

THE LEADERSHIP MANAGEMENT OF SCHOOL PRINCIPLES IN IMPROVING THE COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perencanaan, pelaksanaan, dan evaluasi kepemimpinan kepala sekolah dalam meningkatkan kompetensi guru PAI. Penelitian ini dilaksanakan dengan menggunakan pendekatan penelitian diskriptif kualitatif. Subyeknya yaitu kepala sekolah. Adapun informannya yakni wakil kepala sekolah dan guru. Teknik pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi. Data yang terkumpul dilakukan pemeriksaan keabsahan data, menggunakan triangulasi, dengan verifikasi dan pengecekan mengenai kecukupan referensi. Teknik analisis data menggunakan model interaktif. Hasil penelitian didapatkan bahwa (1) Perencanaan kepemimpinan kepala sekolah dalam meningkatkan kompetensi guru PAI meliputi: (a) Perencanaan berdasarkan visi, misi, tujuan sekolah, dan kebutuhan (*need assessment*); (b) Melibatkan seluruh unsur civitas akademika sekolah; (c) Melakukan rekrutmen guru GTT baru dan melakukan analisis jabatan pekerjaan; (d) dilakukan dalam rapat kerja. (2) Pelaksanaan kepemimpinan kepala sekolah dalam meningkatkan kompetensi guru PAI meliputi: (a) Mengikuti dalam diklat, seminar, maupun workshop; (b) Studi lanjut; (c) Revitalisasi MGMP; (e) Meningkatkan kesejahteraan guru; (f) Penambahan fasilitas penunjang; dan (g) sertifikasi guru. Adapun (3) evaluasi yang dilakukan oleh kepala sekolah dalam meningkatkan kompetensi guru PAI meliputi: (a) melakukan supervisi, baik secara personal maupun kelompok; (b) Teknik yang digunakan adalah secara langsung (*directive*) dan tidak langsung (*non directive*); (c) Aspek penilaian dalam supervisi adalah presentasi guru, kinerja guru di sekolah, perkembangan siswa, RPP, dan silabus.

Kata Kunci: Manajemen Kepemimpinan, Kompetensi Guru PAI, Pendidikan Agama Islam

ABSTRACT

This study aims to determine the planning, implementation, and evaluation of school leadership in improving teacher competence PAI. Penelitian This research is carried out using a qualitative descriptive research approach. The subject is the principal of the school. The informants were vice principals and teachers. Data collection techniques using observation techniques, interviews and documentation. The collected data is checked for data validity, using triangulation, with verification and checking of the adequacy of references. The data analysis technique uses an interactive model. The results showed that (1) Principal leadership planning in improving the competence of PAI teachers includes: (a) Planning based on the vision, mission, school goals, and needs (*needsassessment*); (b) Involving all elements of the school's academic community; (c) Recruiting new GTT teachers and conducting job position analysis; (d) conducted in work meetings. (2) The implementation of the principal's leadership in improving the competence of PAI teachers includes: (a) Participating in training, seminars, and workshops; (b) Further studies; (c) MGMP revitalization; (e) Improving teacher welfare; (f) Addition of supporting facilities; and (g) teacher certification. As for (3) evaluations carried out by school principals in improving the competence of PAI teachers include: (a) supervising, both personally and in groups; (b) The technique used is direct (*directivedirective*) and indirect (*.non- directive*); (c) Aspects of assessment in supervision are teacher presentation, performance teachers in schools, student development, lesson plans, and syllabus.

Keywords: Management Leadership, Teachers' Competency, Islamic Education

A. INTRODUCTION

The problems that arise today are allegedly that there are still teachers who have not placed the job of being a teacher as a profession (Nursyamsi, 2014). There are teachers who, although already certified and receiving certification allowances, have not seriously prepared and carried out their duties as teachers professionally. Judging from the field of daily teaching tasks, there are still teachers who teach with inadequate abilities, do not make good learning preparations, do not master teaching materials, choose and use less varied learning methods and models, are less able to stimulate and motivate students to be actively involved in the learning process,

still dominate learning activities, do not master ICT, some have adequate academic qualifications and competencies but their performance is categorized as low and so on (Sennen, 2017:17).

