

## MADRASAH PRINCIPAL MANAGEMENT STRATEGY IN DEVELOPMENT COMPETENCIES OF STATE HIGH SCHOOL TEACHERS IN THE DISTRICT SELAYAR ISLANDS

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### Abstract

*This study aims to: 1) analyze the managerial strategies of madrasah principals in planning teacher competency development, 2) explore the implementation of these strategies, and 3) identify supporting and inhibiting factors. This study uses a qualitative approach with a phenomenological method, with data collection techniques through interviews, observation, and documentation. The study was conducted at MAN Kepulauan Selayar, involving madrasah principals, teachers, and related parties. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results show that madrasah principals have a strategic role in teacher competency development through three main strategies: conducting training and workshops, supervising and monitoring performance, and providing motivation and rewards. Madrasah principals send teachers to attend external training organized by the Ministry of Religious Affairs and universities. Supervision is carried out periodically to ensure the implementation of training results, while rewards are given to increase teacher motivation.*

*Keywords: Financial statements, audit committee size, independent audit committee, audit committee expertise, audit committee diligence, audit report lag*

### Abstrak

*Penelitian ini bertujuan untuk: 1) menganalisis strategi manajerial kepala madrasah dalam merencanakan pengembangan kompetensi guru, 2) mengeksplorasi implementasi strategi tersebut, dan 3) mengidentifikasi faktor pendukung serta penghambatnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi, dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Studi dilakukan di MAN Kepulauan Selayar dengan melibatkan kepala madrasah, guru, serta pihak terkait. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kepala madrasah memiliki peran strategis dalam pengembangan kompetensi guru melalui tiga strategi utama: pelaksanaan pelatihan dan workshop, supervisi dan monitoring kinerja, serta pemberian motivasi dan penghargaan. Kepala madrasah mengutus guru untuk mengikuti pelatihan eksternal yang diselenggarakan oleh Kementerian Agama dan perguruan tinggi. Supervisi dilakukan secara berkala untuk memastikan implementasi hasil pelatihan, sementara penghargaan diberikan untuk meningkatkan motivasi guru.*

*Kata kunci: Manajemen Kepala Madrasah, Pengembangan Kompetensi Guru, Pelatihan dan Supervisi, Strategi Pendidikan, Kualitas Pembelajaran*



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## INTRODUCTION

Education plays a crucial role in improving the quality of human resources. In the era of globalization, demands for education are increasing along with advances in science and technology. Education serves not only as a means of transferring knowledge but also as a platform for developing individual character and competencies, enabling them to adapt to ever-evolving social and economic dynamics.

In Indonesia, the education system has undergone various changes and policies to improve its quality. One of the primary concerns in improving education quality is the role of educators, particularly teachers. Teachers play a central role in determining the success of the learning process in schools. Therefore, improving teacher competency is a top priority in the education sector. Teacher competency encompasses pedagogical, professional, social, and personality aspects, which must be developed continuously.

In the context of Islamic education, madrasas hold a strategic position in developing students who excel not only academically but also possess strong Islamic character. As part of the national education system, State Madrasah Aliyah (MAN) is responsible for improving the quality of learning to produce competent and highly competitive graduates. However, in practice, madrasas often face various challenges, particularly in developing teacher competency.

The importance of improving teacher capacity as the spearhead of providing quality education in madrasas. Competent teachers are not only able to transfer knowledge but also shape students' character in line with Islamic values and the needs of the times.<sup>1</sup> On the other hand, madrasas in remote areas often face difficulties in accessing professional training, requiring principals to develop innovative and adaptive strategies to ensure the quality of their teaching staff. If this challenge is not addressed promptly, the disparity in education quality between madrasas in urban and island areas will widen, ultimately impacting students' equitable learning opportunities.<sup>2</sup>

The Selayar Islands State Islamic Senior High School (Madrasah Aliyah Negeri) is one of the Islamic schools located in an archipelago with unique geographic characteristics. Its remote location often presents a barrier to access to educational resources, including training and professional development for teachers. As the leader of the educational institution, the principal plays a crucial role in designing appropriate strategies to address these challenges and ensure optimal teacher competency development.

Apart from geographical challenges, other factors that influence the development of teacher competencies in madrasas are the availability of human resources and support from

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<sup>1</sup> Farida Sarimaya, *Sertifikasi Kepala, Apa, Mengapa Dan Bagaimana* (Yama Widya, 2008).

