



An Analysis of Leadership: Enhancing Pedagogy for Teachers at Al Mawasir Lamasi Islamic High School

Liswanto Loncing^{1*}, Hisban Thaha², Muhaemin³

^{1,2,3}State Islamic Institute of Palopo (IAIN Palopo), Indonesia

*e-mail: liswanto.loncing@gmail.com

Article Information

Received: March 05, 2023
Revised: April 14, 2023
Accepted: May 06, 2023
Online: June 23, 2023

Keywords

*Leadership Analysis,
Pedagogy Enhancement,
Teacher Development,
Islamic High School*

ABSTRACT

This research explores the Madrasah Head's leadership role in enhancing teachers' pedagogical competence at Madrasah Aliyah Al Mawasir Lamasi, including various leadership styles and their impact. It also identifies supporting and inhibiting factors. This research employs a qualitative descriptive approach to objectively describe facts or phenomena by collecting data as they exist during the research process. The study was conducted at MA Al Mawasir Lamasi, located on Poros Lamasi Street, Lamasi District, Luwu Regency. The research subjects comprised 25 individuals, including the Head of the Madrasah, Vice Principals, and MA Al Mawasir Lamasi teachers. This study utilized three main data collection techniques: observation, interviews, and documentation. Based on the research results that involved data, interviews, observations, and documentation, as well as the analysis conducted, it is evident that the pedagogical competence of teachers at Madrasah Aliyah Al Mawasir Lamasi has been effectively implemented following the applicable competency standards. Implementing pedagogical competence encompasses mastery of instructional materials, understanding student characteristics, development of relevant curriculum, delivery of quality teaching, precise student assessment and evaluation, and utilizing information and communication technology as a supporting tool in the learning process.

INTRODUCTION

Teachers are the key to the success of an educational institution (Asmani, 2019). The quality of a teacher's behavior and teaching methods significantly impacts the image of the educational institution. Therefore, teacher resources must be developed through education, training, and other activities to enhance their professional abilities (Buchari, 2011). One of the primary factors determining the quality of education is the teacher. Teachers are at the forefront of shaping the quality of human resources (Faqihudin, 2019). Teachers directly engage with students through the teaching and learning process. It is in the hands of teachers that quality students are nurtured, both academically and in terms of skills, emotional maturity, and moral and spiritual development (Karwati, 2013). Thus, it produces future generations ready to face the challenges of their time. Therefore, a teacher with high qualifications, competence, and dedication in carrying out their professional duties is essential (Kunandar, 2018).

One factor that has not received serious attention is educational management, specifically, the leadership of the Madrasah Head. No matter how much input is added or improved in schools, the output will not be optimal if the leadership of the Madrasah Head, the frontline manager, does not receive

serious attention ([Muhaimin, 2010](#)). The role of the Madrasah Head goes beyond just understanding leadership theories; they must be able to apply their knowledge in practice. Therefore, the Madrasah Head is expected to have comprehensive knowledge of education. Human resource development is a process of enhancing human capabilities to make choices. This perspective emphasizes the equal distribution of improving human capabilities and utilizing those capabilities ([Mulyasa, 2015](#)).

The Madrasah Head determines the center point and rhythm of a Madrasah. The Madrasah is a unique and complex organization, and the Madrasah Head must perform their role in leading it ([Najamuddin, 2018](#)). The primary duty of the Madrasah Head as a leader is to manage situations, control group activities, organizations, or institutions, and serve as a spokesperson for the group ([Arasoki et al., 2022](#)). In fulfilling their tasks and functions, especially in empowering the community and the surrounding environment, the Madrasah Head is expected to play a dual role as (1) Catalyst, convincing others of the need for change towards a better condition. (2) Solution givers, reminding of the ultimate goal of change. (3) Process helpers, aiding the smooth change process, especially in solving problems and fostering relationships among relevant parties. (4) Resource linkers, connecting people with the necessary funding sources ([Mulyasa, 2015](#)).

Teaching is a profession, which means it is a position that requires special expertise as a teacher and cannot be carried out by just anyone outside the field of education ([Febriana, 2021](#)). Teachers' professional duties include educating, teaching, and training. Educating means transmitting and developing life values. Teaching means transmitting and developing knowledge and technology, while training means developing skills in students ([Usman, 2018](#)). The success of an educational institution is highly dependent on the leadership of the Madrasah Head; the success of the school is the success of the school's leader ([Wahjosumidjo, 2015](#)).

