges faced by teachers in the classroom	- Both have regular and ongoing supervision (academic and administrative). Case 2 is more systematic and digital through PMM and more detailed evaluation. - Case 1 faces challenges more related to internal factors of teachers (psychological and professional), while case 2 highlights external factors (limited facilities, differences in student characteristics).
7.	Schedule of meetings and topics discussed	- In case 1, meetings are held on a scheduled and situational basis after school hours. In case 2, meetings are held twice a month (on Saturdays) or as needed. - In case 1, the principal held formal meetings and provided individual guidance to teachers as needed. In case 2, meetings were held in groups through learning communities. - The focus of the topics in case 1 included teacher reflection and improvement of lesson plans/teaching modules and learning stages. In case 2, the focus was more on the challenges of developing learning tools and classroom issues.
8.	Impact on student learning outcomes	Both cases show that the improvement in student learning outcomes is inseparable from the improvement in teacher competence and the support of the principal. However, case 1 highlights the tangible results seen in students in terms of knowledge, skills, and attitudes. Case 2 highlights the comfort of students in learning and the process of improving the quality of learning.
9.	Assessment indicators and success in developing teachers' pedagogical competencies	Case 1 assessment is based on teacher development in student-centered teaching and learning, designing teaching tools according to school conditions, utilization of technology, and student involvement, attitude/character, and discipline. Case 2 assessment is viewed through ANBK from learning

		motivation, behavior, quality of education reports, and readiness of teaching tools. Both use the same assessment, which is more administrative and data-based, as well as follow-up on the results of training attended by teachers.
10.	Changes in learning quality after implementing principal leadership as a friend	- Both show academic improvement that is not yet significant. Case 1 focuses on improved ANBK results, but numeracy is still low. Case 2 focuses on improvements in academic scores, technology, and teaching tools. - Case 1 also shows non-academic changes such as changes in attitude/character, anti-discrimination and bullying, attendance, and an increase in the number of classes. - Both show friendly leadership and good communication. Case 1 highlights the role of the principal in guiding, embracing, and motivating teachers. Case 2 highlights the comfort and effectiveness of communication. - Both show an improvement in the quality of learning that focuses on a collaborative climate and motivation to learn and work, innovation, and learning effectiveness. - In Case 1, parents see the changes and are satisfied with the physical improvements to the school.

1. How principals implement a friend-based leadership approach in elementary schools

a) The meaning of school principal leadership as a fundamental friend

In the context of leadership in schools, when a principal takes the position of a friend to teachers, leadership moves from a hierarchical (one-way) pattern to a more collaborative pattern based on open communication and trust. According to (Caldwell & Anderson, 2020), the concept of the leader as a friend emphasizes relationships built on mutual respect, open communication, and shared responsibility for the well-being of both parties. On the other hand, emotional support and sincere recognition from leaders foster motivation and encouragement from within teachers to develop. When principals show concern for teachers' needs, provide a supportive work environment, build self-confidence, and remove obstacles or barriers that prevent teachers from achieving their pedagogical goals, teachers will be motivated and their job satisfaction will increase (Kavita et al., 2024).

b) Principal's strategy for creating friendly relationships

Friendly approach (accepting, empathetic, communicative, appreciative) is in line with the concept of leader as a friend, which is building a healthy closeness between leaders and followers, strengthening mutual trust, respect, and preventing misunderstandings, without neglecting the clarity of roles and ethical boundaries in work relationships (Caldwell & Anderson, 2020). A leader must pay attention to the well-being of subordinates, create a friendly work environment, reduce barriers, and provide emotional support and the resources necessary

for teachers to achieve their professional goals. The leader as a friend approach can be said to be a concrete form of the supportive style in Path-Goal Theory, with the caveat that objectivity and professional boundaries must not be lost (Cumar et al., 2025).

c) Balancing the roles of leader/mentor and friend

The balance between the roles of leader and friend is a leadership strategy that focuses on learning and teacher well-being. Emotional intelligence theory states that effective leadership requires a balance between self-regulation and empathy for others (Prummer et al., 2024). School principals who are able to balance these roles will find it easier to create a supportive, open, and competency-oriented work environment for teachers. Thus, school principals who are able to "play" both roles (authority and empathy) in a balanced manner will be more successful in maintaining continuity of mentoring, creating a supportive work climate, and promoting teacher competency on an ongoing basis.

2. Supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools

a) External support

External support plays an important role in the implementation of school principal leadership as a partner in developing teachers' pedagogical competencies in elementary schools. The Indonesian government, through the Ministry of Education and Culture (Kemendikbud) and the Education Office, has a strategic role in providing funds to support the development of teachers' pedagogical competencies. These funds are allocated to various training and professional development programs aimed at improving the quality of education. The targeted allocation of BOS funds can contribute significantly to improving the quality of learning and teacher competencies (Soro et al., 2024).

Other external support includes parental involvement in school activities and relationships between parents, principals, and teachers. Principals can act as facilitators to encourage teachers to establish open communication with parents and create opportunities for parents to actively participate in school activities. This leadership from the principal can strengthen teacher-parent collaboration and support a positive learning climate (Barth & Tsemach, 2025).

b) Internal support

This internal support not only improves teachers' ability to design and implement contextual learning, but also builds harmonious relationships between principals and teachers. Support such as reflection rooms, collaboration with senior teachers, learning communities, regular supervision, and psychological assistance creates a conducive professional learning environment, motivating teachers to continue developing themselves (Subairi & Musaddad, 2024; Tumeko et al., 2016).

Principals can also motivate teachers to improve their knowledge through reading educational literature and the latest reference sources, so that teachers do not only rely on experience but also enrich their theoretical and pedagogical practice.

c) Giving rewards and appreciation

Rewards, organizational culture, and work motivation significantly affect teacher performance (Yogaswara et al., 2025). Rewards can take the form of formal awards such as certificates, which serve as tangible evidence of individual or group achievements. These certificates are not only a symbol of appreciation but also a tool to motivate and boost the confidence of the recipients. The appreciation felt by teachers is also an important factor in increasing job satisfaction and protecting against emotional exhaustion and the desire to quit (Dreer-Göthe, 2025).

3. Obstacles/constraints faced by principals in developing teachers' pedagogical competence in elementary schools

a) Teachers' pedagogical competence

Teachers' pedagogical competence is one of the key competencies that every educator must possess. This competence includes the ability to plan, implement, and evaluate learning, as well as manage the classroom effectively. Teachers' pedagogical competence is not only the ability to teach, but also encompasses the entire learning process aimed at developing students' potential in a comprehensive and sustainable manner. Although pedagogical competence is very important, its implementation often faces various obstacles. Some of the problems that usually arise include insufficient teaching skills, understanding of student characteristics, limited use of media and learning resources, low teacher motivation to learn, and many other problems. According to (Pibina et al., 2025), internal factors such as subject mastery and teacher motivation have a significant impact on their pedagogical competence. In addition, understanding student characteristics is also a crucial aspect in designing learning that suits student needs.

In addition to internal factors, there are also external factors such as limited infrastructure that affect the quality of learning. External factors include the conditions of the students' surrounding environment, which can affect their learning outcomes (Lumbantoruan et al., 2024). Limited facilities and environmental support are challenges that must be overcome to improve learning effectiveness. This emphasizes that the development of pedagogical competencies requires an approach that is tailored to the context and needs of teachers.

b) Obstacles or constraints experienced by principal and teachers

In educational practice, both principals and teachers often face various external and internal obstacles that affect the effectiveness of the learning process and

professional development. Principals feel that the time available for supervision is very limited because they have to take care of busy school administration (Salsabila Saifani et al., 2022).

Obstacles stemming from individual teacher factors include teachers who are unmotivated or dissatisfied with their work, which can lead to a decline in performance, and a lack of teaching skills and knowledge, which can hinder teaching effectiveness (Fatimah et al., 2023). Teachers with a lack of discipline or dedication may face difficulties in carrying out their duties (Susandi et al., 2022). Obstacles stemming from external factors include inappropriate policies or policies that do not take field conditions into account, which can be an obstacle to improving teacher performance (Atik Likai Tanjua et al., 2024). Inadequate physical conditions in schools, such as incomplete facilities or an unsupportive environment, can hinder the learning process (Arti et al., 2024).

c) Resolving issues involving teachers, students, and parents

This approach reflects the importance of integrating local cultural values into educational leadership. Leaders who are able to integrate local wisdom into their leadership can create solutions that are more contextual and accepted by the community (Lepir & Ismanto, 2024). In solving problems, deliberation is one approach that can be used by school principals. This approach involves senior teachers and other relevant parties to obtain a broader perspective. Deliberation is conducted objectively, meaning that every decision is based on facts, data, and common interests, not just individual opinions. Thus, the resulting decisions are fairer, acceptable to all parties, and minimize conflict.

4. Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools

a) Overcoming differences in teachers' characters and teaching styles

In the principal's efforts to develop teachers' pedagogical competencies, there are always several challenges or obstacles, one of which is the differences in teachers' characters and teaching styles. Each teacher has their own uniqueness in their approach to learning, interaction with students, and classroom management. Therefore, the principal takes several approaches. Case 1, a collaborative approach and systematic evaluation (regular meetings, supervision, assessment team). This approach reinforces reflective practices and continuous improvement through systematic feedback (Suryani et al., 2024). Case 2, a personal and empathetic approach (motivation, appreciation, respect). This approach emphasizes emotional support and positive reinforcement to increase teachers' internal motivation and their readiness to innovate in the classroom (Jensen et al., 2025). In essence, both the collaborative and systematic evaluation approach and the personal and

empathetic approach can accommodate differences in teachers' characters and teaching styles to achieve common goals.

b) Identifying and ensuring programs are in line with the needs of teacher pedagogical competency development

This process serves to ensure that every teacher professional development activity truly stems from real needs in the field, rather than merely following general policies or ceremonial training. Many teacher professional development programs fail to have a significant impact because they are not based on proper needs analysis (OECD, 2023). To ensure that programs are tailored to these needs, school principals play a crucial role in mapping teacher competencies and determining development priorities. The effectiveness of professional development programs depends heavily on the extent to which they are relevant to the context of teachers' work, collaborative, sustainable, and oriented toward real-world learning practices (Darling-Hammond et al., 2017). This approach not only increases teachers' motivation to learn, but also ensures the sustainability and positive impact of the programs implemented in schools.

c) Collaboration between principals and teachers

Collaboration between teachers and principals occurs in school program planning, teaching implementation, and joint evaluation, with principals acting as facilitators and motivators (Hijrah, 2025). Through school and cross-school activities or programs, teachers have the opportunity to share knowledge and experiences, discuss challenges in developing and implementing learning, and seek solutions together. Principals must encourage teachers to work together and support each other in applying learning approaches that are relevant to the new era (Marniawarsih et al., 2025). This collaboration creates a culture of collaborative learning in the school environment, strengthens teachers' pedagogical competencies, and encourages more effective, student-centered learning.

d) Taking part in the quality of teaching and learning in the classroom

Principals who are directly involved in the quality of teaching and learning act not only as administrative managers, but also as active instructional leaders. In practice, principals focus on activities that directly influence the teaching and learning process in the classroom, such as ensuring the quality of learning by guaranteeing the availability and use of appropriate learning tools, and monitoring the implementation of these tools regularly through supervision, conducting periodic classroom observations, providing evidence-based feedback, assisting teachers through professional coaching, and facilitating collaborative planning. Leadership support that focuses on actual learning practices (not just managerial ones) contributes to improving teaching practices and student learning outcomes (Darling-Hammond et al., 2022).

e) Programs implemented to support the development of teachers' pedagogical competencies

Development programs designed by principals are usually based on the results of academic supervision, analysis of teacher needs, and policies for improving the quality of education. Principals have a moral responsibility to build a culture of learning in schools by providing support in the form of training, guidance, and appreciation for teacher performance (Sataroh & Hasanah, 2025). This shows that principals not only act as supervisors, but also as mentors and facilitators in the development of teacher competencies. The teacher learning community facilitated by the principal becomes an important forum for strengthening pedagogical reflection and professional collaboration (Sudiaty et al., 2025). Principals who are committed to teacher development ultimately become the driving force in improving the quality of learning and student learning outcomes.