<sup>2</sup> Mulyasa, *Menjadi Kepala Madrasah Profesional* (Remaja Rosdakarya, 2013).

various parties, including the government and the surrounding community.<sup>3</sup> In some cases, teachers in island regions face limited resources, such as access to up-to-date teaching materials, a lack of ongoing training, and minimal supervision to support their professional development. Therefore, the principal's strategy for managing existing resources is key to improving teacher competency and ensuring they are able to deliver quality learning.<sup>4</sup>

The principal acts not only as an administrator but also as a leader who must be able to motivate and guide teachers in carrying out their duties optimally. The leadership strategies implemented by the principal are crucial to success in improving teacher quality. In this regard, the principal must have a clear vision, be able to carry out thorough planning, and apply a managerial approach based on teacher professional development.<sup>5</sup>

As part of efforts to improve the quality of education in madrasahs, madrasa principals need to collaborate with various parties, such as higher education institutions, the Ministry of Religious Affairs, and professional teacher organizations. This collaboration can assist in organizing teacher training and development, allowing them to continuously update their knowledge and skills in line with current developments. Furthermore, the use of technology in learning is also one solution to address limited access to a wider range of learning resources.<sup>6</sup>

Thus, this study aims to analyze the strategies of madrasah principals in developing teacher competency at MAN Kepulauan Selayar. The main focus of this study is to identify the strategies implemented, explore the supporting and inhibiting factors in their implementation, and provide recommendations that can improve the effectiveness of madrasah principals' management of teaching staff at madrasahs.

## LITERATURE REVIEW

### Madrasah Principal Management

Madrasah principal management is an important aspect in the successful management of Islamic educational institutions.<sup>7</sup> According to Wahjosumidjo, a madrasah principal is a functional employee responsible for leading a madrasah, where interaction between teachers and

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<sup>3</sup> Hamzah Uno, *Profesi Kependidikan* (Raja Grafindo Persada, 2010).

<sup>4</sup> Baharuddin, "Peranan Kepala Sekolah dalam Mengembangkan Administrasi Personel," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 13.2 (2010): 226-238.

<sup>5</sup> Syaiful Bahri Djamarah, *Kepala Dan Peserta Didik* (Rineka Cipta, 2005).

<sup>6</sup> Mardhiah Hasan et al., "The Quality of Education Based on Local Wisdom: The Principal of Madrasah Review," *Al-Tanzim : Jurnal Manajemen Pendidikan Islam: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 617–28, <https://doi.org/10.33650/al-tanzim.v6i2.3484>.

<sup>7</sup> Mesiono, *Islam dan Manajemen* (Medan: Perdana Publishing, 2019), h.69.

students takes place. The position of madrasah principal is a functional position appointed to a structural position within an Islamic educational institution.<sup>8</sup>

In the concept of modern educational management, a madrasah principal must possess at least the ability to act as an educator, manager, administrator, supervisor, leader, innovator, and motivator, often referred to by the acronym EMASLIM. Mulyasa explained that schools that are responsive to community aspirations for improving educational quality must be able to adapt to change and contribute to its creation.<sup>9</sup> Madrasah principals who have EMASLIM skills will be more effective in managing educational institutions professionally.

Conceptually, madrasah principal management is part of educational reform that provides madrasahs with the freedom to manage resources and curriculum more flexibly.<sup>10</sup> According to Mulyasa said that this flexibility allows madrasahs to improve staff competency, encourage community participation, and increase community understanding of education.

From an Islamic perspective, the management of madrasah principals has a broader meaning. Ramayulis explains that the concept of management in Islam aligns with the term *at-tadbir*, which means arrangement. The Quran, in Surah As-Sajdah/32:5, emphasizes that all affairs are regulated from heaven to earth, reflecting how good management is part of the divine law (*sunnatullah*) in creating balance in life.<sup>11</sup>

As an educational leader, the madrasah principal plays a strategic role in various aspects of madrasah management. Some of the key roles a madrasah principal must fulfill include:

1. As an Educator

Madrasah principals must ensure that the learning environment is conducive and supports the professional development of educational staff. This includes providing advice to teachers, organizing training, and implementing innovative learning models.

2. As a Manager

In this role, the principal is responsible for designing effective strategies for managing resources, both human and financial. The principal must also ensure that all components of the madrasah operate in accordance with the established vision and mission.

3. As Administrator

Educational administration encompasses a wide range of activities, including curriculum management, academic record keeping, infrastructure management, and madrasah budget

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<sup>8</sup> Wahjosumidjo, *Kepemimpinan Kepala Madrasah, Tinjauan Teoritik Dan Permasalahannya* (Raja Grafindo Persada, 2002).

<sup>9</sup> Mulyasa, *Menjadi Kepala Madrasah Profesional*.

<sup>10</sup> Wahjosumidjo, *Kepemimpinan Kepala Sekolah: Tinjauan Teoretik dan Permasalahannya* (Jakarta: Rajawali Pers, 2005), h. 24.

<sup>11</sup> M. Quraish Shihab, *Tafsir Al-Mishbah: Pesan, Kesan, dan Keserasian Al-Qur'an*, Jilid 11 (Jakarta: Lentera Hati, 2021), h104.

management. Madrasah principals must possess skills in managing administrative documents and policies to ensure the school's smooth operation.

4. As a Supervisor (Supervisor)

Educational supervision aims to ensure that the learning process is effective. Principals need to monitor teacher performance, evaluate teaching methods, and provide constructive feedback to improve teaching quality.

