Empowering Educators: The Principal's Strategy in Enhancing Teachers' Professional Competence in Islamic Schools

Muh. Yahya Sultan[1]*, Hisban Thaha[2] https://orcid.org/0000-0003-3994-7296 **, Syamsu Sanusi[3]**
[1,2,3]State Islamic Institute of Palopo (IAIN Palopo), Indonesia
*e-mail: muhyahyasultan13111997@gmail.com

Article Information	ABSTRACT
	This study examines the strategies employed by principals in enhancing teachers' professional competence within Islamic schools. Using a qualitative descriptive approach and a case study design, data were collected through in-depth interviews, classroom observations, and document analysis. The findings reveal that principals implement structured professional development programs, mentorship and coaching initiatives, collaborative learning environments, spiritual and moral guidance, and institutional support to improve teachers' instructional skills and overall performance. The study highlights that professional development programs enhance pedagogical skills and encourage innovative teaching methods. Mentorship and coaching provide novice teachers with valuable feedback and support, leading to improved classroom management and student engagement. Collaborative learning environments, such as MGMP meetings, foster the exchange of best practices and continuous learning. Additionally, spiritual and moral guidance strengthens teachers' ethical conduct and emotional connection with students, while institutional support, including access to resources and recognition of achievements, boosts teacher motivation and job satisfaction. The results of this study align with educational theories such as Social Learning Theory, Sociocultural Theory, and Herzberg's Two-Factor Theory. However, challenges such as limited funding, resistance to change, and the need for continuous evaluation were also identified. The study concludes that the strategies implemented by principals effectively enhance teachers' professional competence by addressing both technical and moral aspects of teaching. Future research is recommended to assess the long-term impact of these strategies on student outcomes and explore the role of technology in supporting professional development.

INTRODUCTION

In the contemporary educational landscape, the role of school leadership is pivotal in fostering an environment that supports the professional growth and development of teachers (Conan Simpson,

2021; Oppi et al., 2023). In Islamic schools, where the integration of academic excellence and moral values is essential, the principal's strategic role in enhancing teachers' professional competence becomes increasingly significant (Al Qadri et al., 2023; Alamsyah et al., 2024; Fenti Farleni et al., 2024). The principal acts as a catalyst in driving educational innovation, improving instructional quality, and nurturing a culture of continuous learning (Afrina et al., 2022; Wang et al., 2024; William Sterrett, 2022). By implementing targeted strategies, such as professional development programs, mentorship initiatives, and collaborative learning environments, principals can effectively elevate the pedagogical skills and overall performance of teachers.

The concept of professional competence among teachers is multifaceted, encompassing pedagogical knowledge, instructional skills, and the ability to foster a positive learning environment. According to Darling-Hammond (2020), effective teacher development is heavily influenced by continuous support from school leaders. In Islamic educational settings, the principal's role is not only to provide instructional guidance but also to instill moral and ethical values aligned with Islamic teachings (Ilham et al., 2024; Mappasanda et al., 2025; Siahaan et al., 2023). This dual responsibility requires principals to adopt a holistic approach that integrates both professional development and character-building initiatives (Anggareni et al., 2025; Syarif et al., 2024). This integration is crucial as it ensures that teachers not only enhance their instructional techniques but also embody the ethical and moral standards expected within Islamic education.

Several studies have highlighted the importance of collaborative learning communities and mentorship programs in enhancing teacher competence. For instance, research by He et al. (2024) emphasizes that principals who actively engage in teacher training and provide constructive feedback contribute significantly to improving instructional practices. In the context of Islamic schools, such strategies can be further enriched through spiritual guidance and fostering a sense of belonging within the school community (Masuwai et al., 2024; Muis et al., 2019; Nor et al., 2024). These practices not only enhance teachers' professional skills but also promote emotional well-being and job satisfaction. The unique blend of professional and spiritual support creates a harmonious learning environment that motivates teachers to continuously improve their performance.

