

Principal Leadership Strategy of Pedagogical Competence Aspect in Improving Teacher Performance of SMA Negeri 1 Singkep

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ABSTRACT

This study aims to describe: 1) the plan and implementation of the principal's leadership strategy in the pedagogical competency aspect in improving teacher performance; 2) improving teacher performance in the pedagogical competency aspect. This study employs a descriptive-qualitative method, implemented at SMA Negeri 1 Singkep during the 2025/2026 academic year. The respondents of this study were the principal and compulsory subject group A teachers who teach in class X. Data on the principal's leadership strategy in the pedagogical competency aspect were collected using participatory observation guidelines, interview guidelines, and documentation instruments. In contrast, data on teacher performance in the pedagogical competency aspect were collected using portfolio instruments and questionnaires that were compiled objectively and systematically to meet the requirements of validity and reliability. The research data were analyzed thematically and qualitatively, based on the triangulation of tools, time, and sources. The results of the study: 1) the principal's leadership strategy in improving teacher performance to improve teacher performance in the pedagogical aspect can be implemented accordingly, namely: pedagogical competency development programs, quality academic supervision, and providing supporting resources and facilities for teachers; 2) there was a very significant increase in teacher performance in the pedagogical aspect through the principal's leadership strategy.

Keywords: *principal leadership strategy, pedagogical competence, teacher performance*

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INTRODUCTION

Teachers are a crucial instrument in education. Competent teachers provide a strong guarantee that educational activities will be implemented according to plan. In other words, the presence of teachers is key to improving the quality of education, which ultimately plays a vital role in the overall progress of national education (Hajar & Admadinata, 2024; Julianto & Carnarez, 2021; Manganggantung, 2023). In other versions, some argue that teachers are a key element in the education system. Other components will be meaningless if teachers cannot interact effectively with students in the learning process. Teachers are the most strategic parties in facilitating students' achievement of learning objectives (Brown, 2017; Bourn, 2015; Graham & Phelps, 2003). In other words, the role of teachers as educators significantly influences the success of an educational institution, as students are influenced by the quality of their educational input, which is shaped by the role of teachers in developing their potential. Teachers serve multiple roles, including as learning resources, facilitators, classroom managers, learning demonstrators, mentors, directors, and evaluators (Prayoga et al., 2024; Ofita & Sururi, 2023; Sobarningsih & Muhtar, 2022).

Teachers have a significant opportunity to develop their competencies to achieve optimal performance. The principal is the most flexible party in developing teacher performance. As a supervisor, the principal has the potential to provide teachers with supervision on specific competencies. As an administrator, the principal has the potential to provide teachers with administrative support to enhance their performance. As an innovator, the principal also has the potential to provide teachers with access to various educational

innovations. Teacher performance remains a key focus in education. The expectation of good teacher performance is a public desire. Good teacher performance is expected to produce high-quality students. This study aims to determine teacher performance and the factors influencing it (Sankoco & Sugiarti, 2022). In other words, teacher performance is not yet aligned with actual conditions in the field. Teacher performance is relatively low in terms of pedagogical competence.

This situation occurred at SMA Negeri 1 Singkep. Teacher performance in the pedagogical aspect was relatively low. First, regarding the indicator of student characteristic mastery, teachers tended to be less interactive with introverted students during teaching and learning activities. Second, teacher performance appears to be low in terms of mastery of learning theory and educational principles. Teacher performance on learning theory is tied to nationally printed textbooks. Not a single teacher has developed formative teaching materials aligned with learning objectives.