f) Supervision schedule and challenges faced by teachers in the classroom

Supervision activities also include academic guidance and learning administration. In this context, supervisors not only assess teachers' performance in the classroom, but also help teachers improve their lesson plans, teaching modules, formative assessments, and learning media. The coaching and mentoring functions of supervision can encourage teachers to engage in self-reflection (Fauziyah & Suherman, 2024). Digital-based supervision through the Merdeka Mengajar Platform (PMM) even allows supervisors to monitor teachers' activities more objectively and measurably. Effective supervision activities in the 21st century must contain elements of observation, reflection, and professional dialogue (Basilio & Bueno, 2021). Supervisors need to use relevant observation instruments, provide objective notes during observations, and hold reflective discussions after teaching and learning activities. The feedback provided should be constructive, focus on teaching behavior, and be based on observation data.

However, in practice, supervision often faces various challenges that can affect its effectiveness and the results of teacher development. Many teachers still view supervision as a form of control or performance assessment, rather than a means of professional development. This causes the supervision process to often become a formality without any meaningful learning. Thus, these challenges need to be overcome through a reflective and collaborative approach to supervision. Principals and supervisors need to change the paradigm of supervision from "assessing" to "accompanying." When teachers begin to see supervision as a shared learning process, reflective awareness will grow, and supervision can truly function as a means of improving pedagogical competence.

g) Schedule of meetings and topics discussed

Meetings can be held on a scheduled or situational basis. Scheduled meetings help maintain continuity in

operational monitoring and learning, while situational meetings provide a quick response to specific issues that arise suddenly (Midha, 2024). The principal not only acts as a mentor, companion, and decision maker, but also as a professional friend who creates an open space for dialogue, mutual listening, and mutual learning between leaders and teachers. Principals who are able to manage meetings well will create an open and collaborative work climate, which will have a positive impact on improving the quality of learning and the overall quality of the school.

h) Impact on student learning outcomes

Principal support in the form of guidance, academic supervision, and the provision of a conducive learning environment also strengthens the learning process in the classroom. Positive changes occur in both academic achievement and in the attitudes and skills of students. Improving teacher competence through coaching and professional development has a significant impact on teaching practices and student achievement (Kraft et al., 2018).

This empathetic approach provides space for teachers to develop a more humanistic and student-centered teaching style. A positive learning environment characterized by a sense of security, social support, and healthy interpersonal relationships can increase student motivation and well-being, which in turn has an impact on long-term learning outcomes (Rusticus et al., 2023). School principals who act as friends to teachers can provide support, guidance, and opportunities for growth in creating a healthy learning ecosystem. Thus, student learning outcomes are a reflection of the quality of teachers' pedagogical competencies and the effectiveness of school principals' leadership.

i) Assessment indicators and success in developing teachers' pedagogical competencies

The principal conducts assessments by looking at several indicators on the Merdeka Mengajar Platform (PMM) and the Computer-Based National Assessment (ANBK). The Ministry of Education, Culture, Research, and Technology has created the PMM (Merdeka Mengajar Platform) digital platform to help teachers and principals develop. To improve the professionalism of educators, PMM offers independent training, documentation of work, and learning materials and resources. Teachers can also access inspirational videos, self-directed training, and evidence of work, as well as receive feedback from peers (Kemendikbudristek, 2022). Through PMM, principals assess teachers directly (pedagogical competence and learning practices). ANBK (Computer-Based National Assessment) is a national assessment that comprehensively measures students' reading literacy, numeracy, and character (Pusmendik, 2022).

ANBK results are used to measure the quality of learning in schools, enabling teachers to adjust their teaching to meet the needs of students. In addition to academic assessment, ANBK assesses students' attitudes,

motivation to learn, and character. Through ANBK, school principals assess learning outcomes and school quality (which is influenced by teacher competence). PMM results can be used by teachers and schools to improve learning practices, which are then reflected in ANBK results. Conversely, ANBK results can provide feedback for principals to focus on PMM training or teacher professional development. PMM focuses more on teacher input and process, while ANBK focuses more on student output and learning outcomes.

j) Changes in learning quality after implementing principal leadership as a friend

