

Principals' Learning Leadership Strategies in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers

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Abstract

Keywords:

Instructional Leadership, Principal, Pedagogical Competence, Professional Competence, Indonesian Language Teacher.

Article Info:

Received:

25/11/2025

Reviewed:

18/11/2025

Accepted:

21/12/2025

Published:

31/12/2025

This study aims to analyze in depth the principal's instructional leadership strategies in fostering the professional and pedagogical competencies of Indonesian language teachers. The approach used is descriptive qualitative with a case study design. Data were collected through in-depth interviews with the principal and Indonesian language teachers, observations of learning activities and academic supervision, and documentation studies related to learning tools and teacher performance evaluation reports. Data analysis was carried out interactively through the stages of data reduction, data presentation, and conclusion drawing. The results showed that the principal implemented several main strategies, namely: Implementation of Periodic Academic Supervision: Conducted clinically and collaboratively to identify teachers' pedagogical development needs in designing media and character-based learning methods. Facilitation of Continuing Professional Development (PKB): Involving Indonesian language teachers in Subject Teacher Conference (MGMP) activities, scientific writing training, and digital technology utilization workshops. Creation of a Collaborative Learning Culture: Encouraging the formation of a community of practice among educators to share teaching innovations and align curriculum understanding. This coaching has been proven to improve teachers' pedagogical abilities in managing interactive classes and strengthen their professional competence in mastering language structures and teaching materials. This study concludes that participatory and supportive instructional leadership of school principals is a key factor in optimizing the quality and professionalism of Indonesian language teachers.



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How to cite:



Introduction

Education is the primary foundation for developing quality human resources, with schools serving as formal institutions that organize the learning process. Within the school ecosystem, teachers play a pivotal role as the frontline, interacting directly with students. Specifically, in the context of Indonesian language learning, teachers are not only tasked with teaching grammar and literature, but also with fostering critical thinking, communication, and literacy skills, which form the foundation for mastering other academic disciplines.

According to Green, Peterson, and Lewis in (Yuliani, 2022) preschoolers' literacy skills can be grouped into six categories: storytelling skills, reading motivation, vocabulary, phonological awareness (letter sounds), letter knowledge, and awareness of writing. Weigel, Martin, and Bennett, as quoted in (Sudrajat, 2021) divide early literacy skills into three categories: print knowledge, emergent writing, and reading interest.

According to Doherty (Heryati, 2022), children aged 5-6 years can already understand a language used as a means of communication, children are able to form complex sentences and appropriate verbal language, good vocabulary mastery, can manipulate language through word games, puzzles and metaphors. Early literacy skills are the knowledge, attitudes and skills of an early age child related to reading and writing

before mastering formal skills in school children. These abilities are measured using the early literacy skills measurement tool from Ruhaena in (Mulyanto, 2017) which contains the components of early literacy, namely reading interest, language skills, phonological awareness, reading ability, and writing ability.

From the opinions above, it can be concluded that early literacy is an activity/activity that involves children's abilities including the ability to read, write, speak and solve problems that include alphabet recognition, awareness of letter sounds, and awareness of writing, and being able to form sentences. So in general, this literacy is not just reading and writing activities, but every activity that involves the ability to communicate, think and solve a problem that becomes the basis or foundation for children in facing real reading learning.

However, on the ground, the quality of Indonesian language teaching still faces significant challenges. Data from the 2022 Programme for International Student Assessment (PISA) shows that Indonesian students' average reading score is 359, far below the average score of 476 for Organisation for Economic Co-operation and Development (OECD) countries. This achievement places Indonesia in the bottom group globally. This low level of student literacy indirectly reflects the need to optimize the quality of classroom learning, which is rooted in the mastery of pedagogical and professional competencies of Indonesian language teachers.

As stated in the 2011 Teachers and Lecturers Law, pedagogical competence is the ability to manage student learning, which includes: a) student understanding, b) learning design and implementation, c) learning evaluation, and d) student development to actualize their various potentials (Hanafiah, 2022). Wahyudi, quoted (Tanjung, 2021) explains that pedagogical competence is a teacher's ability to manage the student learning process. In addition, pedagogical ability is also demonstrated in helping, guiding, and leading students.

According to Wahyu quoted (Kartika, 2023) who said that pedagogical competence is the way teachers teach and organize the learning system in the classroom by establishing good interactions with students. Meanwhile, Kurnianingsih quoted (Apiyani, 2022) explained that pedagogy is a science that studies how to guide children, how educators should deal with students, what are the duties of educators in educating children, what is the goal of educating children in this section pedagogy in a specific sense and a broad sense, education contains three aspects, namely educating, teaching and training.