Table 1. Summary of Teacher Performance Scores for Grade X Pedagogical Competence, Odd Semester 2024/2025

No.	Pedagogical Competence Indicators	Sum of Sub-Indicator	Teacher's Code			
			G-1	G-2	G-3	G-4
1	Mastering student character from various perspectives	6	45,83 (low)	41,67 (low)	41,67 (low)	45,83 (low)
2	Mastering learning theories and educational learning principles	6	45,83 (low)	54,17 (low)	58,33 (low)	50,00 (low)
3	Mastering curriculum development	4	43,75 (low)	37,50 (low)	56,25 (low)	43,75 (low)
4	Mastering educational learning activities	11	47,73 (low)	43,18 (low)	45,45 (low)	40,91 (low)

Teacher performance in terms of pedagogical competence is crucial because it significantly impacts the learning process and outcomes. The principal of SMA Negeri 1 Singkep is the most competent person to improve teacher performance in terms of pedagogical competence. This is because the principal has numerous functions. As a teacher, the principal has the potential to improve teacher performance in terms of pedagogical competence through clinical supervision. As an administrator, the principal has the authority to provide administrative services to teachers, such as providing services for the reproduction of formative teaching materials (Hamidah, 2021; Husaini, 2019; Saleh et al., 2016). As a motivator, the principal has the opportunity to encourage teachers to continually improve their pedagogical competence. As a leader, the principal has the potential to implement a command system that encourages teachers to improve their pedagogical competence.

Based on the above description, a research study is necessary. The research title that aligns with the description above is "The Principal's Leadership Strategy in the Pedagogical Competency Aspect to Improve Teacher Performance at SMA Negeri 1 Singkep." This research involves two research questions. First, how does the principal's leadership strategy improve the performance of pedagogical teachers teaching in grade 10 at SMA Negeri 1 Singkep? Second, is there an improvement in the performance of pedagogical teachers teaching in grade 10 at SMA Negeri 1 Singkep through the principal's leadership strategy?

This research aims to achieve two objectives. First, to describe the principal's leadership strategy to improve the performance of pedagogical teachers teaching in grade 10 at SMA Negeri 1 Singkep. Second, to describe whether or not there is an improvement in the performance of pedagogical teachers teaching in grade 10 at SMA Negeri 1 Singkep through the principal's leadership strategy.

This article has many benefits from various perspectives. First, from the principal's perspective, this article is helpful because, as a supervisor, the principal can use the study's results as material for supervising teachers, especially those of compulsory subjects in group A. As an administrator, the results of this study can provide physical evidence of school activities in the research area. As innovators, the results of this study

motivate teachers to implement activities that improve their pedagogical competence. Second, from the perspective of subject teachers, this article is also beneficial because it can improve teacher performance in the aspect of pedagogical competence.

Third, from the perspective of educational administration, this research is also beneficial. This is because the article contains a description of the planning, implementation, and evaluation aspects for school principals to improve teacher performance in the aspect of pedagogical competence. Third, from an educational administration perspective, this research is also valuable. This is because the article describes the planning, implementation, and evaluation aspects that principals can use to improve teacher performance in terms of pedagogical competence.

Relevant research in the form of scientific articles can be found in various online journals. First, Styawan et al. (2025) wrote an article entitled "Principal Leadership Strategies in Building Effective Work Teams," published in the Indonesian Journal of Education and Technology (JPTI), 5(5), 1345-1350. DOI: <https://doi.org/10.52436/1.jpti.773>. The article concludes that principal leadership plays a crucial role in creating a harmonious and productive work environment. Effective principals are able to build solid work teams by implementing transformational leadership strategies, such as open communication, providing appreciation to teachers and staff, and involving the school community in various educational activities.

Second, Surachmi (2012) wrote an article entitled Study of the Effectiveness of Principals' Learning Leadership Behavior which was published in the Journal of Education and Teaching, 45(1). <https://doi.org/10.23887/jppundiksha.v45i1.1778>. This article concludes that the effectiveness of the principal's learning leadership behavior aspects in educational management at SMP Negeri 2 Banyuwangi, as seen through five indicators, is classified as very effective. The percentages of effectiveness for technical behavior indicators, interpersonal behavior indicators, educational behavior indicators, symbolic behavior indicators, and cultural behavior indicators are, respectively: 87.23%, 90.60%, 87.04%, 91.13%, and 92.89%. The average effectiveness of the principal's learning leadership behavior is 89.78%.

