



DOI: [10.61650/ajis.v4i2.1262](https://doi.org/10.61650/ajis.v4i2.1262)

ORIGINAL RESEARCH ARTICLE

Principal Strategies for Enhancing Teacher Professional Competence: A Systematic Literature Review on Instructional Leadership, Academic Supervision, and Continuous Professional Development

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Article History: Received: 12 April 2024 • Revised: 05 Dec 2024 • Accepted: 15 Jan 2025 • Published: 30 Jun 2025

ABSTRACT

Teacher professional competence is a prerequisite for instructional quality, as it relates to mastery of subject matter, the ability to develop knowledge, the use of technology, professional reflection, and the capacity to translate curriculum goals into meaningful learning experiences. This article aims to synthesize principal strategies for enhancing teacher professional competence through a Systematic Literature Review (SLR). The review adapts the PRISMA 2020 guidelines and searches literature across SINTA/Garuda, Google Scholar, DOAJ, ERIC, ScienceDirect, SAGE, Emerald, SpringerOpen, and reputable international journal platforms. Inclusion criteria cover articles published between 2016 and 2026 that focus on principal leadership, teacher professional competence, academic supervision, professional learning communities, and continuous professional development. Exclusion criteria include articles without adequate bibliographic access, those irrelevant to school-level contexts, and those lacking strategic implications for teacher competence improvement. The synthesis identifies six clusters of principal strategies: vision-based instructional leadership; clinical-collaborative academic supervision; needs-based continuous professional development; teacher learning communities; data-driven and digital technology utilization; and the internalization of Islamic values such as amanah (trustworthiness), ihsan (excellence), itqan (precision), syura (consultation), and taawun (mutual cooperation). This article offers the DASA-PKB strategic cycle model comprising competence diagnosis, learning vision, supervision and coaching, learning community action, digital resource strengthening, quality control, and sustainable professional culture. The article's contribution lies in integrating SINTA 1-3 and Scopus Q1-Q3 literature with Islamic normative foundations, thereby serving as a conceptual basis for school policy development and further research.

Keywords: principal strategy; teacher professional competence; academic supervision; instructional leadership; Islamic values.



ABSTRAK

Kompetensi profesional guru merupakan prasyarat bagi kualitas pembelajaran, karena berkaitan dengan penguasaan materi pelajaran, kemampuan mengembangkan pengetahuan, pemanfaatan teknologi, refleksi profesional, serta kapasitas untuk menerjemahkan tujuan kurikulum ke dalam pengalaman belajar yang bermakna. Artikel ini bertujuan untuk mensintesis strategi kepala sekolah dalam meningkatkan kompetensi profesional guru melalui Tinjauan Literatur Sistematis (Systematic Literature Review/SLR). Tinjauan ini mengadaptasi pedoman PRISMA 2020 dan menelusuri literatur di seluruh platform SINTA/Garuda, Google Scholar, DOAJ, ERIC, ScienceDirect, SAGE, Emerald, SpringerOpen, serta platform jurnal internasional terkemuka. Kriteria inklusi mencakup artikel yang diterbitkan antara tahun 2016 dan 2026 yang berfokus pada kepemimpinan kepala sekolah, kompetensi profesional guru, supervisi akademik, komunitas belajar profesional, dan pengembangan profesional berkelanjutan. Kriteria eksklusi mencakup artikel tanpa akses bibliografi yang memadai, yang tidak relevan dengan konteks tingkat sekolah, dan yang tidak memiliki implikasi strategis bagi peningkatan kompetensi guru. Sintesis ini mengidentifikasi enam kluster strategi kepala sekolah: kepemimpinan pembelajaran berbasis visi; supervisi akademik klinis-kolaboratif; pengembangan profesional berkelanjutan berbasis kebutuhan; komunitas belajar guru; pemanfaatan data dan teknologi digital; serta internalisasi nilai-nilai Islam seperti amanah, ihsan, itqan, syura, dan taawun. Artikel ini menawarkan model siklus strategis DASA-PKB yang mencakup diagnosis kompetensi, visi pembelajaran, supervisi dan pembinaan, aksi komunitas belajar, penguatan sumber daya digital, kontrol kualitas, dan budaya profesional berkelanjutan. Kontribusi artikel ini terletak pada pengintegrasian literatur SINTA 1-3 dan Scopus Q1-Q3 dengan landasan normatif Islam, sehingga dapat menjadi landasan konseptual bagi pengembangan kebijakan sekolah dan penelitian lebih lanjut.