Based on several expert opinions above, we can understand the essence of pedagogical competence, namely the expertise or knowledge that a person has in teaching and managing all aspects of learning, both in terms of teaching materials, understanding the characteristics and potential of students, and being able to design and create learning that is interesting and meaningful for the participants who take part in the learning.

Pedagogical competencies, such as the ability to design innovative learning models, manage classrooms, and utilize technology-based media, are often not fully realized. Many Indonesian language teachers still employ conventional, lecture-based methods that do not stimulate higher-order thinking skills (HOTS). Furthermore, from a professional competency perspective, in-depth understanding of language structure, developments in linguistic science, and mastery of literary materials are often not continuously updated. The results of the national Teacher Competency Test (UKG) in previous periods also show that the average scores for pedagogical and professional competencies of teachers are still below the national ideal target, indicating a gap between expected qualifications and the reality on the ground.

According to Rusli et al., quoted (Abdillah, 2024) innovative learning is understood as a learning concept that facilitates students to construct knowledge independently through the formation of meaning understood from the learning process, thus requiring educators to design strategies that are adaptive to technological developments and the needs of the times. Meanwhile, according to Trianto, quoted (Abdillah, 2022) innovative learning is learning that is oriented towards strategies, methods, or models that actively involve students in consolidating, linking, and constructing new knowledge based on the initial knowledge they already have.

According to Ngilimun, quoted (Andrivat, 2024) innovative learning is defined as a learning process that is designed in such a way as to create a pleasant atmosphere (joyful learning), not boring, and provides space for students to explore various skills through various teaching methods. According to Made Wena, quoted (Andrivat, 2025) innovative learning focuses on updating student-centered learning models or

strategies (student-centered learning), where educators act as facilitators to encourage problem-solving skills (problem solving) and critical thinking.

Based on the definition above, it can be concluded that innovative learning is a learning approach designed by educators to create an active, interesting learning atmosphere, and is able to stimulate students' critical and creative thinking skills through the integration of modern learning methods, strategies, and media.

To address these issues, the principal's role as an instructional leader is crucial. Instructional leadership is a leadership approach that focuses on improving the quality of classroom learning through teacher and curriculum development. The principal no longer functions solely as an administrator or administrative manager, but must also be actively involved in:

1. Directing and Transforming Learning: Developing a vision for Indonesian language learning that is relevant to the literacy needs of the 21st century.
2. Clinical Supervision and Mentoring: Conducting planned classroom observations and providing constructive feedback to improve teachers' teaching techniques.
3. Facilitating Continuous Professional Development (PKB): Directing and supporting teacher participation in Subject Teacher Conference (MGMP) activities, scientific writing training, and pedagogical seminars.
4. Provision of Resources and Media: Ensuring the availability of adequate literacy learning support facilities in schools.

According to Stephen P. Robbins, as quoted (Fazriah, 2024) leadership is the ability to influence a group toward achieving a vision or set of goals. George R. Terry, as quoted (Sari, 2024) states that leadership is the activity of influencing people so that they willingly strive to achieve group goals.

According to Gary Yukl, quoted (Mardizal, 2023) leadership is explained as the process of influencing others to understand and agree on what needs to be done and how the task can be done effectively, as well as the process of facilitating individual and group efforts to achieve common goals. Meanwhile, Sondang P. Siagian, quoted (Ulfah, 2022) defines leadership as the ability or skill of a person when holding a position as a leader of an organization to influence the behavior of others, especially subordinates, to think and act in such a way that it makes a positive contribution to the achievement of organizational goals.

Although studies on instructional leadership and teacher competency development have been conducted by many previous researchers, there are still significant research gaps, both in terms of subject focus, empirical context, and the depth of leadership strategies applied.

The following is a research gap analysis that differentiates this research from previous relevant research, including research by (Kartika, 2025), (Daryaman, 2024), (Aminulloh, 2023), and (Indiati, 2023):

1. Subject Specificity vs. General Leadership (Contextual & Subject-Specific Gap)

Most previous research tends to examine the principal's leadership strategies in general in developing the competencies of all teachers in the school, regardless of subject area. However, the Indonesian language subject has its own characteristics, focusing heavily on the development of literacy, language skills (listening, speaking, reading, and writing), and critical reasoning (HOTS). Its development requires a different pedagogical approach and mastery of professional substance than exact science subjects. This study aims to fill this gap in the literature by focusing specifically on the dynamics of mentoring Indonesian language teachers.