The Madrasah Head is a vital element for the effectiveness of an educational institution. A good Madrasah will not be found with a poor Madrasah Head, and conversely, a poor Madrasah will not excel with a good Madrasah Head ([Rahmanisa, 2017](#)). A good Madrasah Head takes dynamic steps to prepare various educational programs. Ultimately, the quality of a school is distinguished by the leadership of the Madrasah Head ([Ramadhan et al., 2023](#)).

Leadership is related to the Madrasah Head's role in increasing opportunities to hold effective meetings with teachers in a conducive environment. The Madrasah Head's behavior should encourage teacher performance by demonstrating friendliness, closeness, and consideration toward teachers as individuals and as a group. Positive leadership behavior can motivate the group to direct and motivate individuals to work together toward the educational institution's goals ([Wahjosumidjo, 2015](#)).

A school's progress is also greatly influenced by the Madrasah Head as a leader, and teachers who educate students are inputs and outputs. The Madrasah Head can influence teacher behavior using their authority ([Krisbiyanto, 2019](#)). As a Madrasah Head with behaviors and abilities that can influence teacher competence, teachers can master teaching competence. This low level of pedagogical competence can be improved through education or training. The teacher is one of the most determining factors for the success of the teaching and learning process. A Madrasah Head is crucial in enhancing teacher competence, making them professional and competent in personal, social, professional, and pedagogic competencies ([Wahjosumidjo, 2015](#)). Personal competence is the ability to carry out tasks on oneself ([Usman, 2018](#)). Social competence involves relationships in communal life or the ability to interact with others ([Sagala, 2019](#)). Professional competence involves providing knowledge and skills to students ([Sadullah, 2010](#)).

In the same way, the Madrasah Head of MA Almawasir, in the leadership process, tries to utilize their proximity and work together with teachers to implement school programs and activities to achieve mutually agreed-upon goals and introduce changes to produce output that has a strong knowledge base in their respective fields.

LITERATURE REVIEW

Madrasah Head Leadership

Leadership, in a general sense, is a process wherein someone directs, guides, influences, or controls the thoughts, feelings, and behaviors of others ([Moeliono, 2013](#)). In the Indonesian language, a leader is referred to as "*penghulu*," "*pemuka*," "*pelopor*," "*pembina*," "*panutan*," "*pembimbing*," "*pengurus*," "*penggerak*," "*ketua*," "*kepala*," "*penuntun*," "*raja*," "*tua-tua*," and so on (Poerwadarminta,

2017). The term "*pemimpin*" implies providing guidance, guidance, direction, and leading the way (presede) ([Wahyosumidjo, 2015](#)).

Leadership comprises three elements: the leader, followers, and specific situations ([Komariah et al., 2019](#)). Leadership can occur anywhere because it is the process of influencing others to achieve specific goals. In households, there is parental leadership; in Islamic boarding schools, there is leadership by the "kiai" (spiritual leader); in companies, there is a director; and in madrasahs, there is a Madrasah Head ([Kayo, 2015](#)). The Madrasah Head exercises managerial leadership because many personnel interact with the Madrasah Head in carrying out madrasah tasks.

According to Husain Usman, in modern leadership theory, an effective leader is not determined by specific human traits but by how a leader can handle the circumstances they face. The characteristics possessed by an effective leader include the K11, which stands for piety, honesty, intelligence, sincerity, simplicity, broad-mindedness, commitment, expertise, openness, social breadth, maturity, and fairness ([Husain, 2018](#)).

The Madrasah Head has two key roles in an educational institution. The first role is related to achieving group objectives by leading, formulating, and motivating group members to achieve common goals effectively. The second role is to create a healthy and pleasant working environment where togetherness, enthusiasm, and active participation of group members are fostered to achieve shared goals ([Muhaemin & Umar, 2022](#)). Therefore, the Madrasah Head must have strong leadership skills and the ability to foster positive interpersonal relationships and create an atmosphere that supports productivity and cooperation within the educational institution.

Review of Teacher Pedagogical Competence

Teacher competence is the ability to demonstrate performance capabilities developed through learning and carrying out tasks in facilitating the development of students' potential through the design of a learning environment and a learning process that can meet student learning needs ([Akhyyar, 2018](#)). Teacher competence is developed within a diverse scope that encompasses four main areas: the social environment, institutional, educator groups and individuals, and the classroom environment ([Alma, 2011](#)).