Third, Taqiyya & Mustofa (2023) wrote an article entitled "Principal Leadership in Establishing a Quality School at MTs Negeri 1 Surakarta." Bilqolam: Jurnal Pendidikan Islam, 4(2), 47-60. The study results indicate that the principal's leadership style at MTs Negeri 1 Surakarta employs a democratic leadership style. Second, the principal plays numerous roles in the areas of student achievement, innovation in the curriculum, and providing digital resources, including digital classrooms, libraries, and canteens.

LITERATURE REVIEW

Strategy can be defined as a method or technique applied by an individual, in this case a leader, to achieve desired goals. Strategy can also be defined as a leader's strategy for achieving goals. Therefore, strategy in this paper refers to a specific method or strategy applied by the principal to achieve the goals of the school organization. According to Akdon (2007), strategy is a framework that guides and controls the choices that determine the nature and direction of an organization. As a leader, a principal must possess a strong personality, understand the needs of teachers and other educational staff, have short-term and long-term programs, be visionary, make appropriate and wise decisions, and communicate effectively with all members of the school community.

Since the enactment of Laws Number 17 and 19 of 2017, the principal's status has shifted from a secondary position to a primary position. This change has made the principal's role and function increasingly complex. Not only is he responsible for the smooth running of the educational process at school, but he is also required to build harmonious communication with external parties to support various learning activities. Principals are now required to carry out three primary functions: managerial, entrepreneurial, and supervisory. Mulyasa (2002) and Waliudin et al., 2023) state that in the new paradigm of educational management, principals must be able to fulfill the roles of educator, manager, administrator, supervisor, leader, innovator, and motivator.

Tilaar (2004) added that professional principals are needed who not only possess leadership skills but also uphold moral and spiritual values, as well as mastery of science and technology. This demonstrates that principal leadership is not merely technical and administrative, but must also reflect exemplary ethical and spiritual values. Furthermore, principals must be able to build schools as professional learning communities, forge partnerships, and involve parents and the community in creating learning innovations (Day & Sammons, 2014; Manalu & Kristianingsih, 2024).

According to the Minister of National Education Regulation (Permendiknas) No. 41 of 2007, teacher performance is the teaching achievement resulting from the activities carried out by teachers in their main duties and functions, which are concretely realized and are a logical consequence of their role as professional educators. Teaching achievement, related to consideration of student character, teaching materials used, learning theories and approaches, and evaluation aspects, is the leading indicator of pedagogical competence. In other words, pedagogical competence is a teacher's ability to manage student learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Yusnita et al., 2025; Syaputri et al., 2025; Rahma, 2023).

Teacher pedagogical competence is measured using four indicators—first, the indicator of student mastery characteristics, which comprises six sub-indicators. Second, the indicator of mastery of learning theories and principles comprises six sub-indicators. Third, the indicator of mastery in curriculum development. This indicator contains four sub-indicators. Fourth, the indicator of mastery of educational learning activities. This indicator involves eleven sub-indicators. All sub-indicators per indicator are listed in Tables 3-6.

METHOD

This research used a descriptive-qualitative method. Cresswell (2023), Gunawan (2022), and Bandur (2014) described descriptive-qualitative methods as commonly used in educational research. This method describes data on principal leadership strategies to improve teacher performance.

This research took place in the even semester of the 2024/2025 academic year. First, preparatory activities were carried out, namely developing a plan for the principal's leadership strategy to improve teacher performance in the pedagogical competency aspect. Furthermore, various instruments were developed to collect data on the pedagogical competency of 10th-grade teachers. Second, data on the implementation of leadership strategies in schools was collected to improve teacher performance in the pedagogical competency aspect. Furthermore, data on teacher performance in the pedagogical aspect was also collected for the even semester of the 2024/2025 academic year. Third, reporting activities included data analysis and writing a research report in the form of an online journal article.