Although the academic improvement in both cases was not particularly significant, the implementation of principal leadership as a friend has shown a real positive impact on the quality of learning, both in terms of teachers' pedagogical competence and students' academic and non-academic learning outcomes. Friendly principals tend to encourage a culture of reflection (teachers reviewing learning outcomes together) so that teaching improvements become sustainable (Sodikin et al., 2022). Both schools show that friendly leadership from the principal emphasizes positive interpersonal relationships, open communication, understanding of the needs of teachers and students, and collaboration, thereby helping to change the school climate towards more meaningful learning. Both schools demonstrated that friendly leadership from the principal emphasized positive interpersonal relationships, open communication, understanding of the needs of teachers and students, and collaboration, thereby helping to transform the school climate toward more meaningful learning. The principal's leadership as a friend acts as a driver of pedagogical change through supportive relationships, continuous coaching, and teacher empowerment. Improvements in teachers' pedagogical competencies resulting from this approach tend to influence the quality of the learning process more quickly than large academic scores, but when supported by consistent policies, resources, and monitoring, these process changes will lead to medium to long-term improvements in learning outcomes.

IV. CONCLUSIONS

How principals implement a friend-based leadership approach in elementary schools: The leadership of the principal as a friend shifts the hierarchical pattern to a collaborative, open, and trust-based relationship. The principal functions as a dialogue partner who listens, appreciates, and encourages the potential of teachers through humanistic and motivational communication. Within the framework of Path-Goal Theory, an empathetic, communicative, and supportive approach reflects the concept of the leader as a friend, which strengthens trust, creates a positive work environment, and maintains harmonious relationships without neglecting professional boundaries. The balance between the roles of leader and friend is key to success in developing teachers' pedagogical competencies,

where the principal combines authority with empathy to create a supportive work climate oriented towards continuous improvement in the quality of learning. Supporting factors that influence the application of principal leadership as a friend in developing teachers' pedagogical competence in elementary schools: Supporting factors that influence the implementation of principal leadership as a friend in developing teachers' pedagogical competencies in elementary schools include external support, internal support, and the provision of rewards and appreciation. External support is demonstrated through collaboration with the education office, government assistance such as BOS, and active participation of parents who can advance the development of teacher competencies. Internal support is demonstrated through continuous collaboration and mentoring, reflection rooms, cooperation with senior teachers, learning communities, routine supervision, and psychological support, thereby creating a good, humanistic professional environment that encourages teachers to continue learning and developing. In addition, recognition and appreciation are given by the principal, both in non-material forms (expressions of gratitude, praise) and material forms (awards). Some of this support is very important for increasing teachers' confidence, motivation, performance, and job satisfaction. Obstacles/constraints faced by principals in developing teachers' pedagogical competence in elementary schools: The obstacles faced by principals in developing teachers' pedagogical competencies in elementary schools include internal and external factors. Pedagogical competence is a teacher's core competency, which includes the ability to plan, implement, and evaluate learning effectively to develop students' full potential. Both principals face the main obstacle of limited time due to a heavy administrative workload, which prevents them from playing an optimal role in guiding teachers. Internal factors such as limited time and energy, teachers' lack of motivation and discipline, and external factors such as budget constraints also hinder the development of teachers' competencies. Therefore, improving the quality of education requires a comprehensive approach that addresses both factors in a balanced and optimal manner. In addition, problems are solved by combining local cultural values such as "Kula Babong" and objective deliberation with the involvement of senior teachers so that decision-making is fairer and able to minimize conflict. Strategies of principal leadership as a friend in efforts to enhance teachers' pedagogical competence in elementary schools: The principal's leadership strategy as a friend in developing teachers' pedagogical competencies in elementary schools is carried out through various approaches that are tailored to the needs and characteristics of each teacher. Principals address differences in teachers' characters and teaching styles with tailored supervision and mentoring strategies, through collaborative, evaluative, personalized, and empathetic approaches that foster teacher motivation and innovation. The development of teachers' pedagogical competencies is based on accurate and continuous identification of needs, in which the principal plays an important role in mapping teachers' competencies, determining development priorities, and ensuring that