If it is related to the real conditions in the field, talking about the competence and professionalism of this teacher is still facing many problems. According to Payong (2016:16) in his research in 2014, a number of teacher problems include: (1) teachers are not ready to implement learning innovations, they tend to return to conventional learning patterns, (2) Teacher qualification improvement and certification programs have no impact directly on improving student achievement, (3) sustainable professional development

programs are not seen as strategic programs that have added value in enriching teacher insights and skills, (4) teachers are involved in practical politics in direct elections that affect their performance in learning and relationships with friends colleagues, (5) teachers are trapped in a bureaucratic mindset in implementing the curriculum and (6) the drive and willingness to learn and develop themselves have not been prioritized by teachers who have been certified (Farisi, 2011).

Of course, these problems are not small, but milling about everywhere can even be complex, meaning that one problem is related to other problems. If only the problem is the teacher who is less professional in teaching, such as teaching methods that do not attract students' attention or teach teaching materials that are inaccessible to students (ineffective), this can be solved by various methods, techniques and learning strategies. (Abdussalam and Supriadi, 2020). Teachers can learn and apply these various methods in the classroom so that students are more interested in taking lessons (Sukarno, 2015: 85).

The importance of the orientation of the quality of education requires various tasks that must be carried out by education personnel in accordance with their respective roles and functions, starting from the macro level to the micro level, namely education personnel in schools in particular. In schools there are two components / individuals who play the most and determine the quality of education; namely principals and teachers. In the perspective of globalization, regional autonomy, and

decentralization of education, the principal is a central figure who must be a role model for other education personnel in schools. Therefore, to support success in the changes made and expected, it is necessary to prepare professional school principals, who are willing and able to plan, implement, and evaluate various policies and changes that are carried out effectively and efficiently (Mulyasa, 2006); (Herdiana, 2013).

In improving the quality of education, principals must place teachers in professional positions by improving their education, financing PBM and curriculum development as school priorities (Andina, 2018). Making teacher performance measurements, improving the system, giving appropriate sanctions for the failure of teachers to carry out their main tasks and functions, giving appropriate rewards for teacher achievements. The role of the principal to provide learning facilities, foster teacher growth, and other professional support becomes a separate force for teachers to carry out their professional duties (Sagala, 2007: 93).

There are three kinds of skills that must be possessed by school principals to succeed in leadership. The three skills are conceptual skills, namely skills to understand and operate an organization; human skills, namely the skills to cooperate, motivate and lead; and technical skills are skills in using knowledge, methods, techniques, and equipment to complete certain tasks (Mulyasa, 2002:126); (Sumiarsi, 2015). Of the three skills, human skills require skills to cooperate, motivate and lead. In this case, the potential of human resources, especially teachers, is an object

that must get priority in improving its quality. In order for the educational process to run effectively and efficiently, teachers are required to have adequate competence, both in terms of type and content (Budiyanti et al. 2021). However, if we dive deeper into the contents of each type of competence, as presented by experts as well as in the perspective of government policy, presumably to become a competent/professional teacher is not something simple, to realize and improve teacher competence requires great efforts, earnest and comprehensive.

In short, it can be concluded that school principals have a strategic role in improving teacher competence, both as educators (educators), managers, administrators, supervisors, leaders (leaders), creators of the work climate and as entrepreneurs (Maunah and Tulungagung, 2015). How far the principal can optimize all the roles he carries, can directly or indirectly contribute to increasing teacher competence or professionalism, and in turn can have an effect on improving the quality of education in schools. Teacher competence is a description of what a teacher should be able to do in carrying out his work, both in the form of activities, behavior and results that can be shown.

Based on this background, researchers are interested in conducting a study at public elementary schools in Bandung, namely SDN 200 Leuwipanjang and SDN 233 Cibaduyut. Geographically, the school has a very strategic location and has a neat organizational structure, so that all stakeholders in the school environment work together in advancing educational

goals in accordance with the school's vision and mission.