This is the subject of this research. The research subjects for the principal leadership strategy data were the principal and vice principal of SMA Negeri 1 Singkep. The research subjects for teacher performance data were the 10th-grade subject teachers at Singkep State Senior High School 1. There were four teachers: one each for Religious Education and Character Education, Pancasila Education, Indonesian Language, Mathematics, and English. The teachers were selected because they had also taught during the odd semester of 2024/2025.

Teacher performance data regarding pedagogical competence were collected using observation guidelines. Data were validated using instrument triangulation techniques, including questionnaires and portfolios. Teacher pedagogical competence was measured using four indicators. First, the indicator for mastery of student characteristics comprises six sub-indicators. Second, the indicator for mastery of learning theories and educational learning principles encompasses six sub-indicators. Third, the indicator for mastery of curriculum development comprises four sub-indicators. Fourth, the indicator for mastery of educational learning activities, which contains eleven sub-indicators (all sub-indicators are included in each indicator table in the results structure of this article).

Table 2. Performance Categories of Grade X Teachers at SMA Negeri 1 Singkep, Pedagogical Competence Aspect

No.	Opstion	Score	Category
1	Not fulfilled	0	very low
2	fulfilled up to 25 percent	25	low
3	fulfilled up to 50 percent	50	middle
4	fulfilled up to 75 percent	75	high
5	fulfilled all	100	very high

RESULTS AND DISCUSSION

Principal Leadership Strategies to Improve Teacher Performance in the Pedagogical Competence Aspect

The principal's leadership strategy to improve teacher performance in the pedagogical competency aspect involves seven leadership strategies. The following leadership strategies are presented in the subheadings below.

Designing and Implementing a Pedagogical Competence Development Program

First, the first strategy begins with the design of a pedagogical competency development program for teachers at SMA Negeri 1 Singkep. The design encompasses aspects such as the format of activities, including workshops and in-house training, the duration of activities, participants, and the pedagogical competency development program materials.

Second, during the implementation phase, workshops are conducted in stages. The first phase is a workshop on differentiated learning and project-based learning. The second workshop is on enriching student character from various perspectives.

Third, facilitating teachers' participation in external training on pedagogical competency, namely, national/international webinars. Fourth, conducting regular in-house training. The focus of this activity is Lesson Study, also known as Teacher Inspirational Classes.

Designing and Implementing Quality Academic Supervision

First, this activity is preceded by planning for academic supervision. Planning involves scheduled supervision times and classes, subject to academic supervision, and is supported by the development of valid supervision instruments.

Second, academic supervision is conducted in the classroom using clear and standardized instruments. Supervision activities focus on learning strategies, teacher-student interactions, and the achievement of learning objectives. This activity concludes with the provision of written feedback on a special form.

Planning and Providing Supporting Resources and Facilities

First, plan supporting resources and facilities to facilitate the application of pedagogical competencies for teachers. These supporting resources include access to learning materials, such as digital libraries, learning platforms, and the latest pedagogical literature. Furthermore, plans are in place for teachers to develop and utilize innovative teaching aids and media.

Second, providing supporting resources and facilities to facilitate the application of pedagogical competencies for teachers. Resources provided for developing teachers' pedagogical competencies include access to digital libraries, learning platforms, and the latest pedagogical literature. Furthermore, teachers are facilitated in developing and using innovative teaching aids and media.

2. Improving Teacher Performance in the Pedagogical Competence Aspect

Peningkatan kinerja guru aspek kompetensi pedagogik terbatas kepada empat indikator. Indikator yang dimaksud: 1) penguasaan karakteristik siswa; 2) penguasaan teori belajar dan prinsip pembelajaran; 3) pengembangan kurikulum; 4) pembelajaran yang mendidik.

Student Characteristics Indicator

Indikator karakteristik siswa melibatkan enam subindikator seperti yang termuat dalam tabel 3. Peningkatan kinerja guru aspek kompetensi pedagogik untuk indikator karakteristik siswa terjadi pada semua subindikator untuk semua guru. Guru yang berkode G-1 memiliki peningkatan kinerja sebesar 33.33%. For Guru yang berkode G-2, teacher performance in the pedagogical competency aspect increased by 37.50%. Guru yang berkode G-3 teacher performance in the pedagogical competency aspect increased by 33,33%. Guru yang berkode G-4, teacher performance in the pedagogical competency aspect increased by 37.50.