Pedagogical competence is the comprehensive and in-depth mastery of learning materials that enables teachers to guide students to meet the competency standards in the National Education Standards. Teachers must understand and master the teaching materials outlined in the curriculum, comprehend the structure, concepts, and scientific methods coherent with the teaching materials, understand the relationships between concepts in related subjects, and apply scientific concepts in daily life ([Kunandar, 2018](#)).

A teacher's pedagogical competence is a set of abilities to successfully carry out their teaching duties ([Mulyasa, 2007](#)). A teacher must possess three competencies: personal competence, social competence, and professional competence ([Musfah, 2011](#)). These three competencies greatly influence a teacher's success in their profession, emphasizing teaching ability.

A teacher must have a range of competencies encompassing personal, social, and professional aspects ([Jamin, 2018](#)). Personal competence involves a deep understanding of the subject matter, an understanding of students' physical and psychological conditions, and the ability to treat students individually ([Usman, 2018](#)). Social competence emphasizes the importance of effective communication with students and various stakeholders and the application of humanistic learning principles to optimize students' potential ([Febriana, 2021](#)). Meanwhile, professional teaching competence involves planning, implementing, evaluating, and developing an effective learning system ([Ikbal, 2018](#)). Therefore, a competent teacher must possess a combination of these competencies to effectively carry out their role in educating and developing students' potential.

Supporting and Hindering Factors for Madrasah in Improving Teacher Pedagogical Competence

Supporting factors for the Madrasah in enhancing teacher pedagogical competence include the head of the Madrasah employing various group supervision strategies that can assist in enhancing the professionalism of teachers. Techniques such as orientation meetings, teacher meetings, inter-teacher group studies, discussions, workshops, and experience sharing are essential in guiding and developing teacher competence ([Faizatun, 2020](#)). The madrasah head creates a work environment that supports

collaboration and collective learning, continuously enhancing teachers' abilities ([Djihadah, 2020](#)). All of these efforts aim to improve the quality of education and achieve shared goals in nurturing a high-quality younger generation.

On the other hand, hindering factors in improving teacher pedagogical competence include the low quality of education, which can be attributed to the low performance of teachers, which, in turn, is caused by a lack of mastery of personality, pedagogical, social, and professional competencies. The lack of experience and understanding among teachers regarding these competencies can impede the improvement of teaching and learning quality in Madrasah. Additionally, the improper placement of teachers in roles that do not match their expertise can hinder them. The madrasah head needs to take on a strategic role in providing guidance, supervision, and training to teachers to address these hindering factors ([Hafid, 2017](#)). Efforts to enhance teacher interaction and collaboration, such as classroom visits, observation, personal conversations, inter-visits, and self-assessment, are also necessary. These efforts aim to assist teachers in improving their performance and, ultimately, enhancing the overall quality of education ([Mulyasa, 2015](#)).

METHODS

This research is designed as qualitative descriptive research, a study that reveals or describes facts or phenomena by collecting information at the time of the research. The research approach used in this study is descriptive qualitative, which aims to describe and present existing data ([Satori, 2012](#)). Furthermore, descriptive research is limited to uncovering a problem, situation, or event as it should be ([Nawawi, 2017](#)). This descriptive research aims to systematically, factually, and accurately create descriptions, portrayals, or paintings of facts, characteristics, and the relationships or phenomena being investigated ([Nazir, 2013](#)).

The research was conducted at MA Al Mawasir Lamasi, located on Poros Lamasi Street, Lamasi District, Luwu Regency. The research subjects, who also serve as the primary data source for the study, consist of the Head of the Madrasah, Deputy Heads of the Madrasah, and teachers at MA Al Mawasir Lamasi, totaling 25 individuals. In addition, several students were also involved as informants to supplement the research data.

This research utilized three main data collection techniques: observation, interview, and documentation. Each technique was accompanied by appropriate instruments ([Sugiyono, 2011](#)). The observation technique involved direct observation of the social situation in the field, with the researcher using participant observation and recording sheets as instruments ([Kasiram, 2018](#)). The interview technique was used to obtain information directly from informants, with structured and unstructured interview types and instruments consisting of written questions or small books ([Ibrahim, 2012](#)). Lastly, the documentation technique involved collecting data in documents covering various aspects of the research ([Strauss & Corbin, 2003](#)). It included data about teacher instructional materials, teacher conditions, education personnel, students, educational facilities, and infrastructure at MA Al Mawasir Lamasi. This data was recorded or copied by the researcher. The research gathered the necessary data to address the research questions using these three techniques and appropriate instruments.