B. METHOD

This study aims to obtain an overview of principal leadership management in improving the competence of PAI teachers at SDN 200 Leuwipanjang and SDN 233 Cibaduyut. Using a descriptive qualitative approach, the researcher spent approximately 5 months exploring the state of the principal's leadership management in improving the competence of PAI teachers at SDN 200 Leuwipanjang and SDN 233 Cibaduyut, Bandung. As for the data source, the researcher uses a *purpissive sampling technique*, where the researcher determines the informants based on the characteristics, traits or characteristics that are the main characteristics of the population, both those relating to primary data and secondary data, with data collection techniques using interviews, observation and documentation study. Then the researchers analyzed the data by collecting, identifying, analyzing, and synthesizing data, to then provide an interpretation of the principal's leadership management in improving the competence of PAI teachers at SDN 200 Leuwipanjang and SDN 233 Cibaduyut, Bandung City

C. RESULTS AND DISCUSSION

1. Principal Leadership Planning in Improving Islamic Education Teacher Competencies

As an effort to improve teacher competence in schools, a principal must act creatively in planning it. Before deciding a policy, it is necessary to approach all aspects related to schools, especially teachers to

increase teacher professionalism. The behavioral approach is a leadership concept that is in accordance with the principles of educating (Sumarsono, et al., 2021; Trihastuti, et al., 2021).. No one will deny that one of the educations is to change behavior, whether it is the behavior of students or the behavior of other students. Every educator in carrying out their duties needs to pay attention and adapt to the behavior of their students. Both the behavior of the subject of his students, both behavior as individuals and behavior as a group (Purwanto, 2008:46).

The approach is the first step where someone has to lead a group, thus the leader will go directly together with his subordinates and feel the various obstacles faced by staff and teachers. Through this approach, a principal is able to capture several problems and conclude the solution, so that in deciding policies, it can be in accordance with the needs of teachers in order to increase the professionalism of the teacher's role.

Likewise, the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City, before making a decision in the form of several kinds of ideas, it is necessary to carry out an approach with the object to be sought. After using such an approach, various interrelated policies have emerged that are planned to be agreed and implemented together. This is supported by M. Ngalim Purwanto in his book "Administration and Supervision of Education". According to him, a good leader must be good at making and planning so that everything he does is not *just reckless*, but

all actions are calculated and aimed (Purwanto, 2008:65).

Goals are directions that must be achieved, so that planning can be prepared and determined properly, then the goals need to be formulated in the form of clear and measurable targets. With clear goals, there are targets to be achieved. This target then becomes the focus in determining the next steps (Sanjaya, 2009: 24).

Developing a strategy requires the preparation of a very mature plan to achieve the goal. So as the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City in planning policies to improve teacher professionalism, in particular, must consider various things. One of the plans of the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City is to involve teachers in activities, such as training, seminars, workshops, MGMP, infrastructure planning, compiling teacher regulations, formulating evaluation plans, and requiring teachers to prepare learning tools at the beginning of the year.

Educational staff development planning is one of the principal's steps towards teachers in the form of: involving teachers and staff in activities, such as training, upgrading, seminars, workshops, apprenticeships, and mentoring that can be held by government agencies, universities, or non-governmental organizations. -government. In addition, school-based teacher and staff development programs can also be implemented through programs planned by schools themselves or through inter-school networks (Mulyasa, 2012:67).

In addition to the efforts expressed by Mulyasa above, as a form of professionalism of a teacher, teachers need to prepare at the beginning of the beginning of the school year, teachers are required to compile a syllabus for the subjects to be taught, guided by the lesson plan/curriculum applicable at the school (Daryanto, 2010):89). Not only various efforts to improve professionalism, but teachers must also reflect or implement it by compiling learning tools.

Based on the explanation above, planning is a very important initial effort to bring a group to where it will go, its relation to improving the quality of a teacher must pay attention to the situation and condition of both the environment and the potential of the educators involved. Pedagogical competence is an understanding of students, learning planning, evaluating learning outcomes, and developing students to actualize their various potentials. The pedagogic competencies include: knowing their students, mastering theories about education, lesson materials, various techniques and learning methods, preparing lesson plans (RPP) and evaluating learning processes and outcomes.

To make it happen, the principal as a leader is tasked with making school activities to achieve school goals run smoothly. The principal needs to establish a clear division of labor for the teachers who are his subordinates. With a good division of labor, proper delegation of authority and responsibility and keeping in mind the organizing principles, school activities will run smoothly and goals can be achieved (Daryanto, 2010:82).