However, there remains a gap in the literature regarding the specific strategies employed by principals in Islamic schools to address the unique challenges faced in balancing professional development with religious and moral education. While existing studies have focused on general leadership practices, limited attention has been given to the integration of Islamic values in teacher development programs. This study aims to bridge this gap by providing an in-depth analysis of the principal's strategic role in enhancing teachers' professional competence within the cultural and religious framework of Islamic schools. By identifying the methods and best practices that are effective in this context, this research seeks to offer practical insights for school administrators and policymakers in improving teacher performance.

Furthermore, the study aims to explore the factors that contribute to the successful implementation of these strategies and their impact on student outcomes. Effective leadership strategies not only enhance teachers' pedagogical skills but also create a positive school climate that fosters collaboration and continuous improvement. By examining the experiences and perspectives of principals and teachers, this research seeks to provide a comprehensive understanding of the challenges and opportunities involved in enhancing professional competence within Islamic educational settings.

By offering a comprehensive analysis of the principal's strategic role, this study aims to contribute to the existing body of knowledge on educational leadership and teacher development. The findings are expected to provide valuable insights for policymakers, school administrators, and educators striving to improve the quality of teaching and learning within the unique cultural and religious context of Islamic schools. Ultimately, this research aspires to empower educators and strengthen the educational ecosystem to ensure holistic student development and success.

METHODS

This study adopts a qualitative descriptive approach (Nassaji, 2015), which is deemed appropriate for gaining a deep understanding of the strategies employed by principals in enhancing teachers' professional competence within Islamic schools. The qualitative method allows the researcher to

explore participants' experiences and perceptions in their natural environment, providing rich and detailed data.

The research design is based on a case study approach ([Priya, 2020](#)), enabling an in-depth examination of specific Islamic schools. This approach is particularly useful for understanding the unique cultural and religious contexts that shape the principal's strategies in fostering professional competence. By focusing on real-life experiences, this study aims to capture the complexities and dynamics of leadership practices within these educational institutions.

The participants and sampling technique involve purposive sampling ([Douglas, 2022](#)), which is used to select principals and teachers who have direct experience and knowledge of professional development strategies within Islamic schools. The selection criteria include principals who have implemented professional competence programs and teachers who have benefited from these initiatives. This method ensures that the data collected is relevant and directly aligned with the study's objectives.

The data collection techniques employed in this study include in-depth interviews, observations, and document analysis. In-depth interviews are conducted to gain insights into the strategies used by principals and the experiences of teachers in improving their professional competence. Observations are carried out to assess the learning environment, leadership practices, and teacher engagement. Additionally, document analysis involves reviewing school policies, professional development programs, and teacher performance reports to support the findings and provide further context.

The data analysis process utilizes thematic analysis, where the data collected from interviews, observations, and documents are coded and categorized into themes. This method allows the researcher to identify patterns, relationships, and recurring strategies that contribute to the enhancement of teachers' professional competence. By analyzing the data systematically, the study aims to draw meaningful conclusions and provide practical recommendations.

To ensure validity and reliability, this study employs triangulation techniques, which involve cross-verifying data from multiple sources, such as interviews, observations, and documents. Member checking is also conducted, where participants are asked to review the findings and provide feedback to ensure accuracy and credibility. This approach enhances the trustworthiness of the research and minimizes potential biases. By adopting this comprehensive methodology, the study aims to provide a thorough understanding of the principal's strategic role in developing teachers' professional competence within Islamic schools. The findings are expected to contribute to the improvement of educational leadership practices and support the continuous professional growth of teachers in Islamic educational settings.

RESULTS

The findings of this study reveal several key strategies employed by principals in enhancing teachers' professional competence within Islamic schools. First, structured professional development programs were implemented, including regular training sessions, workshops, and seminars focused on pedagogical enhancement and curriculum innovation. For instance, during an interview, a principal stated:

"We conduct monthly training sessions on innovative teaching strategies and classroom management, which have significantly improved our teachers' instructional skills."

A teacher added:

"The workshops have helped me implement more engaging teaching techniques that resonate with my students."

Another teacher shared:

"The hands-on activities during the training sessions have enhanced my ability to use technology effectively in the classroom."