RESULTS

Pedagogical Competence of Teachers at Madrasah Aliyah Al Mawasir Lamasi

Implementing the headmaster's leadership is an action taken by the headmaster to enhance teachers' pedagogical competence at MA Al Mawasir. It is accomplished by organizing various educational activities, training, and other forms of guidance to create highly professional teachers. The results of interviews with the headmaster regarding the strategies employed to enhance the pedagogical competence of teachers revealed:

"Institutional vision is crucial; there must be a clear conceptual ability and interpersonal skills. We plan programs, communicate, and manage madrasah resources effectively. I motivate teachers with rewards for achievements, additional incentives for loyalty and good performance, and special attention to teaching activities. We also send teachers to training sessions."

Furthermore, the interview results with the deputy head in charge of student affairs regarding the strategies implemented by the headmaster to improve the pedagogical competence of teachers revealed:

"The headmaster delegates authority to teachers but remains in control. He involves consultations in important decisions. It gives a sense that all madrasah members participate in decision-making. The headmaster aims to create an inclusive environment involving everyone."

The interviews above reflect that the headmaster at MA Al Mawasir Lamasi has undertaken a series of concrete actions to enhance teachers' pedagogical competence. It includes training programs, guidance, and improvements in teaching facilities. Furthermore, approximately 75% to 90% of these efforts have been successful, and the headmaster remains committed to further improvement and support to enable teachers to achieve their best performance. These efforts include regular mentoring, performance evaluations of teachers, discipline enforcement, and rewards for teachers who achieve excellence. Through active leadership, the headmaster creates a conducive work environment for enhancing the quality of education and teachers' pedagogical competence.

Leadership Style of the Madrasah Headmaster in Enhancing Pedagogical Competence of Teachers at Madrasah Aliyah Al Mawasir Lamasi

The leadership style of the madrasah headmaster encompasses attitudes and behaviors aimed at improving teacher professionalism and the quality of education and students in the Madrasah. The headmaster plays a crucial role in providing guidance and information related to teacher duties by holding regular meetings to convey information and ensure that these duties are carried out effectively. The interviews found that the leadership style employed by the headmaster at MA Al Mawasir Lamasi positively impacts teacher professionalism, improving the quality of education and helping address issues that arise in the Madrasah. Here are the interview results with the headmaster:

"As a leader in this Madrasah, I must convey information. Typically, information is conveyed during monthly meetings. However, if there is information or something that needs to be addressed, I can hold a meeting as a leader at that time."

A religious studies teacher also stated:

"I noticed that when some of the madrasah teachers were late, the headmaster would reprimand and advise them by calling them to the headmaster's office."

Based on the interviews above, the headmaster at MA Al Mawasir Lamasi plays a vital role in enhancing teacher professionalism and the quality of education in Madrasah. They use various leadership styles appropriate to the situation, such as conducting consultation meetings to determine training and guidance programs. Despite challenges such as limited resources, the headteachers strive to overcome them with creativity and discipline. Moreover, they set a good example regarding discipline and issued warnings to undisciplined teachers. Overall, the headteachers actively contribute to creating a conducive environment for improving the quality of education and teachers' pedagogical competence.

Supporting and Hindering Factors for the Madrasah Headmaster in Enhancing the Pedagogical Competence of Teachers at Madrasah Aliyah Al Mawasir Lamasi

The headmaster of MA Al Mawasir Lamasi has made various efforts to improve and develop the pedagogical competence of fiqh teachers. These efforts include internal activities such as coaching, training, and seminars for teachers, as well as the involvement of teachers in technical guidance and training. In this regard, Mr. H. Saman, the headmaster, explained that these activities aim to enhance teachers' knowledge of teaching methods such as CTL (Contextual Teaching and Learning) and PAKEM (Active, Creative, Effective, and Fun Learning). Teachers also acknowledged the benefits of these activities, with Mr. Jamaluddin mentioning that it helps them create an enjoyable learning environment. Additionally, Subject Teacher Meetings (Musyawarah Guru Mata Pelajaran or MGMP) are held to discuss

teaching materials and share arising issues. According to the headmaster, this aids teachers in implementing aspects of the KTSP curriculum.