5. As a Leader

The leadership of a madrasah principal is crucial for the development of the educational institution. Madrasah principals must be able to build effective communication with educational staff, students, and the community, as well as serve as role models of discipline and integrity.

6. As an Innovator (Innovator)

In facing changing times, madrasah principals must possess the ability to seek innovation in the education system. This can be achieved by developing new learning methods, collaborating with external parties, and creating educational models that are more adaptive to technological developments.

7. As a Motivator (Motivator)

Motivation is a crucial factor in building the work ethic of teachers and madrasah staff. Madrasah principals must be able to provide encouragement, both in the form of incentives and recognition for teacher achievement, to keep them motivated to continuously improve the quality of teaching.

Although madrasah principals have broad authority in managing education, they often face several challenges. One of the main challenges is budget constraints, which hinder the implementation of teacher professional development programs. Furthermore, resistance to change from some teachers also hinders the implementation of learning innovations.<sup>12</sup>

To address these challenges, madrasah principals need to adopt a flexible and innovative management approach. Collaboration with the education community, government, and external organizations can help find solutions to the challenges faced. Madrasah principals must also possess the skills to build an organizational culture that adapts to change.

### Teacher Competence

Teacher competence is a fundamental aspect of a successful education system. A teacher not only acts as a transmitter of material but also plays a role in shaping the character, mindset,

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<sup>12</sup> E Mulyasa, *Manajemen Berbasis Sekolah* (Remaja Rosdakarya, 2016).

and skills of students.<sup>13</sup> Good teacher competence will create a conducive learning atmosphere and produce quality graduates.<sup>14</sup> Piet Sahertian is of the opinion that a competent teacher must have three main pillars within him, namely personal competence, professional competence, and social competence.<sup>15</sup>

The Indonesian government has established competency standards for teachers through Government Regulation No. 19 of 2005, which states that educators must possess competencies as learning agents. This regulation is reinforced by Law No. 14 of 2005 concerning Teachers and Lecturers, which requires teachers to possess four core competencies: pedagogical competency, personality competency, professional competency, and social competency.<sup>16</sup>

#### 1. Pedagogical Competence

According to Michael Zwell, pedagogical competence encompasses task achievement, namely the teacher's success in achieving learning objectives using various innovative strategies. In other words, this competence requires teachers to continuously innovate in learning in order to adapt to developments in science and technology. From an Islamic perspective, pedagogical competence is also related to the concepts of ta'lim and tarbiyah, which emphasize the importance of moral-based teaching and character building. Quraish Shihab, in his interpretation of QS. Al-Mujadalah verse 11, emphasizes that an educator must be able to create an inspiring learning atmosphere and support the intellectual and spiritual growth of students.

#### 2. Personality Competence

David R. divides personality competencies into two main categories: threshold competencies and differentiating competencies. Threshold competencies are basic characteristics such as patience and empathy, which are the minimum requirements for a teacher to work effectively. Meanwhile, differentiating competencies include skills that distinguish a superior teacher from an average teacher, such as creativity in teaching and the ability to resolve conflicts.

Personality competency is also highly emphasized in Islamic teachings. In Surah Al-Ahzab 33:21, it is stated that the Prophet Muhammad (peace be upon him) is the best example in all aspects of life, including educating and guiding the people. Therefore, a teacher is expected to possess good character to serve as a role model for their students.

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<sup>13</sup> Edy Sutrisno, *Manajemen Sumber Daya Manusia* (Kencana, 2011).

<sup>14</sup> Sutrisno, *Manajemen Sumber Daya Manusia*.

<sup>15</sup> Wina Sanjaya, *Pembelajaran Dan Implementasi Kurikulum Berbasis Kompetensi* (Prenada Media Group, 2008).

<sup>16</sup> Ondi Saondi and Arid Suhالerman, *Etika Profesi Keguruan* (Refika Aditama, 2010).

### 3. Professional Competence

Professional competence reflects a teacher's ability to master teaching materials broadly and deeply. Sudaksana defines professional competence as expertise in a task, teaching skills, and a deep understanding of the subject being taught.

To improve professional competence, teachers need to continuously learn and develop themselves through various training programs. In his research, Firdaus Ainul Yaqin found that one strategy for improving teachers' professional competence is participating in the "Teachers Learn and Share" program, which aims to build a culture of collaboration among educators.

### 4. Social Competence

Social competence reflects a teacher's ability to establish good communication and interaction with students, colleagues, and the community. Piet Sahertian stated that a teacher's social competence includes the ability to communicate effectively, build cooperation, and have high empathy and social concern.<sup>17</sup>

Arifin added that a teacher must be able to build good relationships with all parties to create a productive learning environment. Quraish Shihab's interpretation of QS. Al-Isra/17:24 explains that an educator must be able to humble themselves toward students with compassion, so that interactions between teachers and students become more harmonious.