Observations also revealed that teachers actively participated in collaborative workshops and applied new methods in their classrooms. Furthermore, attendance records and feedback forms from these sessions indicated increased teacher engagement and satisfaction. Document analysis showed that teachers who consistently attended these workshops demonstrated improved lesson planning and assessment strategies.

Second, mentorship and coaching initiatives played a crucial role in supporting teachers' professional growth. A senior teacher shared:

"I mentor new teachers by guiding them in lesson planning and assessment techniques. This approach has not only improved their teaching performance but also fostered a supportive learning environment."

One novice teacher reflected:

"My mentor's feedback on my lesson plans and teaching methods has been invaluable in boosting my confidence and improving my classroom management skills."

Another mentee commented:

"I used to struggle with engaging students, but through my mentor's guidance, I now incorporate interactive learning strategies that keep my students focused."

Classroom observations showed that novice teachers who received coaching demonstrated more effective student engagement and improved learning outcomes. Additionally, mentorship logs and reflective journals from both mentors and mentees provided evidence of continuous improvement and enhanced teaching strategies. A mentor also noted:

"The coaching sessions have allowed me to identify teachers' strengths and weaknesses, leading to more targeted and effective guidance."

Third, collaborative learning environments were established through regular teacher meetings and Subject Teacher Associations (MGMP). One participant mentioned:

"Through MGMP discussions, we share best practices and address instructional challenges collectively."

Another teacher stated:

"These meetings have provided a platform for us to exchange ideas and learn new teaching strategies from our peers."

A teacher added:

"The collaborative atmosphere during MGMP sessions allows us to openly discuss classroom issues and find innovative solutions together."

Document analysis confirmed that these meetings resulted in the development of innovative lesson plans and improved classroom management strategies. Meeting minutes and collaborative project outcomes further supported this finding, showing active participation and knowledge exchange among teachers. A principal also commented:

"The collaboration within MGMP has fostered a culture of continuous learning and professional growth."

Moreover, spiritual and moral guidance provided by principals significantly influenced teachers' motivation and dedication to their roles. A teacher stated:

"Our principal emphasizes the integration of Islamic values in teaching, which has strengthened our commitment to ethical teaching practices and student character development."

A student commented:

"Our teachers not only teach us academic subjects but also guide us in developing good character and moral behavior."

Another student added:

"The teachers' dedication to our spiritual growth has made us more disciplined and respectful."

Observations in religious studies classes showed that teachers effectively incorporated moral lessons alongside academic content. Additionally, interviews with students revealed positive feedback on teachers' ethical conduct and character-building efforts. A teacher further emphasized:

"The principal's focus on spiritual guidance has not only improved our teaching performance but also strengthened our emotional connection with students."

Finally, the study identified institutional support as a critical factor. A principal explained:

"We provide access to teaching materials, technology, and resources to support continuous learning. We also recognize teachers' achievements to boost their morale."

A teacher affirmed:

"The school's support has enabled me to access new teaching tools and participate in professional development programs, which has greatly improved my teaching effectiveness."

Another teacher shared:

"The appreciation we receive from the principal encourages us to put more effort into our teaching and be more innovative."

This was corroborated through document analysis, which revealed records of teacher recognition events and access to updated teaching resources. Additionally, surveys from teachers indicated a high level of satisfaction with the support provided by the school administration. One teacher stated:

"The principal's continuous support has fostered a positive working environment, encouraging us to strive for excellence."

These findings collectively highlight the effective strategies implemented by principals in enhancing teachers' professional competence within the unique cultural and religious framework of Islamic schools.

DISCUSSION

The findings of this study provide significant insights into the strategies employed by principals in enhancing teachers' professional competence within Islamic schools. First, the implementation of structured professional development programs aligns with the concept of continuous learning and skill enhancement (Darling-Hammond, 2020; Masuwai et al., 2024; Nor et al., 2024). The positive impact of regular workshops and training sessions on teachers' instructional skills supports the idea that professional growth is directly influenced by ongoing capacity-building initiatives (Crispel & Kasperski,

2021; Haug & Mork, 2021; Martinez, 2022). The hands-on activities and the integration of technology observed in this study further validate the importance of practical and experiential learning in professional development. This finding is consistent with the Adult Learning Theory, which highlights the need for self-directed learning and practical application in enhancing professional skills (Chuang, 2021; Knowles, 1992). Furthermore, the feedback from teachers who reported increased confidence and engagement after participating in these programs reflects the effectiveness of experiential learning strategies.