Mr. Jamaluddin also emphasized the importance of preparation and planning before teaching. Information and communication technology (ICT) was also highlighted, even though some teachers still prefer using textbooks as learning resources. However, the internet plays a significant role in sourcing teaching materials. It is supported by the headmaster and staff, who noted the availability of Wi-Fi access at the Madrasah, making it easier for teachers to access the information they need. They also utilize projectors and laptops with internet access for both in-class and out-of-class learning. All these efforts aim to enhance the pedagogical competence of fiqh teachers at the Madrasah.

The Impact of the Madrasah Headmaster's Leadership in Enhancing the Pedagogical Competence of Teachers at Madrasah Aliyah Al Mawasir Lamasi

The headmaster, Mr. H. Saman, plays a crucial role in enhancing teachers' pedagogical competence at MA Al-Mawasir. His active involvement through direct supervision and oversight brings a different experience to teachers. He conducts regular classroom observations to identify what is working well and where there are deficiencies in the teaching process. This approach helps teachers feel supported rather than monitored, allowing them to improve continually.

In addition to supervision, the headmaster provides constructive guidance and mentoring to teachers. When there is free time, he invites them to his office to discuss their roles at the madrasah and share solutions to any issues that may arise during teaching. He not only provides reprimands but also offers guidance to help teachers overcome teaching challenges. To improve the quality of education, the headmaster regularly monitors teachers. It includes checking lesson plans, syllabi, and curriculum implementation. Monitoring helps ensure that quality education aligns with the Madrasah's objectives.

Furthermore, the headmaster promotes teacher competence development through various activities such as training sessions, workshops, and subject-teacher meetings. It helps teachers enhance their ability to deliver content effectively to students. The headmaster also serves as a leader who provides guidance and sets an example for teachers. Through his work ethic, he instills a sense of dedication in teachers to perform their duties to the best of their abilities. It creates a positive working environment at the Madrasah.

The result of the headmaster's efforts in enhancing teachers' pedagogical competence is an increase in teachers' commitment, awareness, and responsibility for their tasks. Teachers feel more confident and determined in fulfilling their roles as educators. The consequence of all these actions positively impacts learning at the Madrasah. Teachers become more qualified in performing their duties, and the Madrasah achieves its educational goals more effectively. Thus, the effective leadership of the headmaster has a significant impact on improving the quality of education and the pedagogical competence of their teachers.

DISCUSSION

The Role of Madrasah Headmaster Leadership in Enhancing the Pedagogical Competence of Teachers at MA Al-Mawasir

The leadership of the madrasah headmaster plays a central role in determining the quality of education in a madrasah. The quality of madrasah education depends greatly on the ability of the headmaster to fulfill their role, functions, and responsibilities in managing and leading the educational institution (Fauzi, 2017). Research findings indicate that the steps taken by the headmaster align with the procedures that educational institutions should follow, especially those led by principals as educational leaders in madrasahs. One key step in effective madrasah leadership is the development of innovative planning that aligns with the development and needs of human resources within the Madrasah (Nasir & Shaleh, 2021). This planning process is a crucial initial stage before implementing human resource training (Marianti et al., 2019).

Interview results with informants reveal that the headmaster plays a significant role in enhancing teachers' pedagogical competence. The headmaster provides opportunities for teachers to improve their academic qualifications and competencies. Moreover, the headmaster is responsible for organizing training and professional development that aligns with the needs and progress of the teachers, as well as their respective fields of expertise. The headmaster's success in enhancing teachers' pedagogical

competence has a significant impact on the quality of education in the Madrasah. The headmaster also creates a conducive school environment, provides adequate facilities, and facilitates empowering communication among teachers.

The importance of the school principal's role is a key factor in the quality of education at a school, where the quality of education depends greatly on the ability of the school principal to manage and lead the school ([Arasoki et al., 2020](#)). The school principal plays a crucial role in teachers' development, improving their quality and strengthening or weakening their abilities. It demonstrates that teacher competence is greatly influenced by the school principal's efforts in managing teachers' human resources ([Kaifa, 2018](#)). The principal has a significant role in creating a conducive school climate, providing adequate facilities, and promoting empowering communication among teachers ([Haidar, 2021](#)). A good school is often identified by a qualified school principal who can manage and lead the school according to appropriate norms, principles, and competencies ([Maulana, 2019](#)).