## RESEARCH METHODS

This study uses a qualitative approach with a phenomenological method to deeply understand the experiences and strategies implemented by madrasah principals in improving teacher competence.

This research was conducted at MAN Kepulauan Selayar, Selayar Islands Regency, which was chosen as the research location because it is the only state Islamic high school in the region with a large student population and challenges in developing teacher competencies. To obtain valid data, this study utilized primary and secondary data sources. Primary data were collected through in-depth interviews with the principal and teachers directly involved in competency development strategies. Meanwhile, secondary data were obtained from official madrasah documents, academic journals, books, and other references relevant to the research topic.

Data collection was conducted through three main techniques: observation, interviews, and documentation. Observations were conducted by directly observing the interactions between the principal and teachers during the learning process and the implementation of competency

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<sup>17</sup> Wibowo, *Manajemen Kinerja* (Grafindo Persada, 2011).

development strategies. In-depth interviews were used to gather information regarding the principal's experiences, challenges, and the effectiveness of the strategies implemented. Documentation in the form of school records, teacher profiles, and reports of training and workshop activities were used as supporting data.

In this study, data analysis was conducted through three main stages: data reduction, data presentation, and conclusion drawing. Data reduction involves selecting and simplifying relevant information to facilitate analysis. The selected data is then presented in descriptive narrative form or tables to provide a clearer picture of the research findings. The final stage involves drawing conclusions that answer the research questions and interpreting the findings based on the theory used.

To ensure the validity and reliability of the data, this study employed triangulation of sources, techniques, and time. Source triangulation was conducted by comparing data obtained from various informants, while technique triangulation was conducted by comparing the results of interviews, observations, and documentation. Meanwhile, time triangulation was used to test data consistency by conducting interviews or observations at different times.

## RESULTS AND DISCUSSION

### A. The Managerial Role of Madrasah Principals in Planning Teacher Competency Development at MAN Kepulauan Selayar Regency

In education, strategic planning is a crucial initial step in determining the success of an institution. The principal plays a central role in directing and managing all available resources to achieve desired educational goals.<sup>18</sup> In the context of developing teacher competency, the managerial role of the madrasah principal is a key factor that determines the extent to which improvements in teacher professionalism can be realized systematically and sustainably.<sup>19</sup> Effective planning encompasses not only setting goals and programs, but also identifying training needs, developing a development curriculum, and allocating adequate resources. To achieve these goals, the principal must direct strategic steps in implementing the institution's vision, mission, and objectives. Strategic planning must reflect actual needs on the ground, taking into account existing limitations and potential. Furthermore, the availability of resources and supporting

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<sup>18</sup> Hanif A L Kadri and Widiawati, "Perencanaan Strategis Dalam Mengembangkan Kualitas Pendidik Dan Tenaga Kependidikan," *IRJE: Indonesian Research Journal in Education* 4, no. 2 (2020): 324–46.

<sup>19</sup> A. Faisol Amir and Ashari Ashari, "Manajerial Kepala Madrasah Dalam Meningkatkan Kompetensi Guru Di MA An Nawari Desa Seratengah Kecamatan Bluto Kabupaten Sumenep," *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial* 2, no. 1 (2024): 153–68, <https://doi.org/10.61132/nakula.v2i1.392>.

facilities plays a crucial role in the successful implementation of teacher competency development programs.

### **Strategic Planning: Vision, Mission and Goals of the Madrasah**

The madrasah principal plays a key role in developing policies that support the achievement of educational goals. This strategic planning serves as the foundation for madrasah management, particularly in developing teacher competency and improving the overall quality of education. At MAN Kepulauan Selayar, this strategic planning is oriented toward creating a superior learning environment, encompassing academics, character, and entrepreneurial skills.

The vision of MAN Kepulauan Selayar is designed to reflect the long-term direction of this educational institution, namely to create a madrasah that excels in achievement, exemplifies morals, and is skilled in entrepreneurship. With this vision, the madrasah not only emphasizes academic achievement, but also shapes the character of students who possess high morals and skills that can be applied in social and economic life. To achieve this vision, the madrasah has formulated several missions that serve as guidelines in the implementation of educational activities, starting from forming the character of students with noble morals and an entrepreneurial spirit, to creating a clean learning environment that supports a conducive learning process. In addition, the management of the madrasah is based on a professional, transparent, and accountable management system, so that all educational components can run in accordance with established principles.

The educational objectives at MAN Kepulauan Selayar are formulated based on a predetermined vision and mission. In general, the educational objectives at this madrasah refer to Law No. 20 of 2003 concerning the National Education System, where secondary education aims to develop the potential of students to become individuals who believe in and fear Allah SWT, possess good morals, and possess skills and creativity that can be applied in life. In addition to these general objectives, the madrasah also sets specific objectives, such as producing graduates who are highly competitive in the academic and professional world, instilling motivation and commitment in practicing Islamic teachings, and encouraging students to continue their education to a higher level.