programs are contextual, collaborative, and sustainable. Collaboration between school principals and teachers is realized through joint learning activities, reflection, group discussions, and sharing of good practices that build a collaborative learning culture centered on students. School principals are directly involved in ensuring the quality of teaching and learning through supervision, classroom observation, feedback, and coaching-based mentoring. Programs such as KKG, inter-school BIMTEK, supervision, sharing of good practices, literacy strengthening, and English Morning Class are designed based on the results of academic supervision and analysis of teacher needs. Supervision is carried out systematically, continuously, and oriented towards professional development of teachers with reflective and collaborative mentoring. School meetings serve as a formal communication forum that encourages collaboration, program evaluation, and problem solving in learning, both through formal meetings and learning communities. The improvement in student learning outcomes reflects the collaboration between teachers' pedagogical competencies and the support of school principals as friends (empathetic and humanistic). Teachers' pedagogical competencies are assessed through PMM and ANBK, which complement each other in assessing behavior, process, and learning outcomes. Although the development of pedagogical competence has not been very significant, the leadership of the principal as a friend has shown several positive changes in the quality of teaching and learning, open communication, a collaborative culture, and improved student learning outcomes, both academically and non-academically, on an ongoing basis.

REFERENCES

- [1] Arti, I. W., Rahmawati, N., Islam, U., Raden, N., Lampung, I., & Lampung, K. B. (2024). Tantangan dan Strategi Kepala Sekolah dalam Pelaksanaan Supervisi Pendidikan. *Jurnal Media Akademik*, 2(6), 1–11.
- [2] Atik Likai Tanjua, Desy Eka Citra Dewi, Nur Puspasari, Hilman Nugraha, & Deli Meylindo. (2024). Kinerja Guru dan Permasalahannya. *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan*, 3(4), 161–171. <https://doi.org/10.58192/sidu.v3i4.2729>
- [3] Barth, A., & Tsemach, S. (2025). Principals' leadership styles as predictors of teachers' attitude toward parental involvement. *Frontiers in Education*, 10(February), 1–9. <https://doi.org/10.3389/educ.2025.1528796>
- [4] Babilio, M. B., & Bueno, D. C. (2021). Instructional supervision and assessment in the 21 st -century and beyond. *Institutional Multidisciplinary Research and Development Journal*, 4(June), 1–8. <https://www.researchgate.net/publication/358742303>
- [5] Caldwell, C., & Anderson, V. (2020). *Leader as a friend: The ethic of friendship and the psychological contract*. In C. Caldwell (Ed.), *Moral Leadership: A Transformative Model for Tomorrow's Leaders* (pp. 63–78). Business Expert Press.