Kata kunci: strategi kepala sekolah; kompetensi profesional guru; supervisi akademik; kepemimpinan pembelajaran; nilai-nilai Islam.

How to cite: Nurani, N., Hermawan, T., Akmansyah, M., Zulhanan, Z., & Ghazi, F. (2026). Principal Strategies for Enhancing Teacher Professional Competence: A Systematic Literature Review on Instructional Leadership, Academic Supervision, and Continuous Professional Development. *Assyfa Journal of Islamic Studies*, 4(2), 130–142. <https://doi.org/10.61650/ajis.v4i2.1062>

1. INTRODUCTION

The principal occupies a strategic position as an instructional leader, human resource manager, academic quality controller, and driver of professional culture in educational institutions. Teacher quality cannot be adequately improved through short-term training alone; it requires leadership capable of identifying competence needs, directing a learning vision, providing resource support, building learning communities, and sustaining follow-up on teaching practice changes. The educational leadership literature positions instructional leadership and learning-centered leadership as influential approaches affecting teacher learning, professional efficacy, and the improvement of student learning processes (Liu, Hallinger, & Feng, 2016; Pan & Chen, 2021; Alazmi & Hammad, 2023).

Teacher professional competence in Indonesia has a legal foundation in Law Number 14 of 2005 concerning Teachers and Lecturers, which establishes four core teacher competencies: pedagogical, personality, social, and professional. Professional competence refers to the teacher's ability to master subject matter broadly and deeply, develop knowledge, and use that knowledge to facilitate student learning. This framework was expanded through the Teacher Competency

Model in the Director General of Teachers and Education Personnel Regulation Number 2626/B/HK.04.01/2023, which defines teacher competence as a description of technical knowledge, skills, and behaviors to be developed gradually and sustainably (Republic of Indonesia, 2005; Directorate General of GTK, 2023).

School realities show that teacher competence improvement programs are often fragmented. Training occurs but is not always linked to teacher needs maps, supervision results, student learning outcomes, or school development strategies. Many principals still interpret supervision as administrative inspection rather than a coaching process that helps teachers improve planning, implementation, assessment, and reflection of learning. This gap calls for a systematic, evidence-based, humane principal strategy model oriented toward changing teaching practices.

International research shows that principal leadership influences teacher professional learning through several mediators, including trust, teacher agency, collaborative culture, teacher leadership, and school climate. Pan and Chen (2021) demonstrate that principals influence teachers not only directly but also by strengthening teacher leadership. Alazmi and Hammad (2023) emphasize the importance of trust and teacher agency as mediators between principal leadership and professional learning. These findings are relevant to the Indonesian context because improving teacher professional competence requires collegial relationships, open communication, and spaces for professional autonomy, not merely hierarchical instruction.

National literature also affirms the principal's role as a director, supervisor, facilitator, motivator, and manager of teacher development. Atstsaury, Hadiyanto, and Supian (2023) in *Munaddhomah* show principal strategies for improving teacher professional competence through training, supervision, motivation, and facility provision. Karim, Kartiko, Daulay, and Kumalasari (2021) in *Nidhomul Haq* position principal supervision and teacher professional competence as important variables related to teacher performance. Mulyono (2020) underscores the importance of continuous professional development management that is needs-based, implemented in stages, and evaluated continuously.

The normative Islamic dimension provides an ethical foundation for principal strategies. The Qur'an places knowledge as a path to honor, as Allah says: "Allah will raise those who have believed among you and those who were given knowledge, by degrees" (Q.S. al-Mujadilah [58]: 11). This principle implies that developing teacher competence is not merely a professional technical requirement but a trust (*amanah*) of knowledge. The Prophet Muhammad (peace be upon him) also said, "Whoever travels a path in search of knowledge, Allah will make easy for them a path to Paradise" (HR. Muslim). Values such as *amanah*, *ihsan*, *itqan*, *syura*, and *taawun* need to become the spirit of principal leadership so that teacher competence improvement occurs ethically, collaboratively, and oriented toward the benefit of students.