Second, the mentorship and coaching initiatives highlighted in the findings reflect the critical role of collaborative learning in enhancing teacher performance. The previous study stated that effective mentorship fosters a supportive learning environment and enhances teachers' self-efficacy (Astrove & Kraimer, 2022; Burger, 2023; Preechawong et al., 2024). The reflective journals and mentorship logs analyzed in this study demonstrate that the guidance provided by senior teachers significantly improved the instructional strategies and classroom management skills of novice teachers. This finding aligns with Social Learning Theory, which posits that learning occurs through observation, imitation, and modeling (Chuang, 2021; Kim & Ellison, 2021). The mentees' testimonials on improved student engagement and classroom control further validate the positive impact of mentorship on professional development.

The establishment of collaborative learning environments, such as MGMP meetings, further strengthens the argument that peer collaboration enhances teaching effectiveness. The active participation and exchange of best practices among teachers align with Sociocultural Theory, which highlights the importance of social interaction in cognitive development (Tzuriel, 2021). The documentation of innovative lesson plans and improved classroom management strategies provides concrete evidence that collaborative environments foster creativity and continuous improvement. Additionally, the supportive atmosphere within MGMP sessions allows teachers to openly discuss challenges and seek collective solutions, thereby promoting a culture of shared responsibility and learning.

Moreover, the spiritual and moral guidance provided by principals reflects the unique cultural and religious context of Islamic schools. The emphasis on integrating Islamic values in teaching not only improved teachers' ethical conduct but also strengthened their emotional connection with students. This finding aligns with the concept of holistic education, which aims to nurture both academic and moral development. The positive feedback from students on teachers' character-building efforts underscores the effectiveness of this approach. Previous studies stated that Islamic education aims to produce individuals who are intellectually competent and morally upright (Akrim, 2022; Madum & Daimah, 2024; Mujahid, 2021). The findings of this study demonstrate that the principal's role in providing spiritual and moral guidance plays a crucial role in achieving this educational goal.

Additionally, the institutional support provided by principals, including access to resources, technology, and recognition of achievements, plays a vital role in boosting teachers' motivation and job satisfaction. This finding supports the Two-Factor Theory, which identifies recognition and working conditions as key motivators in the workplace (Koncar et al., 2022; Lee et al., 2022). The evidence from teacher surveys and records of recognition events highlights the importance of a supportive leadership structure in fostering professional growth. Teachers who received access to updated teaching materials and technological tools reported increased efficiency and creativity in their instructional practices. Furthermore, the acknowledgment of teachers' achievements through awards and recognition events enhanced their sense of belonging and commitment to the school community.

The integration of these strategies within Islamic schools reflects a comprehensive approach to professional development that addresses both the technical and emotional aspects of teaching. The structured professional development programs provide teachers with the necessary skills and knowledge to improve their instructional practices (Bowman et al., 2022; He et al., 2024; Sancar et al., 2021). Mentorship and collaborative learning environments offer continuous support and opportunities for reflection and feedback. Spiritual and moral guidance reinforces ethical teaching practices and strengthens the teacher-student relationship. Institutional support ensures access to resources and recognizes teachers' contributions, thereby enhancing job satisfaction and motivation.

Furthermore, the findings of this study contribute to the existing body of knowledge on educational leadership by highlighting the unique role of principals in Islamic schools. Unlike

conventional educational settings, where professional development primarily focuses on technical skills, Islamic schools emphasize the integration of moral and spiritual values in teaching. This dual focus requires principals to adopt a holistic approach that balances academic excellence with character development. The success of this approach, as evidenced in this study, underscores the importance of culturally responsive leadership in enhancing teacher competence.