Table 3. Improving Teacher Performance in the Pedagogical Competence Aspect for the Student Characteristics Indicator

No.	Teacher's Code	Sub-Indicators	Teacher Performance		
			Odd Semester	Even Semester	Increasing
1	G-1	Teachers can identify the learning characteristics of each student in their class.	50	75	25
		Teachers ensure that all students have equal opportunities to participate in learning activities actively	50	75	25
		Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	25	75	50
		Teachers try to identify the causes of students' behavioral deviations to prevent such behavior from harming other students	75	100	25
		Teachers help develop students' potential and overcome their deficiencies	25	75	50
		Teachers pay attention to students with specific physical weaknesses so that they can participate in learning activities, so that these students are not marginalized	50	75	25
		Mean	45,83	79,17	33,33
2	G-2	Teachers can identify the learning characteristics of each student in their class.	50	75	25
		Teachers ensure that all students have equal opportunities to participate in learning activities actively	50	75	25
		Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	25	75	50
		Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	50	100	50
		Teachers help develop students' potential and overcome their deficiencies	25	75	50
		Teachers pay attention to students with specific physical weaknesses so that they can participate in	50	75	25

		learning activities, so that these students are not marginalized			
		Mean	41,67	79,17	37,50
		Teachers can identify the learning characteristics of each student in their class.	50	75	25
		Teachers ensure that all students have equal opportunities to participate in learning activities actively	50	75	25
		Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	50	75	25
3	G-3	Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	50	75	25
		Teachers help develop students' potential and overcome their deficiencies	25	75	50
		Teachers pay attention to students with specific physical weaknesses so that they can participate in learning activities, so that these students are not marginalized	25	75	50
		Mean	41,67	75,00	33,33
		Teachers can identify the learning characteristics of each student in their class.	50	75	25
		Teachers ensure that all students have equal opportunities to participate in learning activities actively	50	75	25
		Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	50	75	25
4	G-4	Teachers can organize classes to provide equal learning opportunities for all students with physical disabilities and different learning abilities	50	75	25
		Teachers help develop students' potential and overcome their deficiencies	25	100	50
		Teachers pay attention to students with specific physical weaknesses so that they can participate in learning activities, so that these students are not marginalized	50	75	25
			45,83	83,33	37,50
		Total mean	43,75	79,17	35,42

Learning Theory and Educational Learning Principles Indicator

The learning theory and learning principles indicators also involve six sub-indicators, as shown in Table 4. Improvements in teacher performance in the pedagogical competency aspect, as indicated by student characteristics, occurred in all sub-indicators for all teachers. Teachers coded G-1 had a performance increase of 37.50%, for teachers coded G-2, teacher performance in the pedagogical competency aspect increased by 29.16%. For teachers coded G-3, teacher performance in the pedagogical competency aspect increased by 29.16%. For teachers coded G-4, teacher performance in the pedagogical competency aspect increased by 37.50.

Table 4. Improving Teacher Performance in Pedagogical Aspects Sub-Indicators of the Mastery of Learning Theory and Educational Learning Principles