In implementing this strategic plan, the principal is responsible for implementing various managerial strategies aimed at improving teacher competency. One key strategy used is a collaborative approach, where the principal develops training programs and workshops for teachers to improve their teaching competency. Furthermore, the "Teachers Learn and Share" program is also implemented as an initiative to encourage teachers to exchange experiences and

share effective learning methods. This program has resulted in a more equitable improvement in teaching quality and the creation of a more dynamic and innovative work environment.

To ensure the effectiveness of the implemented strategies, the principal also conducts ongoing evaluations by collecting data from classroom observations and student feedback. Based on these evaluations, the principal can identify areas for improvement and develop more effective policies for teacher competency development. Furthermore, providing adequate facilities and infrastructure is a key priority in supporting the implementation of this strategy. The principal ensures that available educational facilities support the teaching and learning process, including physical infrastructure, learning technology, and access to other educational resources.

Based on the explanation above, it can be concluded that the strategic planning carried out by the principal of MAN Kepulauan Selayar not only focuses on improving the quality of classroom teaching but also on creating an adaptive and innovative education system. With a targeted and data-driven strategy, this madrasah strives to build a conducive, sustainable learning environment, capable of producing graduates with high competencies in academics, character, and entrepreneurial skills. Thorough planning and effective strategy implementation are key to the success of creating a superior madrasah in the Selayar Islands region.

### **Preparation of Teacher Competency Development Program at MAN Selayar Islands Regency**

The development of the teacher competency development program at MAN Selayar Islands Regency is carried out using a systematic and data-driven approach to ensure its effectiveness in improving teaching quality. The principal plays a key role in designing, implementing, and evaluating this program to ensure it aligns with the school's vision and mission. The development process begins with identifying teacher training needs, which is conducted through classroom observations, analysis of student learning outcomes, and feedback from students and educators.

An interview with the Principal of MAN Kepulauan Selayar, Mr. Sofanul Hidayatullah, revealed that evaluating each teacher's strengths and weaknesses is the primary basis for developing training programs. By analyzing students' academic and non-academic results, the principal can identify areas that require improvement and design appropriate development strategies. If there are areas where students are struggling to understand the material, this indicates that teachers in those areas may need additional training.

The teacher competency development program at MAN Kepulauan Selayar focuses not only on improving technical teaching skills but also prioritizes collaboration and innovation in learning. One key initiative is the "Teachers Learn and Share" program, which encourages

teachers to exchange experiences and effective teaching methods. This program allows teachers to learn from each other, share best practices, and develop new approaches to teaching. By creating a collaborative environment, the program not only enhances individual skills but also builds a strong culture of cooperation among educators.

As part of the Madrasah Work Plan (RKM), the teacher competency development program also includes various training programs, madrasah administration coaching, and skills strengthening in extracurricular activities and the use of information technology. Key programs include improving the quality of subject teaching, implementing remedial and enrichment programs for students, and providing consultations for teachers on improving the quality of education. This approach aims to create a better learning environment and enhance the professionalism of educators.

However, in its implementation, several challenges must be overcome, such as budget constraints and time constraints for teachers to participate in training. The principal is working to overcome these obstacles by seeking alternative solutions, such as providing online training and partnering with external institutions to gain access to quality training. With a well-thought-out strategy and targeted implementation, the teacher competency development program at MAN Kepulauan Selayar is expected to improve the overall quality of education and create a more innovative and adaptive academic environment.

### **Provision of Resources and Supporting Facilities**

The provision of resources and supporting facilities is a crucial aspect in developing teacher competency at MAN Selayar Islands Regency. The principal has a significant responsibility to ensure that all necessary resources are available and accessible to educators. This aims to create a conducive learning environment where teachers can innovate in the learning process and improve the quality of their teaching.

In an interview with the madrasah principal, Mr. Sofanul Hidayatullah, he emphasized that providing adequate resources is the first step in improving teacher competency. This awareness has encouraged the madrasah to ensure that teachers have access to various facilities, including comfortable classrooms, a well-stocked library, and technological devices that support digital-based learning. Furthermore, access to textbooks, digital teaching materials, and other supporting devices is also considered so that teachers can improve the effectiveness of their teaching methods.

In line with this, Mrs. Harnifa, S.Pd., M.Sc., the Deputy Principal for Academic Affairs and English teacher, stated that the facilities provided by the principal are very helpful in the teaching process. According to her, comfortable classrooms and access to the library make it

easier for teachers to develop teaching materials and improve student understanding. This shows that the availability of adequate physical facilities is a key factor in creating a more effective teaching and learning process.

In addition to physical infrastructure, the madrasah principal also emphasized the importance of resources in the form of training and professional development for teachers. The training programs provided aim to update teachers' knowledge and improve their pedagogical skills to keep pace with the ever-changing world of education. With this support, teachers can adapt more innovative and effective learning methods to teach students.