- https://www.researchgate.net/publication/343657947_Chapter_4_Leader_as_a_Friend
- [6] Cumar, M. A., Kidane, B. Z., Golga, D. N., & Dinsa, F. (2025). Leadership as cultural architect: a path-goal theory analysis of leadership styles and organizational culture in Somaliland higher education. *Discover Education*, 4(1). <https://doi.org/10.1007/s44217-025-00887-8>
- [7] Darling-Hammond, L., Maria E. Hyler, A., Gardner, M., & Espinoza. (2017). *Effective Teacher Professional Development*. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_R_EPORT.pdf
- [8] Darling-Hammond, L., Wechsler, M. E., Levin, S., & Melanie Leung-Gagné, and S. T. (2022). *Developing Effective Principals: What Kind of Learning Matters?* <https://doi.org/https://doi.org/10.54300/641.201>
- [9] Dreer-Göthe, B. (2025). How appreciation predicts teachers' job satisfaction, emotional exhaustion, and quitting intentions. *Educational Studies*, 00(00), 1–21. <https://doi.org/10.1080/03055698.2025.2511915>
- [10] Fatimah, T. F., Ramadhan Sitepu, Y. M., Agustina, A., Hasni, M., & Nst, N. A. (2023). Faktor-Faktor Yang Mempengaruhi Dan Menghambat Kinerja Guru. *Ulul Amri: Jurnal Manajemen Pendidikan Islam*, 2(4), 518–528. <https://doi.org/10.18860/uajmpi.v2i4.2531>
- [11] Fauziyah, A., & Suherman. (2024). Optimalisasi Supervisi Akademik Melalui PMM dalam Meningkatkan Kompetensi Pedagogik di SMPN 1 Pontang. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 09(04). <https://doi.org/https://doi.org/10.23969/jp.v9i04.22115>
- [12] Hijrah, S. F. S. (2025). Kepemimpinan Inovatif dan Pemahaman Guru terhadap Merdeka Belajar di Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 9(1), 157–182. <https://doi.org/10.26811/didaktika.v9i1.1785>
- [13] Hilmatussadiyah, K. G., Ahman, E., & Disman, D. (2024). Teacher Competency: Descriptive Study of Guru Penggerak. *Inovasi Kurikulum*, 21(1), 149–162. <https://doi.org/10.17509/jik.v21i1.63482>
- [14] Ikhsandi, R. H., & Ramadan, Z. H. (2021). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *Jurnal Basicedu*, 5(3). <https://doi.org/https://doi.org/10.31004/BASICEDU.V5I3.901>
- [15] Jensen, M. T., Solheim, O. J., & Olsen, E. (2025). Leader support in relation to teacher self-efficacy, classroom emotional climate and students' literacy skills in elementary school. *Scandinavian Journal of Educational Research*, 69(4), 729–742. <https://doi.org/10.1080/00313831.2024.2348451>
- [16] Katr, S. (2018). *Friendly Leadership in Modern Teamwork Title: Friendly Leadership in Modern Teamwork*.
- [17] Kavita, M. J., Okoth, U. A., & Kalai, J. M. (2024). Influence Of Principals' Supportive Leadership Style On Tutors' Support For Implementation Of Performance Appraisal Of Tutors In Public Primary Teachers Training Colleges In Kenya. *IOSR Journal of Humanities and Social Science*, 29(10), 06–18. <https://doi.org/10.9790/0837-2910030618>
- [18] Kemendikbudristek. (2022). *Buku Saku Platform Merdeka Belajar*. Kemendikbudristek. https://merdekabelajar.kemdikbud.go.id/upload/file/173_1645510753.pdf
- [19] Kraft, M. A., Blazar, D., Hogan, D., Rimm-Kaufman, S., McQueen, K., Pianta, R., & Tipton, B. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547–588. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf
- [20] Lepir, P. R., & Ismanto, B. (2024). Kepemimpinan Yang Efektif Berbasis Kearifan Lokal. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 14(3), 255–264.
- [21] Lumbantoran, R. J., Rogate Artaida Tiaras Gultom, & Justice Z.Z Panggabean. (2024). Pengaruh Kompetensi Pedagogik Guru terhadap Prestasi Belajar Siswa Kelas XI di SMK Negeri 1 Siatas Barita Tahun Pembelajaran 2023/2024. *Jurnal Teologi Injili Dan Pendidikan Agama*, 2(4), 244–260. <https://doi.org/10.55606/jutipa.v2i4.379>
- [22] Marniawarsih, D., Wahab, & Prabowo, S. L. (2025). Kolaborasi Guru dan Kepala Sekolah dalam Menjaga Mutu Pendidikan di SDN 04 Sanggau. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(03). <https://doi.org/https://doi.org/10.23969/jp.v10i03.31620>
- [23] Midha, G. (2024). School leadership writ small: Meetings and school principal practice. *Educational Management Administration and Leadership*, 52(1), 151–170. <https://doi.org/10.1177/17411432211058939>
- [24] Miles, & Huberman. (1992). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia Press.
- [25] OECD. (2023). *Teaching for the Future: Global Engagement, Sustainability and Digital Skills*. https://www.oecd.org/content/dam/oecd/en/publication/s/reports/2023/04/teaching-for-the-future_3c3c9f43/d6b3d234-en.pdf
- [26] Pasaribu, P. J. E. S. J. P. K. (2024). Pengaruh Gaya Kepemimpinan dan Motivasi Kerja Terhadap Kinerja Guru. *Journal of Trends Economics and Accounting Research*, 4, 873–880. <https://doi.org/10.47065/jtear.v4i4.1368>
- [27] Pibina, R., Qumairah, A., Aulia, A., & Abdurrahmansyah, A. (2025). Problematika Kompetensi Guru dalam Menghadapi Tuntutan mendalam tentang bagaimana teknologi dapat diintegrasikan secara efektif. *The Alacrity: Journal of Education*, 5(1), 751–763. <http://lppipublishing.com/index.php/alacrity>
- [28] Prummer, K., Human-Vogel, S., Graham, M. A., & Pittich, D. (2024). The role of mentoring in developing leaders' emotional intelligence: exploring mentoring