Through the organization, all tasks that have been planned will be assigned according to the experience, talents, interests and experiences of each individual personality. Thus the work will be clearer and more conducive because it is carried out by people who are capable in their fields. As a principal, organizing is a decisive step to achieve the targeted goals, thus the talents possessed by a teacher will always experience development in accordance with their fields.

Regarding the organization of the principals of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung, the placement of teachers according to their educational background is the right policy, considering that a goal will be achieved if the educators have special skills in their work. As stated in the Law on Teachers and Lecturers, it is stated: A teacher is a position or profession that requires special skills as a teacher. This work cannot be done by people who do not have the expertise to carry out activities or work as teachers. As for another understanding of the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, basic education, and secondary education (*Law - Law on Teachers and Lecturers RI Law no. 14 TH. 2005, 2014:3*). As a teacher should really master the ins and outs of education and teaching with a variety of other knowledge that needs to be fostered.

Thus the ability of a teacher will be explored and a teacher will focus more on deepening his knowledge to always improve himself following the development of

education in Indonesia. Improving the professionalism of teachers not only participates in various teacher training activities and teaches lessons according to their education, but the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City also gives teaching assignments to one of the teachers with lessons that are not in accordance with his educational background. This step was taken aimed at developing the competence of a teacher to meet the needs of students in teaching and learning activities as a form of self-effort to improve the professionalism of educators. As a profession is a job that is done to serve those who need services (clients) that are certain and have clear subjects (Nurudin et al, 2002:16-17). Involving teachers in various teaching activities also requires a systematic and classified schedule according to the experience, talents, interests and abilities of each teacher. This step was taken to avoid conflicts between activities and not to interfere with the teaching and learning process in schools.

So it can be concluded that the concept of principals in improving teacher professionalism must plan carefully by paying attention to various related aspects and the need for managing educators in carrying out their duties and involving a teacher in professional activities in order to achieve goals properly.

2. Implementation of Principal's Leadership in Improving the Competence of PAI Teachers

Implementation is the implementation of strategies and determination of resources. Implementation

is an important element in the planning process. To assess the effectiveness of a plan can be seen from its implementation. If it means a determined decision is taken, without being implemented in real activities (Sanjaya, 2009:24). Planning and organizing the principal then needs implementation or implementation as a form of various ideas and ideas that have been agreed upon and adhered to during planning and organizing. With the various tasks and jobs that must be carried out by many people, the school must direct, motivate, and set a good example for their subordinates. In giving direction to his subordinates, it must be continuous so that the goals to be achieved are well defined (Daryanto, 2010:82).

Principals are required to provide direction in various ways, this has an impact on the performance of teachers and staff employees, one of which must be grown is personality competence. The existence of direction, encouragement, and encouragement gives the impression of a superior's concern for his subordinates, so that mutual need and care are built together to realize the goals of the institution. The efforts of the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut, Bandung City in directing their subordinates are carried out during annual activities such as milad, istighosah akbar, Islamic holiday celebrations, outside of these activities briefing is carried out at every ceremonial apple, teacher council meeting. Organizing teacher council meetings individually or periodically, specifically to discuss the curriculum, teaching methods, and so on (Purwanto, 2008; Winata, K. A., Ruswandi, U., & Arifin, 2021). In the meeting, all

educators have the same opportunity to express their various opinions, both related to the teaching and learning process and problems related to school progress.

In addition to the above method, direction by the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City is carried out by sitting together with teachers and other staff employees outside of official activities such as meetings and other activities. Because the principal has a great responsibility for the school he leads and these responsibilities include: (a) Exploring the needs of the group and the wishes of the group. (b) From those desires, realistic and truly attainable desires can be drawn. (c) Convincing the group about what they want, which is realistic and which is actually imaginary. (d) Find a way that can be taken to achieve/realize these desires (Purwanto, 2008:64).