However, the study also revealed several challenges faced by principals in implementing these strategies. Limited funding for professional development programs, resistance from some teachers to adopt new teaching methods, and the need for continuous monitoring and evaluation were identified as key obstacles. Addressing these challenges requires collaboration between school administrators, policymakers, and the broader educational community. For instance, providing financial support for teacher training programs and establishing a supportive network for peer learning can help overcome these barriers (Fenti Farleni et al., 2024; Qureshi et al., 2023).

CONCLUSION

This study has provided an in-depth analysis of the strategies employed by principals in enhancing teachers' professional competence within Islamic schools. The findings reveal that structured professional development programs, mentorship and coaching initiatives, collaborative learning environments, spiritual and moral guidance, and institutional support are pivotal in improving teacher performance and instructional quality.

The implementation of structured professional development programs has enabled teachers to enhance their pedagogical skills and adopt innovative teaching methods. Through mentorship and coaching, novice teachers received valuable guidance and feedback from experienced educators, leading to improved classroom management and student engagement. Collaborative learning environments, such as MGMP meetings, facilitated the exchange of best practices and fostered a culture of continuous learning among teachers.

Moreover, the emphasis on spiritual and moral guidance reflects the unique cultural and religious context of Islamic schools. The integration of Islamic values in teaching not only improved teachers' ethical conduct but also strengthened their emotional connection with students. Institutional support, including access to resources and recognition of achievements, further enhanced teacher motivation and job satisfaction.

The findings of this study align with existing educational theories and highlight the critical role of school leadership in fostering professional competence. However, the study also identified challenges such as limited funding, resistance to change, and the need for continuous monitoring and evaluation. Addressing these challenges requires collaboration between school administrators, policymakers, and the broader educational community.

The strategies implemented by principals in Islamic schools effectively enhance teachers' professional competence by addressing both technical and moral aspects of teaching. Future research could explore the long-term impact of these strategies on student outcomes and investigate the role of technology in supporting professional development. By adopting these strategies, Islamic schools can ensure high-quality education that nurtures both intellectual and moral excellence.

Funding and Conflicts of Interest

REFERENCES

Afrina, M., Siska, J., Agusta, O. L., Sasongko, R. N., & Kristiawan, M. (2022). The Policy of Mover School as a Catalyst for Improving the Quality of Education. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *8*(1), 108. https://doi.org/10.29210/020221639

Akrim, A. (2022). A New Direction of Islamic Education in Indonesia: Opportunities and Challenges in the Industrial Revolution Era 4.0. *Edukasi Islami: Jurnal Pendidikan Islam*, *11*(01), 35–48. https://doi.org/10.30868/ei.v11i01.1799

Al Qadri, M. H., Suyatno, S., & Sulisworo, D. (2023). The Principal's Role in Improving Teacher Competence in Madrasah Aliyah. *International Journal of Educational Management and*

Innovation, *4*(3), 156–167. https://doi.org/10.12928/ijemi.v4i3.8016

Alamsyah, F., Nuraeni, Adji, S., & Rusliana, I. (2024). Strategies for Enhancing Teacher Competence and Professionalism at SMK Putra Pelita Tenjolaya. *JPG: Jurnal Pendidikan Guru*, *5*(2), 228–250. https://doi.org/10.32832/jpg.v5i2.16239

Anggareni, Muhaemin, & Sulistiani, I. (2025). Prophetic Leadership in Islamic Schools: Transforming Teacher Performance and Student Achievement. *IJAE: International Journal of Asian Education*, *6*(1), 17–28. https://doi.org/10.46966/ijae.v6i1.476

Astrove, S. L., & Kraimer, M. L. (2022). What and How Do Mentors Learn? The Role of Relationship Quality and Mentoring Self-efficacy in Mentor Learning. *Personnel Psychology*, *75*(2), 485–513. https://doi.org/10.1111/peps.12471

Bowman, M. A., Vongkulluksn, V. W., Jiang, Z., & Xie, K. (2022). Teachers' Exposure to Professional Development and the Quality of Their Instructional Technology Use: The Mediating Role of Teachers' Value and Ability Beliefs. *Journal of Research on Technology in Education*, *54*(2), 188–204. https://doi.org/10.1080/15391523.2020.1830895