However, implementation faces several challenges, such as budget constraints for providing facilities and geographic constraints that limit access to external resources. To address these challenges, madrasah principals seek to collaborate with various parties, including local governments and other educational institutions, to obtain additional support in providing educational facilities. These partnerships enable madrasahs to obtain assistance in the form of learning materials, teacher training, and other educational resources that can be utilized to improve the quality of learning.

Overall, the provision of resources and supporting facilities plays a crucial role in the success of teacher competency development programs. By ensuring that teachers have adequate access to the necessary facilities and training, madrasahs can create a more innovative and high-quality educational environment. As strategic leaders, madrasah principals must continuously strive to develop various initiatives to ensure that educators have everything they need to improve their competencies, thus positively impacting the quality of education at MAN Selayar Islands Regency.

## **B. Madrasah Principal Management Strategy in Developing Teacher Competence at MAN Kepulauan Selayar, Selayar Islands Regency**

In the context of ever-evolving education, the principal of the madrasah has a central role that not only functions as an administrative leader, but also as a motivator and facilitator for teachers.<sup>20</sup> Through a sound managerial approach, madrasah principals can create a conducive learning environment where teachers feel supported to innovate in their teaching methods. The strategies implemented by madrasah principals to develop teacher competency at MAN Kepulauan Selayar, Selayar Regency, include conducting training and workshops, supervising and monitoring performance, and providing motivation and rewards.

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<sup>20</sup> Asnani et al., "Peran Kepala Madrasah Sebagai Motivator Dalam Membina Disiplin Kerja Guru," *Nazzama: Journal Of Manajemen Education* 3, no. 2 (2024): h. 182.

### **Implementation of Training and Workshops**

The implementation of training and workshops at MAN Selayar Islands Regency is an integral part of the principal's strategy to improve teacher competency. These activities are systematically designed to update pedagogical skills, enhance understanding of educational technology, and strengthen collaboration among educators. With this approach, the training and workshops aim not only to introduce the latest teaching methods but also to provide a platform for teachers to share experiences and best practices in the classroom.

According to the Principal of MAN Kepulauan Selayar, Mr. Sofanul Hidayatullah, training and workshops are key strategies for improving teacher competency. Most of these activities are organized by external parties, such as the Ministry of Religious Affairs, the Department of Education, and higher education institutions like UIN Alauddin Makassar. In this regard, the principal is responsible for identifying and sending suitable teachers to participate in these activities. Through these programs, teachers have the opportunity to learn the latest teaching methodologies and enhance their teaching techniques.

The teachers felt the impact of the training and workshop directly. For example, Mrs. Harnifa, S.Pd., M.Si., the Vice Principal of the Madrasah for Academic Affairs and an English teacher, stated that the training she attended was very beneficial because it taught her how to integrate technology into teaching, which made the learning process more engaging for students. Meanwhile, Mr. Abdul Ismail, S.Pd.I., a History of Islamic Culture teacher, said that after attending the training, he felt more confident in teaching and was able to implement new strategies that increased student engagement in class. Similarly, Mrs. Nurul Idhar, S.Pd.I., stated that the training helped her understand how to create a more effective RPP (Lesson Implementation Plan) and improved her ability to use digital learning media.

In addition to conducting training, the madrasah principal also ensures post-training follow-up to ensure teachers implement the learning outcomes. Following the training, the madrasah frequently holds discussion sessions within the Teacher Working Group (KKG) to share experiences and practices implemented in the classroom. The madrasah principal also conducts supervision to ensure that teachers truly adopt the methods they have learned and use them in their daily learning activities.

Although the implementation of training and workshops has provided significant benefits, several challenges remain, such as time constraints and teacher workloads. Many training sessions are held on weekdays, requiring some teachers to leave class to attend, which sometimes impacts teaching effectiveness. To address this, efforts are being made to allow some training sessions to be conducted online or scheduled on weekends to minimize disruption to teaching and learning activities.

Overall, the training and workshops at MAN Kepulauan Selayar have proven effective in improving teacher competency. With a focus on technology utilization, innovative teaching methodologies, and collaboration between teachers, the program not only helps improve teacher professionalism but also positively impacts the quality of learning at the madrasah.

### **Teacher Performance Supervision and Monitoring**

Supervision and monitoring of teacher performance at MAN Kepulauan Selayar is a crucial part of the principal's management strategy for developing teacher competency. This process aims to ensure that teachers carry out their teaching duties effectively and to provide constructive feedback to improve the quality of education at the madrasa. The principal acts as both a supervisor and a facilitator, not only identifying teachers' strengths and weaknesses but also providing the necessary support for their professional development.

In an interview with the Principal of MAN Kepulauan Selayar, Mr. Sofanul Hidayatullah, he emphasized that supervision is not merely supervision, but also mentoring teachers to help them develop further. During the supervision process, the principal creates a conducive atmosphere where teachers feel comfortable discussing the challenges they face in the classroom. After conducting classroom observations, the principal provides constructive feedback so teachers can continue to improve the quality of their teaching.