- types, emotional intelligence, organizational factors, and gender. *Frontiers in Education*, 9(June), 1–16. <https://doi.org/10.3389/feduc.2024.1393660>
- [29] Pasmendik. (2022). *Buku Panduan Capaian Hasil Asesmen Nasional*. Kemendikbudristek. https://merdekabelajar.kemdikbud.go.id/upload/file/2022_1652242980.pdf
- [30] Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the key elements of a positive learning environment? Perspectives from students and faculty. *Learning Environments Research*, 26(1), 161–175. <https://doi.org/10.1007/s10984-022-09410-4>
- [31] Salsabila Saifani, S., Gunawan, A., & Muin, A. (2022). Analisis Supervisi Akademik Kepala Sekolah Sebagai Faktor Pendukung Kinerja Guru. *Jurnal Syntax Transformation*, 3(06). <https://doi.org/10.46799/jst.v3i6.571>
- [32] Sataroh, S., & Hasanah, E. (2025). The Role of School Principal as an Educator in Developing Teachers' Pedagogical Competence in SMA Negeri 1 Koba, Central Bangka Regency. *International Journal of Educational Management and Innovation*, 6(1), 16–29. <https://doi.org/10.12928/ijemi.v6i1.11449>
- [33] Sodikin, H., Sukandar, A., & Setiawan, M. (2022). Management of Teacher Pedagogical Competence Development in an Effort to Improve The Quality of The Process PAI Learning. *Edukasi: The Journal of Educational Research*, 2(1), 74–87. <http://journal.medpro.my.id/index.php/edukasi>
- [34] Soro, S. H., Rifandi, A., Sofayantina, Y., & Listianti. (2024). Analisis Penggunaan Dana Bantuan Operasional Sekolah dalam Meningkatkan Kompetensi Profesional Guru (Studi Kasus Penggunaan Anggaran di SMP Negeri 36 Kota Bandung). *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 2441–2448. <https://jurnaledukasia.org>
- [35] Subairi, & Musaddad, A. (2024). Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru. *IslamicEdu Management Journal*, 1(1), 66–77. <https://doi.org/10.71259/z88yp972>
- [36] Sudiati, S., Widayatsih, T., & Eddy, S. (2025). Learning Community Management in Improving Teachers' Pedagogic Competency. *Journal of Social Work and Science Education*, 6(2), 540–556. <https://doi.org/10.52690/jswse.v6i2.1197>
- [37] Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Cetakan ke). Alfabeta. https://digilib.stekom.ac.id/assets/dokumen/ebook/feb_35efe6a47227d6031a75569c2f3f39d44fe2db43_1652079047.pdf
- [38] Suryani, I., Khairuddin, & Niswanto. (2024). Collaborative-Based Principal Academic Supervision on Teacher Competence. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(4), 687–703. <https://doi.org/10.31538/tijie.v5i4.1154>
- [39] Susandi, A., Dwidarti, F., Setiawan, B., Fadilah, Y., & Marwan. (2022). Problematika Kepala Sekolah dalam meningkatkan Manajemen Pendidikan di Sekolah Dasar. *Jurnal Kependidikan Dasar Islam Berbasis Sains*, 7(1).
- [40] Tumeko, D. S. B., Mugirah, & Soedjono. (2016). *Peran Pendampingan Kepala Sekolah Dalam Mengembangkan Profesionalisme Guru PJOK Di SDN 3 Pamotan*. 10, 1–23.
- [41] Veirissa, A. H. (2021). Kualitas Guru di Indonesia. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 4, 267–272. <https://proceeding.unnes.ac.id/index.php/snpasca/article/view/861>
- [42] Yogaswara, D., Wijaya, C., & Lubis, S. A. (2025). Certified Teacher Performance: Principal Leadership Organizational Culture Rewards and Work Motivation. *Journal Evaluation in Education (JEE)*, 6(2), 353–361. <https://doi.org/10.37251/jee.v6i2.1615>