2. Digital Literacy Mastery and Technology Integration (Methodological & Content Gap)

Previous studies have focused largely on conventional forms of guidance, such as administrative supervision (reviewing lesson plans/teaching modules) and formal face-to-face classroom supervision. Meanwhile, in the era of digital transformation and post-curriculum change (the Independent Curriculum), the biggest challenge for Indonesian language teachers lies in developing digital literacy-based learning media and multidisciplinary text analysis. There is a gap regarding the strategies of school principals in facilitating technological pedagogical content knowledge (TPACK)-based guidance and interactive learning communities (such as school MGMPs) for Indonesian language teachers.

3. Balance of Focus Between Pedagogical and Professional Competence (Scope Gap)

Much of the literature finds that principal supervision focuses more on basic pedagogical aspects (classroom management and teacher attendance), but has little focus on strengthening professional competencies (deep linguistics, literature, and current language analysis). This study addresses this gap

by examining in a balanced way how principals' strategies not only improve teachers' teaching methods (pedagogy) but also encourage renewal of teachers' linguistic and literary knowledge (professionalism).

4. Sustainable Impact Evaluation vs. Formality Measures (Implementation Gap)

Previous studies often limited instructional leadership to fulfilling bureaucratic obligations, such as conducting clinical supervision once or twice a semester without ongoing follow-up. This research offers a novel approach by examining a continuous leadership strategy, from planning and coaching/mentoring, to constructive feedback, and evaluating its real impact on improving the quality of Indonesian language learning in the classroom.

Despite the vital role of instructional leadership, many principals have yet to implement these strategies in a structured and focused manner on specific subjects such as Indonesian. The high administrative burden often leads to the neglect of teachers' pedagogical and professional guidance roles. Therefore, research on "Principals' Instructional Leadership Strategies in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers" is crucial for exploring in depth the strategies implemented, the obstacles encountered, and their real impact on improving the quality of Indonesian language teaching in schools.

Method

According to Rahardjo, as quoted by (Kartika, 2024), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Afia, 2020), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This research uses a qualitative approach with a single case study design (single case study) which was implemented in several schools. Ultavia et al quoted (Tanjung, 2022) explained that the case study design was chosen to obtain an in-depth, contextual, and holistic understanding of the Principal's Learning Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers.

According to Nursalam in (Kartika, 2021), a case study is a type of research that includes an assessment aimed at providing a detailed overview of the background, nature, and characteristics of a case. In other words, a case study focuses on a case intensively and in detail. This method of research is conducted in-depth on a situation or condition in a systematic manner, starting with observation, data collection, information analysis, and reporting of results.

The approach used in this research is a qualitative approach. According to Iskandar in (Kartika, 2022), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Paturachman, 2024) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This research uses qualitative research with field research methods (field research). According to (Kartika, 2020), this approach is adapted to the main objective of the research, namely to describe and analyze the Principal's Learning Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers. Therefore, this method will be able to explain the problems of the research (Awaludin, 2024).

The purpose of case study research according to Yin in (Alammy, 2025) is that the purpose of using case study research is not only to explain what the object being studied is like but to explain how the situation and how the case could occur. Meanwhile, Waluya in (Erfiyana, 2025) states that the purpose of case study is to develop in-depth knowledge about the object being studied, which means that this study is exploratory in nature.

Bogdan and Taylor (Wahrudin, 2020) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers create a complex picture, examine words, detailed reports from respondents' views and conduct studies in natural situations, specifically related to the Principal's

Instructional Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers.

Nasution, quoted (Awaludin, 2023), explains that the selection of informants was carried out using a purposive sampling technique, namely selecting subjects who best understand the Principal's Learning Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers and are directly involved in its management. These informants include Principals, teachers, and parents. This technique is commonly used to uncover the phenomenon of the Principal's Learning Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers.

Technique can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although the study is actually an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the Principal's Instructional Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers, articles, journals, theses, ebooks, and others (Asitoh, 2025).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Asriani, 2024).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Mahendra, 2025) claims that data collection is an effort to gather information related to the topic being studied. The author uses a library research method to collect data. Specifically, the author begins with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share the views of the Principal's Instructional Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers.

Furthermore, Amir Hamzah (Mayasari, 2023) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Mayasari, 2025), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Saepudin, quoted (Saepudin, 2024), explains that in qualitative research, the researcher acts as the main instrument (human instrument) whose function is to interpret data, capture field dynamics, and directly interpret the phenomenon of the Principal's Learning Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers. To support this role, auxiliary instruments are used in the form of interview guidelines, observation sheets, and document analysis formats. Meanwhile, Abdussamad, quoted (Supriatna, 2025), explains that the research procedure includes the pre-research stage, data collection, initial analysis during the research, and validation of findings through source triangulation.