Supervision at MAN Kepulauan Selayar is carried out through several methods, including direct classroom observation, discussions with teachers, and analysis of student evaluation results. The principal regularly visits classrooms to observe how teachers are implementing teaching methods. Following the observations, meetings are held with teachers to discuss ways to improve learning effectiveness. A crucial aspect of supervision is ensuring that the results of the training and workshops attended by teachers are truly implemented in daily teaching. Therefore, the principal often conducts supervision after teachers have completed training to evaluate the implementation of new strategies or technology in learning.

Teachers at MAN Kepulauan Selayar acknowledged that the principal's supervision was very helpful in improving the quality of their teaching. For example, in an interview with Ms. Harnifa, S.Pd., M.Si., the Vice Principal for Academic Affairs and an English teacher, she mentioned that the principal provided direct guidance after class observations, such as suggesting ways to improve the use of presentation applications to make them more interactive. This had a positive impact on creating a more engaging learning experience for students. Meanwhile, Mr. Abdul Ismail, S.Pd.I., a History of Islamic Culture teacher, stated that as a new teacher, supervision was very helpful in understanding how to deliver material more effectively and engagingly for students.

In addition to classroom observations, the principal also conducts teacher administrative evaluations, including analysis of student learning outcomes. Findings from this supervision often form the basis for discussions in teacher council meetings to formulate improved teaching strategies. Furthermore, this supervision helps identify relevant training needs for teachers, allowing training programs and workshops to be tailored to actual needs in the field.

Supervision at MAN Kepulauan Selayar prioritizes a collaborative approach, where teachers are given the opportunity to share experiences and discuss solutions to challenges they face in learning. The principal acts not only as a supervisor but also as a partner in teacher professional development. Through constructive feedback, teachers can better understand their teaching strengths and weaknesses, thus encouraging them to continuously improve the quality of their learning.

Overall, teacher performance supervision and monitoring at MAN Kepulauan Selayar plays a crucial role in improving the quality of education. By prioritizing a supportive and collaborative approach, this supervision not only helps teachers improve their teaching methods but also creates an environment that encourages innovation and more effective learning.

### **Motivation and Reward**

Providing motivation and recognition to teachers at MAN Kepulauan Selayar is a key strategy implemented by the principal to boost morale and professionalism among educators. The principal recognizes that appreciation for teacher performance can positively impact teaching quality and create a more conducive and inspiring work environment.

In an interview with the Principal of MAN Kepulauan Selayar, Mr. Sofanul Hidayatullah, he emphasized that rewarding high-achieving teachers is an effective way to maintain their work ethic. The awards given vary, from formal recognition in the form of certificates to incentives intended to demonstrate their dedication and achievements in education. Through this approach, the principal aims to ensure that every teacher feels appreciated for their efforts and contributions to improving the quality of education at the madrasah.

Teachers who received awards said they felt more appreciated and motivated to continue improving the quality of their teaching. For example, Ms. Harnifa, S.Pd., M.Si., who serves as the Deputy Principal for Academic Affairs and an English teacher, stated that the award she received gave her greater encouragement to innovate in her teaching methods. Similarly, Mr. Abdul Ismail, S.Pd.I., a History of Islamic Culture teacher, expressed a similar sentiment, saying that the support and recognition of their efforts from the principal greatly motivated the teachers to give their best in the learning process.

In addition to awards, motivation is also provided through regular performance evaluations. These evaluations serve to identify each teacher's achievements and areas for improvement. The principal emphasized that evaluations accompanied by awards create a more competitive and productive work environment, where teachers are encouraged to continue their professional development. These evaluations also enable the principal to provide constructive feedback, providing teachers with clear guidance in improving their teaching skills.

Through this strategy of providing motivation and recognition, the principal hopes to create a more positive work atmosphere and support the ongoing development of teacher professionalism. With recognition for their efforts and dedication, teachers will be further motivated to improve their competencies and make their best contributions to education. This will ultimately improve the quality of learning at MAN Kepulauan Selayar, creating a more dynamic and innovative academic environment.

### **C. Supporting and Inhibiting Factors in the Implementation of Madrasah Principal Management Strategies for Developing Teacher Competencies at MAN Kepulauan Selayar, Kepulauan Selayar Regency**

In an effort to develop teacher competency, the principal plays a strategic role in planning and implementing various managerial programs that support teacher professional development. The implementation of these strategies is inseparable from supporting and inhibiting factors that influence their success. The implementation of teacher professional development programs at MAN Kepulauan Selayar has been carried out to improve teacher competency through systematically designed training, supervision, and awards.

However, the implementation of this strategy has not always been smooth. Several supporting factors have strengthened program implementation, such as full support from leadership, teacher commitment, and adequate facilities. Inhibiting factors include budget constraints, lack of teacher participation in some programs, and technical challenges in implementing competency development activities.