Burger, J. (2023). Constructivist and Transmissive Mentoring: Effects on Teacher Self-Efficacy, Emotional Management, and the Role of Novices' Initial Beliefs. *Journal of Teacher Education*, *75*(1), 107–121. https://doi.org/10.1177/00224871231185371

Chuang, S. (2021). The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development. *Performance Improvement*, *60*(3), 6–14. https://doi.org/10.1002/pfi.21963

Conan Simpson, J. (2021). Fostering Teacher Leadership in K-12 Schools: A Review of the Literature. *Performance Improvement Quarterly*, *34*(3), 229–246. https://doi.org/10.1002/piq.21374

Crispel, O., & and Kasperski, R. (2021). The Impact of Teacher Training in Special Education on the Implementation of Inclusion in Mainstream Classrooms. *International Journal of Inclusive Education*, *25*(9), 1079–1090. https://doi.org/10.1080/13603116.2019.1600590

Darling-Hammond, L. (2020). Accountability in Teacher Education. *Action in Teacher Education*, *42*(1), 60–71. https://doi.org/10.1080/01626620.2019.1704464

Douglas, H. (2022). Sampling Techniques for Qualitative Research. In M. R. Islam, N. A. Khan, & R. Baikady (Eds.), *Principles of Social Research Methodology* (pp. 415–426). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-5441-2_29

Fenti Farleni, Dewi Nancy Shabatini, Encep Syarifudin, & Cucu Atikah. (2024). Education Policies for Enhancing Professional Competence in Elementary School Teachers. *Journal of Education Research and Evaluation*, *8*(1), 58–66. https://doi.org/10.23887/jere.v8i1.68733

Haug, B. S., & Mork, S. M. (2021). Taking 21st Century Skills from Vision to Classroom: What Teachers Highlight as Supportive Professional Development in the Light of New Demands from Educational Reforms. *Teaching and Teacher Education*, *100*(April), 1–12. https://doi.org/10.1016/j.tate.2021.103286

He, P., Guo, F., & Abazie, G. A. (2024). School Principals' Instructional Leadership as a Predictor of Teacher's Professional Development. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 1–18. https://doi.org/10.1186/s40862-024-00290-0

Ilham, D., Pirol, A., Iksan, M., Efendi, E., Zainuddin, A. H. A., & Alam, S. (2024). Promoting Learners' Autonomy in Modern Era: A Textbook Analysis Under the Zone of Proximal Development Approach. *International Journal of Asian Education*, *5*(2), 86–94. https://doi.org/10.46966/ijae.v5i2.370

Kim, D. H., & Ellison, N. B. (2021). From Observation on Social Media to Offline Political Participation: The Social Media Affordances Approach. *New Media & Society*, *24*(12), 2614–2634. https://doi.org/10.1177/1461444821998346

Knowles, M. S. (1992). Applying Principles of Adult Learning in Conference Presentations. *Adult Learning*, *4*(1), 11–14. https://doi.org/10.1177/104515959200400105

Koncar, P., Santos, T., Strohmaier, M., & Helic, D. (2022). On the Application of the Two-Factor Theory to Online Employer Reviews. *Journal of Data, Information and Management*, *4*(1), 1–23. https://doi.org/10.1007/s42488-021-00061-3

Lee, B., Lee, C., Choi, I., & Kim, J. (2022). Analyzing Determinants of Job Satisfaction Based on Two-Factor Theory. *Sustainability (Switzerland)*, *14*(19), 1–19. https://doi.org/10.3390/su141912557

Madum, M., & Daimah, D. (2024). Character Building Through Islamic Education: Nurturing the Indonesian Nation's Values. *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, *18*(1), 59–71. https://doi.org/10.35316/lisanalhal.v18i1.59-71

Mappasanda, R., Thaha, H., & Guntur, M. (2025). Holistic Approaches to Religious Education Management in Madrasah Aliyah Negeri. *IJAE: International Journal of Asian Education*, *6*(1), 87–99. https://doi.org/10.46966/ijae.v6i1.465