From the above research findings, it can be understood that the functions and responsibilities of the madrasah headteacher are crucial in developing educational and training programs for teachers. It is key to improving the quality of students and education while also creating professional teachers.

The Leadership Style of the Madrasah Headmaster in Enhancing the Pedagogical Competence of Teachers at MA Al-Mawasir

Leaders must possess managerial skills and technical understanding to guide and nurture their subordinates effectively. Communication, social interaction, and relationship-building skills are essential for effective leadership, including in a madrasah or educational institution ([Baharun, 2017](#)).

This research reveals that the headmaster at MA Al-Mawasir conducts performance evaluations of teachers at the beginning of each semester for future improvements. Meetings are prioritized before training sessions for discussions regarding programs and madrasah-related issues.

In the context of leadership, there are various types, such as democratic, authoritarian, and laissez-faire ([Abnisa, 2016](#)). A democratic style emphasizes human involvement as a central factor in the organization, an authoritarian entails centralized power, while a laissez-faire style provides freedom for the led to make decisions. The chosen leadership style depends on the situation and issues and can influence teachers' performance in achieving quality education ([Hasanah, 2016](#)).

Implementation of Headmaster Leadership in Enhancing the Pedagogical Competence of Teachers at MA Al-Mawasir

Leadership plays a crucial role in educational institution management, where these institutions have a vital role in creating competent human resources at both the local and global levels through Education ([Hotik, 2022](#)). Primary leaders in education, such as headmasters, hold a key role in determining the fate of these educational institutions ([Muhaemin & Umar, 2022](#)).

In leadership, a relationship exists between a leader and followers based on influence and credibility. A leader has a role to motivate, nurture, and lead their followers. Leaders also use their abilities and intelligence to achieve organizational goals by involving members ([Johandrio, 2017](#)).

In this research, the headmaster at MA Al-Mawasir demonstrates various aspects of enhancing teachers' pedagogical competence. Firstly, the headmaster uses strategies to influence teachers by motivating them through rewards for outstanding performance and loyalty. Additionally, they encourage cooperation to achieve the Madrasah's goals, creating a positive atmosphere within the school environment. Secondly, the headmaster guides teachers by providing direction regarding the Madrasah's vision, mission, and objectives. They also mentor teachers in enhancing discipline and implementing effective teaching strategies. Thirdly, the headmaster organizes training and mentoring for teachers in various aspects of their professionalism. It includes training on instructional media, classroom management, the implementation of the K13 curriculum, and more. They also set a good example of discipline and effective communication for teachers. Lastly, the headmaster is active in problem-solving by holding meetings with teachers. It serves as a forum to address issues and seek solutions through teacher participation in decision-making.

The research results indicate that the headmaster's leadership in enhancing teachers' pedagogical competence encompasses motivation, guidance, training, and problem-solving. It aims to create professional teachers and improve the education quality in the Madrasah.

CONCLUSION

Based on the research findings, data, interviews, observations, documentation, and discussions conducted, it can be concluded that the Pedagogical Competence of Teachers at Madrasah Aliyah Al Mawasir Lamasi has been well-implemented according to competency standards. It encompasses mastery of subject matter, understanding of student characteristics, curriculum development, implementing quality teaching, student assessment and evaluation, and utilizing information and communication technology as a learning medium.

The headmaster employs a democratic leadership style in enhancing teachers' pedagogical competence. This approach involves various aspects, including technical guidance and external training, where teachers at MA Al Mawasir participate in external training and workshops to acquire new knowledge that can enhance their performance. Furthermore, the Subject Teacher Working Group (MGMP) meetings allow teachers to discuss, problem-solve, and enhance their professionalism. Information and Communication Technology (ICT) is also a focus, with the headmaster supporting ICT utilization through internet access at the Madrasah and self-paced workshops for teachers. Projectors are also employed in teaching, especially in subjects like fiqh.

Factors that support the headmaster in enhancing teachers' pedagogical competence include coaching, training, seminars, MGMP meetings, and the utilization of ICT. On the other hand, some challenges need to be overcome. The impact of the headmaster's leadership in enhancing teachers' pedagogical competence includes improving competence, the quality of the learning process, and the image and trust of the community in Madrasah. Thus, the democratic and competence-oriented leadership of the headmaster has had a positive impact on the professional development of teachers and improved the quality of education at Madrasah Aliyah Al Mawasir Lamasi.

Funding and Conflicts of Interest

The authors declare no funding and conflicts of interest for this research.

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