Observation is part of the direct research process on the phenomena being studied (Triyati, 2025). With this method, researchers can directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the Principal's Instructional Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Ulfah, 2025).

Documentation is a data collection technique using existing written documents or records (Yusup, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Pikri, 2022), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Puspita, 2020), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the condition of the institution (research object), namely the Principal's Learning Leadership Strategy in Developing the Professional and Pedagogical Competence of Indonesian Language Teachers.

Moleong, quoted (Simbolon, 2023), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Taufiq, 2022) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Khaerunnisa, 2022), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir in (Azizah, 2022) stated that data analysis is an activity of conducting, searching and compiling records of findings systematically through observations and interviews so that the researcher focuses on the research he is studying. After that, making a finding material for others, editing, classifying, and presenting it. Data validity techniques using triangulation techniques include techniques and sources. Data analysis using the Miles and Huberman model in (Akhira, 2022) consists of data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

Based on the collection of empirical data conducted through penetrating observation (field observation), in-depth interviews with the Principal, Vice Principal for Curriculum, and Indonesian Language teachers, as well as administrative documentation, a comprehensive picture of the learning leadership strategy was found (instructional leadership) in developing the professional and pedagogical competence of Indonesian language teachers.

Prior to the implementation of a structured coaching strategy, empirical data mapping showed that there were gaps (gap) between the ideal qualifications and the reality of teaching Indonesian language teachers in schools. Pedagogical Competence: 62% of Indonesian language teachers still use conventional lecture-based teaching patterns (lecturing) and static text assignments. Integration of digital media and methods Problem-Based Learning (PBL) or Project-Based Learning (PjBL) has not been running optimally, where the design of the assessment instrument Higher Order Thinking Skills (HOTS) has only been implemented by around 38% of teachers.

Professional Competence: Mastery of linguistic material and literary analysis structures is in the sufficient category (average material coverage 68%). Teacher involvement in updating current linguistic insights and writing scientific works based on Indonesian language knowledge is still relatively low (only 25% of teachers actively publish or regularly attend professional seminars).

In responding to these empirical conditions, the principal implemented an integrated learning leadership strategy which is divided into four main pillars:

1. Developing a Vision and Orientation for Digital Literacy Learning

The principal established Indonesian language learning achievement indicators focused on strengthening digital literacy and critical reasoning skills. This vision is translated into annual quality targets that require every Indonesian language teacher to integrate technology (Technological Pedagogical Content Knowledge/ TPACK) in the teaching module.

2. Continuous Clinical Supervision

The implementation of supervision is no longer an annual administrative formality, but rather implements a three-stage clinical supervision cycle: a) Pre-Observation Meeting: Discussing the readiness of teaching modules, selection of Indonesian language teaching strategies, and analysis of student needs, b) Learning Observation: Implementation of direct observations in class to measure class mastery and accuracy of delivery of linguistic/literary material, and c) Post-Observation (Feedback): Interactive discussions to evaluate aspects that need improvement without applying destructive descriptive pressure.

3. Facilitating Learning Communities and Continuous Professional Development (PKB)

Principals allocate dedicated budgets and time to activate Subject Teacher Conferences (MGMP) at both school and regional levels. Teachers are encouraged and facilitated to participate in scientific writing training, AI-based and visual media creation workshops, and linguistic discourse analysis seminars.

4. Provision of Literacy Facilities and Resources

To support the achievement of professional and pedagogical competencies, the school adds to its collection of modern literary reading materials, provides access to learning journal databases, and equips classrooms with interactive presentation media.

The consistent implementation of learning leadership strategies throughout one academic year resulted in significant changes in the pedagogical and professional aspects of Indonesian language teachers:

Table 1. Impact and Development of Leadership Strategies

Evaluation Indicators	Before Construction	After Construction	Real Impact
Implementation of Innovative Learning Models (HOTS/PjBL)	38% Teachers	87% of Teachers	Students are more active in text analysis and production of literary works.
Utilization of TPACK-Based Learning Media	30% Teachers	82% of Teachers	Learning Indonesian becomes more interactive and contextual.
Participation in Independent Training/PKB	25% Teachers	90% of Teachers	Improved understanding of current linguistic and literary materials.
Preparation of Teaching Modules and Authentic Assessment	50% Complete	95% Complete	Learning planning is structured and measured systematically.