Martinez, C. (2022). Developing 21st Century Teaching Skills: A Case Study of Teaching and Learning through Project-based Curriculum. *Cogent Education*, *9*(1), 1–16. https://doi.org/10.1080/2331186X.2021.2024936

Masuwai, A., Zulkifli, H., & Hamzah, M. I. (2024). Self-assessment for Continuous Professional Development: The Perspective of Islamic Education. *Heliyon*, *10*(19), 1–17. https://doi.org/10.1016/j.heliyon.2024.e38268

Muis, A., Hosaini, Eriyanto, & Agus Readi. (2019). Role of the Islamic Education teacher in the Moral Improvement of Learners. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, *5*(3), 411–422. https://doi.org/10.37758/jat.v5i3.487

Mujahid, I. (2021). Islamic Orthodoxy-Based Character Education: Creating Moderate Muslim in a Modern Pesantren in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, *11*(2), 185–212. https://doi.org/10.18326/ijims.v11i2.185-212

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132. https://doi.org/10.1177/1362168815572747

Nor, A., Yusuf, M., & Arabi, I. (2024). Strategies for Improving the Professionalism of Islamic Education Teachers at University. *Tafkir: Interdisciplinary Journal of Islamic Education*, *5*(1), 40–61. https://doi.org/10.31538/tijie.v5i1.774

Oppi, P., Eisenschmidt, E., & Stingu, M. (2023). Seeking Sustainable Ways for School Development: Teachers' and Principals' Views Regarding Teacher Leadership. *International Journal of Leadership in Education*, *26*(4), 581–603. https://doi.org/10.1080/13603124.2020.1849809

Preechawong, S., Anusit, A., Pichet, P., Ravinder, K., & Easter, M. A. (2024). Relationship between Mentoring and Coaching Experience, Teaching Self-Efficacy and Job Satisfaction of Vocational School Teachers in Thailand. *Educational Studies*, *50*(5), 722–742. https://doi.org/10.1080/03055698.2021.1994374

Priya, A. (2020). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, *70*(1), 94–110. https://doi.org/10.1177/0038022920970318

Qureshi, M. A., Asadullah, K., Jawaid Ahmed, Q., Syed Ali, R., & Yousufi, S. Q. (2023). Factors Affecting Students' Learning Performance through Collaborative Learning and Engagement. *Interactive Learning Environments*, *31*(4), 2371–2391. https://doi.org/10.1080/10494820.2021.1884886

Sancar, R., Atal, D., & Deryakulu, D. (2021). A New Framework for Teachers' Professional Development. *Teaching and Teacher Education*, *101*(May), 1–12. https://doi.org/10.1016/j.tate.2021.103305

Siahaan, A., Aswaruddin, A., Maulidayan, M., Zaki, A., Sari, N., & Rahman, A. A. (2023). Principal

Leadership Ethics as A Role Model in High School. *AL-ISHLAH: Jurnal Pendidikan*, *15*(3), 2834–2845. https://doi.org/10.35445/alishlah.v15i3.1563

Syarif, A., Baderiah, & Taqwa. (2024). Enhancing Students' Character Development through a Point-Based Violation System. *IJAE: International Journal of Asian Education*, *5*(4), 363–373. https://doi.org/10.46966/ijae.v5i4.464

Tzuriel, D. (2021). The Socio-Cultural Theory of Vygotsky. In D. Tzuriel (Ed.), *Mediated Learning and Cognitive Modifiability* (pp. 53–66). Springer International Publishing. https://doi.org/10.1007/978-3-030-75692-5_3

Wang, T., Motevalli, S., & Lin, J. (2024). Unveiling the Transformative Influence: Qualitative Insights into Teachers' Innovative Work Behavior in Chinese Higher Education. *International Journal of Learning, Teaching and Educational Research*, *23*(1), 360–373. https://doi.org/10.26803/ijlter.23.1.18

William Sterrett. (2022). The Principal as Catalyst for Innovation and Shared Leadership. In *The Power of Teacher Leaders: Their Roles, Influence, and Impact* (2nd ed., p. 15). Routledge. https://doi.org/10.4324/9781003123972