No.	Teacher's Code	Sub-Indicators	Teacher Performance		
			Odd Semester	Even Semester	Increasing
1	G-1	Teachers provide opportunities for students to master learning materials appropriate to their age and learning abilities through varied learning processes and activities	50	75	25
		Teachers consistently ensure students' understanding of specific learning materials and adjust subsequent learning activities based on their level of experience	50	100	50
		Teachers can explain the reasons for implementing activities, whether appropriate or different from the plan, related to learning success	50	75	25
		Teachers use various techniques to motivate students' willingness to learn	25	100	75
		Teachers plan interconnected learning activities, taking into account both learning objectives and the students' learning process	50	75	25
		Teachers pay attention to the responses of students who do not yet fully understand the learning material and use these responses to improve the design of subsequent learning	50	75	25
		Mean	45,83	83,33	37,50
2	G-2	Teachers provide opportunities for students to master learning materials appropriate to their age and learning abilities through varied learning processes and activities	50	75	25
		Teachers consistently ensure students' understanding of specific learning materials and adjust subsequent learning activities based on their level of experience	75	100	25
		Teachers can explain the reasons for implementing activities, whether appropriate or different from the plan, related to learning success	50	75	25
		Teachers use various techniques to motivate students' willingness to learn	50	100	50
		Teachers plan interconnected learning activities, taking into account both learning objectives and the students' learning process	50	75	25
		Teachers pay attention to the responses of students who do not yet fully understand the learning material and use these responses to improve the design of subsequent learning	50	75	25
		Mean	54,17	83,33	29,16
3	G-3	Teachers provide opportunities for students to master learning materials appropriate to their age and learning abilities through varied learning processes and activities	50	75	25
		Teachers consistently ensure students' understanding of specific learning materials and adjust subsequent learning activities based on their level of experience	75	100	25

4	G-4	Teachers can explain the reasons for implementing activities, whether appropriate or different from the plan, related to learning success	50	100	50	
		Teachers use various techniques to motivate students' willingness to learn	50	75	25	
		Teachers plan interconnected learning activities, taking into account both learning objectives and the students' learning process	75	100	25	
		Teachers pay attention to the responses of students who do not yet fully understand the learning material and use these responses to improve the design of subsequent learning	50	100	50	
		Mean	58,33	87,50	29,17	
		Teachers provide opportunities for students to master learning materials appropriate to their age and learning abilities through varied learning processes and activities	50	75	25	
		Teachers consistently ensure students' understanding of specific learning materials and adjust subsequent learning activities based on their level of experience	75	100	25	
		Teachers can explain the reasons for implementing activities, whether appropriate or different from the plan, related to learning success	50	75	25	
		Teachers use various techniques to motivate students' willingness to learn	25	100	75	
		Teachers plan interconnected learning activities, taking into account both learning objectives and the students' learning process	50	75	25	
		Teachers pay attention to the responses of students who do not yet fully understand the learning material and use these responses to improve the design of subsequent learning	50	100	50	
Mean		50,00	87,50	37,50		
Mean Total		52,08	85,41	33,33		

Curriculum Development Indicator

The curriculum development indicator involves four sub-indicators as listed in Table 5. Improvement in teacher performance in the pedagogical competency aspect for the student characteristics indicator occurred in all sub-indicators for all teachers. Teachers coded as G-1 experienced a 31.25% performance increase, while teachers coded as G-2 saw a 43.25% increase in performance in the pedagogical competency aspect. Teachers coded G-3 teacher performance in the pedagogical competency aspect increased by 43.75%. Teachers coded G-4 teacher performance in the pedagogical competency aspect increased by 40.00.

Table 5. Improving Teacher Performance in Pedagogical Aspects Sub-Indicators of the Curriculum Development

No.	Teacher's Code	Sub-Indicators	Teacher Performance		
			Odd Semester	Even Semester	Increasing
1	G-1	Teachers can compile a syllabus that is in accordance with the curriculum	75	100	25
		Teachers design a learning plan that is in accordance with the syllabus to discuss certain teaching materials	50	75	25