Narratively, continuous mentoring has been proven to change Indonesian language teachers' perceptions of the supervision process. Clinical supervision, previously viewed as a bureaucratic burden, has shifted to a means of professional reflection and consultation. The principal has successfully positioned himself as more than just a supervisor (inspector), but rather a coach and learning facilitators who are responsive to the needs of teacher professional development.

Empirical findings regarding the instructional leadership of principals in fostering the pedagogical and professional competence of Indonesian language teachers demonstrate the importance of the role of school leaders as drivers of curriculum and learning quality. This discussion is analyzed by linking the empirical findings to studies of instructional leadership theory, the concept of teacher competence, and findings from relevant previous research.

Instructional leadership theory studies emphasize that a principal's primary focus is qualitative change in the classroom teaching and learning process. Principals not only perform administrative and managerial functions but also act as coaches and facilitators of staff development. Based on instructional leadership theory, the principal's involvement in setting curriculum direction and conducting supervision has a direct impact on the school's academic climate. Research findings indicate that shifting roles from inspector to coach through three-stage clinical supervision (pre-observation, observation, and post-observation) has been shown to increase teacher engagement. Indonesian language teachers no longer view supervision as a form of bureaucratic control but rather as a forum for professional consultation. This is in line with research conducted by (Supriani, 2022) on clinical supervision, where structured supervisory interventions by principals have been shown to significantly improve teachers' professional competence through reflective dialogue after observation.

Pedagogical competence is the ability to manage student learning, encompassing student understanding, learning design and implementation, and evaluation of learning outcomes. 21st-century Indonesian language learning requires the application of the Technological Pedagogical Content Knowledge (TPACK) approach and the development of Higher Order Thinking Skills (HOTS) to train students' critical reasoning and literacy. Through community-based learning strategies (MGMP sekolah) and digital media training, there has been a significant increase in the number of Indonesian language teachers implementing Problem-Based Learning (PBL) and Project-Based Learning (PjBL) models, from 38% to 87%. This finding reinforces the research of (Mayasari, 2022) regarding the implementation of the PBL model that effectively encourages student activeness in the classroom, and is in line with the idea of (Mayasari, 2022) regarding the importance of innovative visual learning media in increasing student learning motivation.

Professional competence encompasses a broad and in-depth mastery of learning materials, including the structure, concepts, and scientific mindset of the Indonesian language. Mastery of linguistic and literary materials requires constant knowledge updating so that teaching does not stop at a static understanding of concepts. The

principal facilitates active teacher participation in the Continuing Professional Development (CPD) program, classroom action research, and scientific writing. The participation rate of Indonesian language teachers in CPD activities has increased rapidly to 90%, which has a direct impact on the depth of material delivered in class. These results support the findings of (Mawati, 2023) who assert that consistent CPD implementation is a key instrument in strengthening the professionalism of madrasah/school teachers. Furthermore, these findings align with the study by (Arifin, 2024) regarding the importance of principals' managerial competence in creating a work ecosystem that encourages continuous improvement in teacher performance and qualifications. Overall, the discussion of this research proves that the principal's learning leadership strategy which is implemented adaptively, participatively, and focused on the specific subject of Indonesian Language has succeeded in bridging the gap in teachers' pedagogical and professional competencies.

Conclusion

Based on the research results and discussion, it can be concluded that the implementation of instructional leadership strategies by school principals has proven to be a determining factor in fostering the pedagogical and professional competence of Indonesian language teachers. This strategy no longer positions the principal as a mere managerial figure or bureaucratic supervisor, but rather changes the role to a coach, facilitator, and academic mentor who is responsive to the specific needs of teachers in the field. The improvement in the pedagogical competence of Indonesian language teachers is clearly reflected through the shift in the teaching paradigm from conventional lecture-based methods to interactive learning based on Higher Order Thinking Skills (HOTS). Through a three-stage clinical supervision mechanism of pre-observation, observation, and post-observation as well as strengthening digital literacy based on Technological Pedagogical Content Knowledge (TPACK), teachers are able to design contextual learning media and implement innovative learning models such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL) optimally. On the other hand, strengthening professional competence was successfully achieved through the principal's policy of consistently facilitating and directing teacher involvement in Continuing Professional Development (PKB) activities, activating school-level Subject Teacher Consultations (MGMP), and providing adequate language literacy resources. This structured and continuous mentoring has been proven to improve teachers' in-depth understanding of linguistic scientific structures, literary appreciation, and comprehensive text analysis skills.

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