With the responsibility of the principal, it is beneficial for the principal to establish closeness so that the complaints of his subordinates can be heard and felt directly by the principal. In addition, with the principal directly involved, it is possible to motivate each other, provide direction or give examples to teachers, as quoted above can determine which ones are realistic and which are actually fantasies or opinions and find which paths must be taken to achieve goals. Providing opportunities for teachers to participate in various educational events is an indirect direction of the principal. The principals of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City also provide opportunities for their

educators to attend workshops, upgrading, MGMP and seminars.

Seminars, namely the participation of teachers in seminar activities and the development of scientific publications can also be a model for continuous development of the teaching profession in improving teacher competence. Through this activity, it provides opportunities for teachers to interact scientifically with their professional colleagues related to the latest things in an effort to improve the quality of education (Rosida et al, 2015:677). The seminar intends to make the best use of the productivity of group thinking in the form of exchanging experiences, correcting each other, and other group members.

Workshop is an activity to produce useful products for learning, competency improvement and career development. Workshops can be carried out, for example in the activities of compiling and analyzing curriculum, developing syllabus, writing lesson plans, and so on (Rosida et al, 2015:677). In the law on teachers and lecturers there is a mandatory competency that must be met, namely professional competence. Professional competence is the ability to master learning materials in depth and broadly. Not only mastery of subject matter, but also mastery of curriculum materials that apply scientific concepts and structures, educational problems and adequate insight into the materials concerned.

The teacher is an important element in learning, the teacher acts as a teacher in charge of fostering the development of knowledge, attitudes and skills (Azazy, 2003). So that the professional qualifications

of teachers are divided into three levels. *First*, personal capability (*the person capability*), namely the teacher is expected to have knowledge, skills and skills as well as a more stable and adequate attitude so that they are able to manage the teaching and learning process (learning) effectively. *Second*, teachers are innovators, namely as educational staff who are committed to change and reform efforts. Teachers are expected to have the knowledge, skills and skills as well as the right attitude towards reform and at the same time the initiators of effective reform ideas. *Third*, the teacher as a developer, that is, in addition to living up to the first and second qualifications, at his level as a developer, the teacher must have a solid teacher vision and broad perspective. Teachers must be able and willing to look far ahead in responding to the challenges faced as a system (Barizi, 2011:240).

To realize these three levels, the principals of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City involve their educators in MGMP activities where these activities can be carried out at the local level between school institutions or carried out by the same teacher in one school. Then from this activity the teacher will use it to help each other and discuss various kinds of problems to be solved together.

Infrastructure is something that cannot be separated in teaching and learning activities. A conducive situation will be created if educators and their infrastructure are in accordance with the needs in teaching. So that between the facilities and the professionalism of a teacher is one of the determinants of the level of success in

teaching. Learning objectives are not optimal if the conditions are not supportive even though they have professional educators, and vice versa. Therefore, both of them complement each other in carrying out teaching and learning activities.

Likewise, the principals of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City to create conducive conditions, some classes are equipped with projectors, loudspeakers and other equipment, especially in excellent and accelerated classes. This facility aims to provide comfort for students and teachers to receive and explain the material clearly, moreover the two classes have a longer time allocation and more material is delivered than the regular class.

From the explanation above, it can be concluded that the implementation of school principals in improving teacher competence needs direction, encouragement and motivation by the principal to his subordinates, by bringing himself closer to his subordinates so that a caring relationship is established for each other. As well as providing opportunities for teachers to re-learn through various educational activities and provide facilities that support learning to explore.

3.Evaluation of the Principal's Leadership in Improving the Competence of Islamic Education Teachers

The role of the principal is the most important action in a school institution, how the implementation of an activity depends on the policy of the leader, besides the principal's efforts in reviewing all activities also have an influence on the progress of the quality of the institution being implemented.

led. the better the program is implemented and evaluated, the better the quality of a school institution he leads. The final step of the principal in improving teacher professionalism is to carry out a review or evaluation by supervising every activity, especially the profession of an educator and as a supporter to maintain the quality of teacher competence, both pedagogical competence and personality competence. Supervision is an action or business activity so that the implementation of work and work results are in accordance with plans, orders, instructions or other provisions that have been determined (Daryanto, 2010:82). In supervising, the principal will directly review how the performance of a teacher is, to measure and assess the level of success in carrying out activities as well as a forum for correcting mistakes and shortcomings in order to achieve mutually agreed goals.