		so that students can achieve the specified basic competencies			
		Teachers follow the sequence of learning materials by paying attention to learning objectives	25	50	25
		Teachers choose learning materials that: a) are in accordance with learning objectives, b) are appropriate and up-to-date, c) are appropriate to the age and level of learning ability of students, d) can be implemented in class e) are in accordance with the context of students' daily lives	25	75	25
		Mean	43,75	75,00	31,25
		Teachers can compile a syllabus that is in accordance with the curriculum	50	100	50
		Teachers design a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve the specified basic competencies	50	100	50
2	G-2	Teachers follow the sequence of learning materials by paying attention to learning objectives	25	50	25
		Teachers choose learning materials that: a) are in accordance with learning objectives, b) are appropriate and up-to-date, c) are appropriate to the age and level of learning ability of students, d) can be implemented in class e) are in accordance with the context of students' daily lives	25	75	50
		Mean	37,50	81,25	43,75
		Teachers can compile a syllabus that is in accordance with the curriculum	75	100	25
		Teachers design a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve the specified basic competencies	50	100	50
3	G-3	Teachers follow the sequence of learning materials by paying attention to learning objectives	50	75	25
		Teachers choose learning materials that: a) are in accordance with learning objectives, b) are appropriate and up-to-date, c) are appropriate to the age and level of learning ability of students, d) can be implemented in class e) are in accordance with the context of students' daily lives	50	75	25
		Mean	56,25	87,50	43,75
		Teachers can compile a syllabus that is in accordance with the curriculum	75	100	25
		Teachers design a learning plan that is in accordance with the syllabus to discuss certain teaching materials so that students can achieve the specified basic competencies	50	100	50
4	G-4	Teachers follow the sequence of learning materials by paying attention to learning objectives	25	100	75
		Teachers choose learning materials that: a) are in accordance with learning objectives, b) are appropriate and up-to-date, c) are appropriate to the	25	75	50

age and level of learning ability of students, d) can be implemented in class e) are in accordance with the context of students' daily lives	Mean	43,75	87,50	40,00
	Mean Total	45,31	82,81	37,50

Educational Learning Activities Indicator

The fourth indicator is educational learning activities involving eleven sub-indicators as listed in Table 6. Improvement in teacher performance in the pedagogical competency aspect for the educational learning indicator also occurred in all sub-indicators for all teachers. Teachers coded G-1 had a performance increase of 31.82%. Teachers coded G-2, teacher performance in the pedagogical competency aspect increased by 27.27%. Teachers coded G-3 teacher performance in the pedagogical competency aspect increased by 25.00%. Teachers coded G-4 teacher performance in the pedagogical competency aspect increased by 29.54.

Table 6. Improving Teacher Performance in Pedagogical Aspects Indicators of the Educational Learning Activities

No.	Teacher's Code	Sub-Indicators	Teacher Performance		
			Odd Semester	Even Semester	Increasing
1	G-1	The teacher carries out learning activities according to a comprehensive plan, and the implementation of these activities indicates that the teacher understands the objectives	50	75	25
		Teachers carry out learning activities that aim to support students' learning process, rather than testing them, which can make them feel stressed.	75	100	25
		Teachers communicate new information (e.g., additional material) that is appropriate to the age and learning ability of the students	25	75	50
		Teachers view student errors as a natural part of the learning process, rather than simply as mistakes that need correction.	25	75	50
		Teachers carry out learning activities according to the curriculum content and relate them to the context of students' daily lives	50	75	25
		Teachers conduct a variety of learning activities with sufficient time allocated for tasks that are appropriate to the students' age and learning ability level, while maintaining their attention	50	75	25
		Teachers manage the class effectively without dominating or being preoccupied with their own activities, ensuring that all participants' time is used productively.	50	75	25
		Teachers manage the class effectively without dominating or being preoccupied with their own activities, ensuring that all participants' time is used productively	50	75	25
		Teachers provide numerous opportunities for students to ask questions, practice, and interact with their peers	50	100	50
		Teachers systematically organize learning activities to support students' learning. For example, teachers add new information after evaluating students'	50	75	25