#### **Supporting Factors**

Supporting factors in implementing the madrasah principal's management strategy for teacher competency development at MAN Kepulauan Selayar encompass various aspects that help ensure the program's success. These factors include the principal's commitment, teacher dedication, partnerships with external parties, and support from the madrasah itself. All of these factors are interrelated in creating a conducive environment for improving educational quality.

The madrasah principal has a strong commitment to improving teacher competency, which is reflected in the various policies and programs implemented. An interview with the Principal of MAN Kepulauan Selayar, Mr. Sofanul Hidayatullah, stated that the quality of education is highly dependent on the quality of the teaching staff. Therefore, the madrasah principal actively encourages teachers to continue learning and improving their skills through training, workshops, and structured supervision. Furthermore, the madrasah principal also plays a role in ensuring that every teacher has equal opportunities to participate in professional development programs.

In addition to the principal's commitment, teacher dedication is also a crucial factor in the success of competency development strategies. Teachers at MAN Kepulauan Selayar demonstrate a strong commitment to professional development. They not only participate in various training programs but also actively share experiences and learning strategies through forums such as the Teacher Working Group (KKG). This collaborative culture allows for more effective and sustainable teacher competency development.

Partnerships with external parties also play a crucial role in supporting teacher development programs. MAN Kepulauan Selayar collaborates with various institutions, such as the Ministry of Religious Affairs, the Education Office, universities, and other educational organizations. Through these collaborations, madrasahs gain access to quality training, expert speakers, and support in the form of additional resources. This helps increase teachers' awareness of the latest teaching methods and trends in education.

Another factor contributing to the program's success is the availability of adequate facilities and resources. Madrasah principals ensure that teachers have access to adequate educational infrastructure, such as comfortable classrooms, libraries with relevant collections, and access to technological devices that support digital-based learning. With adequate facilities, teachers can more easily implement innovative, technology-based learning strategies.

Overall, the success of the teacher competency development strategy at MAN Kepulauan Selayar depends on the synergy between the principal, teaching staff, external institutions, and available facilities. With strong commitment, resource support, and a conducive environment, this program can run optimally and have a significant impact on improving the quality of education at the madrasa.

### **Inhibiting Factors**

Inhibiting factors in the implementation of the madrasah principal's management strategy for teacher competency development at MAN Kepulauan Selayar include several major obstacles

faced in the implementation of the program to improve the quality of teaching staff. These factors include budget constraints, time constraints, and resistance to change from some teachers.

One of the biggest obstacles to teacher competency development is budget constraints. Available funds are often insufficient to fund quality training programs and workshops, including the provision of necessary facilities and learning resources. In an interview with the Principal of MAN Kepulauan Selayar, Mr. Sofanul Hidayatullah, he stated that limited budgets limit the madrasah's ability to provide comprehensive training and support better learning infrastructure. Teachers who wish to participate in external training also face financial constraints, as madrasahs cannot always cover the full costs of participating in training organized by government agencies or professional organizations.

Besides budgetary constraints, time constraints are also a major challenge for teachers. Many teachers have busy teaching schedules and administrative duties, making it difficult for them to set aside time for training or professional development programs. Some teachers stated that they often have to choose between attending training and completing their teaching assignments, ultimately leading them to focus on their primary responsibility as educators in the classroom. One solution that has been tried is holding online training or scheduling training on weekends, but its effectiveness remains limited compared to more interactive face-to-face training.

Another inhibiting factor is resistance to change among some teachers. Not all teachers are open to new learning methods or educational technologies introduced in training. Some teachers who have long taught using conventional methods lack confidence or are reluctant to change their teaching methods. This results in the implementation of new learning strategies being suboptimal, as not all educators are willing to adapt to technological developments and educational innovations.

Overall, despite challenges in implementing teacher competency development strategies, the principal continues to seek solutions to overcome these obstacles. Steps such as establishing partnerships with external agencies, seeking alternative funding, and providing motivation and support to teachers are expected to mitigate the impact of these inhibiting factors and ensure the continued improvement of educational quality at MAN Kepulauan Selayar.

## CONCLUSION

The conclusion of this study indicates that madrasah principals play a central role in developing teacher competency through strategic planning, training, supervision, and motivation and rewards. Despite obstacles such as budgetary constraints, time constraints, and resistance to change, efforts to improve the quality of teaching staff can still be achieved with the support of

adequate resources and sustainable strategies. With effective management, MAN Kepulauan Selayar can create a more innovative and high-quality educational environment.

### Implications

The implications of this research highlight the importance of increasing budget allocation, strengthening partnerships with external institutions, and providing ongoing training for teachers at MAN Kepulauan Selayar. Furthermore, a more effective feedback system is needed to enable teachers to continuously improve the quality of their teaching. Active teacher participation in the planning and implementation of competency development programs is also a crucial factor in ensuring the sustainability of educational quality improvements at madrasahs.

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