Supervision of the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City in improving teacher professionalism includes visiting classes, coordinating so that teachers visit each other's classes, at the end of each year teachers are assigned to make assessments of methods and results, conduct joint research on school situations and conditions, checking the teacher's attendance book.

The various ways that the principal tries to supervise, the deeper the data obtained, the data as a benchmark for achieving a goal or knowing the various obstacles found in its implementation. Thus the principal can conclude the following problems with their solutions according to the problems at hand. Holding *class visits* regular: visiting teachers who are

teaching to research how the teaching method is, then holding discussions with the teacher concerned (as informally as possible) (Chatimah, 2014). Class visits are intended to find out how far the results of the briefing have been carried out. From this activity the principal can assess, guide and supervise teachers so that they are good at choosing good teaching methods, and implement these methods according to the learning materials and the children's abilities. can be held *Class room observations* (Daryanto, 2010:82).

The principal directly visits several classes to find out how the teaching and learning activities have been carried out, from here the principal will provide an assessment and identify the performance of a teacher both in managing the class, the teacher in mastering the class, and the teacher's method of delivering material, then suggestions and criticism will be submitted to teachers who teach to improve themselves and increase teacher competence.

Class visits at SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung City are carried out by the principal with a predetermined time division so that in observing and supervising each teacher in the class, they can focus on only one object, but on other occasions the principal also visits the class by arriving. - sudden though unscheduled. The step of the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut, Bandung City, by supervising suddenly aims to obtain a comparison with the supervision carried out openly. From here the principal will know the purity of the teacher in teaching every day, so suggestions and criticisms will

hit the target appropriately according to the teacher's situation in the classroom.

By collaborating the two, it is hoped that the function of class visits can be achieved, namely the evaluation of superiors to their subordinates directly and the principal as a leader can function properly to always improve and maintain the quality of education in schools.

Meanwhile, teachers benefit from the principal's efforts to carry out professional activities for supervised teachers in accordance with the strengths and weaknesses of each teacher, besides that teachers also benefit from obtaining evaluation materials for their learning so as to help teachers improve further learning.

The principal urges all teachers to hold activities between cognate teachers, to visit each other's classes so that fellow teachers give each other input, take examples of methods in learning and it is possible to collaborate on methods to be applied in their respective classes. The appeal is in accordance with Daryanto's statement in his book on education administration, he stated "Holding mutual class visits between teachers (*interclass visits*). This should be well planned beforehand so that the teacher who will be entrusted with teaching and seen by other teachers can really prepare themselves" (Daryanto, 2010: 90). This opportunity helps teachers to always present material to students optimally both during visits between classes or not, with good coordination, a teacher will prepare all the learning tools carefully, both methods, media, designs, and materials that are or are delivered, so that for teachers who visit

provide *flashbacks* to teachers who are visited in the form of criticism and suggestions, which are constructive for future learning.

Other forms supervision elementary school principal State 200 Lewipanjang and SD Negeri 233 Cibaduyut Bandung is *every* the end of school year each teacher conducted an assessment method and the result, it works with re-examine things that ever taught (in accordance with the syllabus), hereinafter make improvements in the following school year (Daryanto, 2010: 90). From the efforts of the principal of SD Negeri 200 Lewipanjang and SD Negeri 233 Cibaduyut, Bandung City as well as Daryanto's statement in his book *Education Administration*, he concluded that every activity must make a report in the form of evaluating the performance of each teacher, by examining things that have been carried out in teaching in class. , as a form of responsibility and professionalism of teachers as teachers who are trusted to deliver material according to predetermined targets.

4. Supporting and Inhibiting Factors of Principal Leadership in Improving the Competence of Islamic Education Teachers.

Factors that support school principals in improving the competence of PAI teachers at SDN 200 Leuwipanjang and SDN 233 Cibaduyut Bandung, among others: (a) Applying the principles of respect for teachers who have creativity and learning innovation. (b) Giving awards for teachers who have creativity and good learning innovation is very important, because it can help the principal in

achieving the goals that have been formulated, which should be given equally to all members. (c) Schools have various supporting facilities. Another factor that must be considered by the principal is the availability of infrastructure. It is impossible to expect the competence of teachers to be good if the infrastructure supporting the continuity of learning is not adequate. Where the school facilities are available very well. (d) The teachers have high enthusiasm in carrying out their duties.