		understanding of previous material.			
		Teachers use teaching aids and/or audio-visual aids (including ICT) to increase students' learning motivation in achieving learning objectives.	50	75	25
		Mean	47,73	79,55	31,82
		The teacher carries out learning activities according to a comprehensive plan, and the implementation of these activities indicates that the teacher understands the objectives	50		
		Teachers carry out learning activities that aim to support students' learning process, rather than testing them, which can make them feel stressed.	50		
		Teachers communicate new information (e.g., additional material) that is appropriate to the age and learning ability of the students	25		
		Teachers view student errors as a natural part of the learning process, rather than simply as mistakes that need correction.	25		
		Teachers carry out learning activities according to the curriculum content and relate them to the context of students' daily lives	50		
		Teachers conduct a variety of learning activities with sufficient time allocated for tasks that are appropriate to the students' age and learning ability level, while maintaining their attention	50		
2	G-2	Teachers manage the class effectively without dominating or being preoccupied with their own activities, ensuring that all participants' time is used productively.			
		Teachers manage the class effectively without dominating or being preoccupied with their own activities, ensuring that all participants' time is used productively			
		Teachers provide numerous opportunities for students to ask questions, practice, and interact with their peers			
		Teachers systematically organize learning activities to support students' learning. For example, teachers add new information after evaluating students' understanding of previous material.			
		Teachers use teaching aids and/or audio-visual aids (including ICT) to increase students' learning motivation in achieving learning objectives.			
		The teacher carries out learning activities according to a comprehensive plan, and the implementation of these activities indicates that the teacher understands the objectives			
3	G-3	Teachers carry out learning activities that aim to support students' learning process, rather than testing them, which can make them feel stressed.			
		Teachers communicate new information (e.g., additional material) that is appropriate to the age and			

learning ability of the students

Teachers view student errors as a natural part of the learning process, rather than simply as mistakes that need correction.

Teachers carry out learning activities according to the curriculum content and relate them to the context of students' daily lives

Teachers conduct a variety of learning activities with sufficient time allocated for tasks that are appropriate to the students' age and learning ability level, while maintaining their attention

Teachers manage the class effectively without dominating or being preoccupied with their own activities, ensuring that all participants' time is used productively.

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Mean

Mean Total

Discussion

The implementation of the principal's leadership strategy to improve the pedagogical competence of teachers at SMA Negeri 1 Singkep is not yet optimal. This is due to several constraining factors. First, low teacher discipline is related to sub-indicators and teacher performance indicators for pedagogical competence. This low level of teacher discipline is attributed to a lack of personal competence. Teachers with relatively high personal competence are believed to also possess high levels of discipline in carrying out tasks related to improving pedagogical competence (Setyaningrum et al., 2021; Hakim, 2024; Rochman & Gunawan, 2023). Second, national standard teaching materials are based on annual units. For educational learning indicators, teachers are fixated on standard teaching materials, thus preventing students from developing opportunities for improvisation. This is where the weakness of teachers who rely solely on annual teaching materials lies. Learning materials are often insufficient, lacking in-depth coverage, and sometimes contain invalid sections (Widiastuti et al., 2023; Razak et al., 2021; Novita et al., 2020; Guslinda et al., 2025). This condition is understandable because the material is written for a year; therefore, if it were written with sufficient content, it would undoubtedly require more pages.

Third, low achievement motivation. A quality lesson plan can never be produced by a teacher with low motivation for achievement. Ultimately, the lesson plan is created based on the existing lesson plan. Several scientific articles published in online journals have concluded that high achievement motivation among teachers enhances pedagogical competence (Nusroh et al., 2024; Sartika et al., 2020; Amita, 2023). Fourth, the tends to procrastinate. In this context, the English proverb "do not wait until tomorrow what you can do today" does not apply to the 10th-grade teacher at SMA Negeri 1 Singkep Singkep. He postpones tasks that should be completed as soon as possible until they are too late or not completed at all. This case occurred in the performance of preparing the lesson plan.

CONCLUSIONS AND RECOMMENDATION

First, the teacher performance improvement strategy implemented by the principal of SMA Negeri 1 Singkep has shown positive and effective results. This is evident in the various efforts and steps taken, including: teacher performance coaching, teacher discipline development, control and supervision, motivation, rewards, and instilling commitment. Second, the aspect of teacher performance improvement begins with teacher performance coaching, including training in lesson plan development, introduction to

learning media/tools, education and training (diklat), and microteaching. With this coaching, the quality of teacher performance has significantly improved.

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