Stable conditions and spirit are always needed in carrying out performance. High morale, loyalty to the leader, and duty are the main characteristics for educators as a benchmark for assessing the success of carrying out their duties. (e) Every program is well planned. Before carrying out priority programs to be implemented immediately, the program has been planned and considered properly through consultation with educators. (f) Every task given by the principal to the teacher is done well and completed on time. Educators who do their jobs well are the most important things that really support the improvement of educator performance. This condition is very helpful for school principals in improving teacher competence. (g) Every teacher who gets an assignment always works seriously. Motivation to carry out tasks in learning must be owned by every teacher. Where they are the determinants of success for students in school to achieve achievement. (h) Teachers have very high motivation in carrying out their learning tasks. (i) The road access to the school is very good so that it is easily accessible by teachers, staff,

students, and all components that have a relationship and interest with the school.

From the several factors above, it is stated that they can help the principals of SDN 200 Leuwipanjang and SDN 233 Cibaduyut Bandung City in carrying out their daily activities. The principal's task in leading is to be able to improve teacher competence which is the most important thing for the principal. So in this case it needs to be supported by various conditions. All teachers respond to the form of decisions taken based on deliberation in carrying out their leadership management in improving teacher competence.

Based on the results of observations, it is shown that in addition to the several factors above, it turns out that the harmonious relationship between the principal and the teacher is very helpful in improving teacher competence. Because maintaining harmonious relationships can help understand working relationships. As for the obstacles in the implementation of principal leadership management in improving the competence of PAI teachers at SDN 200 Leuwipanjang and SDN 233 Cibaduyut, Bandung City, apart from supporting things, of course there are several factors that hinder, including: (a) Relating to the use of infrastructure owned by the school, where there are still teachers who have not been able to use learning media properly. (b) There are still some teachers who are not disciplined even though they have been warned.

Every activity carried out cannot be separated from the obstacles that always affect the principal in carrying out his duties as the leader of educational institutions. This

is where the right strategies and steps are needed to deal with every obstacle. The competence of PAI teachers in the use of learning media is a problem that must be immediately resolved. Along with the development of technology, it is hoped that PAI teachers must be experts in using learning media, so that they can assist in transferring subject matter and make it easier for students to receive knowledge.

D. CONCLUSION

The conclusions of this study are (1) the principal's leadership planning in improving the competence of PAI teachers, namely as a first step, the principal identifies all problems regarding teachers so that the main problems that occur among students are obtained. Then the results of the identification only determine the solution, either in the form of training, advice or direct reprimand to the teacher concerned. While the proper division of tasks is a policy that supports the professionalism of teachers in teaching, so that good results are obtained because they are held by an expert in their field. (2) The implementation of school principal leadership in improving the competence of PAI teachers, namely directing or appealing to their subordinates so that every time they carry out their duties as a teacher, they always improve and maintain their quality as a competent teacher, by utilizing school activities or incidental meetings so that in conveying they can be conveyed clearly. especially for a teacher. As a leader, the principal builds an approach to his subordinates as a form of openness and concern for a principal with his subordinates and facilitates various

activities that support PAI teachers in carrying out teaching and learning activities in the classroom. (3) Evaluation of the principal's leadership in improving the competence of PAI teachers, namely the principal choosing several ways to evaluate, including in two ways: first, the evaluation is in the form of direct supervision, meaning that the principal monitors teachers by observing objects directly at the location. While indirect supervision means that the principal monitors the teacher by looking at the data obtained from the activity of the teacher in teaching. (4) The inhibiting factors in increasing the professionalism of PAI teachers are very numerous, especially the fulfillment of school facilities and infrastructure, in this case the availability of school facilities and infrastructure has not been maximized to support increasing the professionalism of PAI teachers. The supporting factor in increasing the professionalism of PAI teachers, the biggest supporting factor is the seriousness of the principal in increasing the professionalism of PAI teachers.

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