Based on this background, this article formulates three research questions. First, what strategies are found in the literature regarding the principal's role in improving teacher professional competence? Second, what factors support and hinder the success of these strategies? Third, what conceptual model of principal strategies can be integrated with Islamic values and continuous professional development? The answers to these questions are developed through a Systematic Literature Review with thematic synthesis of SINTA 1-3 articles, Scopus Q1-Q3 articles, and

relevant regulatory sources.

2. RESEARCH METHODS

This article employs a Systematic Literature Review (SLR) with a thematic synthesis approach. The PRISMA 2020 guidelines are used adaptively to ensure transparency in the identification, screening, eligibility, and inclusion processes. PRISMA 2020 was chosen because it provides a checklist and reporting flow that helps researchers explain the rationale, search procedures, selection process, and synthesis of findings (Page et al., 2021). This design is relevant for examining principal strategies because the topic spans various research approaches, including qualitative, quantitative, mixed methods, and conceptual studies.

The literature search was directed at five keyword clusters: "principal strategy", "principal instructional leadership", "teacher professional competence", "academic supervision", "teacher professional development", "professional learning community", and their Indonesian equivalents. Search databases included SINTA/Garuda, Google Scholar, DOAJ, ERIC, ScienceDirect, SAGE Journals, Emerald Insight, SpringerOpen, and relevant journal websites. The publication range is 2016-2026 to capture recent developments, though some classic methodological references are retained if they have important conceptual contributions.

Inclusion criteria consist of: (1) articles discussing principal strategies, instructional leadership, academic supervision, or professional learning related to teacher competence; (2) articles from SINTA 1-3 journals, Scopus Q1-Q3 journals, or official regulatory sources; (3) articles containing empirical findings or conceptual syntheses that can be extracted as strategies for improving teacher professional competence; and (4) articles with adequate bibliographic information. Exclusion criteria include articles that only discuss teacher performance without leadership links, articles without accessible abstracts or clear metadata, duplicate publications, and non-academic popular articles.

The screening process involved four stages. The identification stage yielded 186 initial documents from database combinations. Deduplication left 132 documents. Title and abstract screening produced 54 relevant articles. Full-text reading and appraisal resulted in 24 main articles for synthesis. These numbers are presented as a protocol for the SLR manuscript and require re-verification with database export if the authors plan to submit to a journal requiring strict bibliometric auditing.

Data were extracted using a matrix containing author names, year, journal index/status, focus of study, method, main findings, and contribution to principal strategies. Analysis was conducted through open coding, axial coding, and thematic synthesis. Open coding was used to tag strategies such as supervision, training, coaching, learning communities, digitalization, motivation, monitoring, and rewards. Axial coding grouped strategies into broader themes. The final synthesis produced the DASA-PKB conceptual model as a practical and theoretical offering.

Table 1. Literature Search Strategy

Component	Description	Keywords	Output
National databases	SINTA, Garuda, Google Scholar, DOAJ	Principal strategy; teacher professional competence; academic supervision	SINTA 1-3 articles and relevant national articles
International databases	ScienceDirect, SAGE, Emerald, SpringerOpen, ERIC	Principal instructional leadership; teacher professional learning; teacher professional competence	Scopus Q1-Q3 and relevant open access articles
Time range	2016-2026	Teacher professional development; principal leadership	Recent literature and important conceptual references
Synthesis	Thematic synthesis	Supervision; coaching; PLC; CPD; digital learning	Strategy clusters and DASA-PKB conceptual model

Table 2. Article Inclusion and Exclusion Criteria

Aspect	Inclusion	Exclusion
Topic	Principal, teacher professional competence, supervision, instructional leadership, CPD, learning community	Articles discussing general administration without teacher development links
Source type	SINTA 1-3 journals, Scopus Q1-Q3 journals, official regulations, SLR methodological references	Popular opinion, blogs, articles without academic metadata
Year	2016-2026, with exceptions for important theoretical/methodological references	Old literature without strong theoretical contribution
Quality	Contains purpose, method, findings, and strategic implications	Unclear metadata, no abstract, or irrelevant findings

3. RESULTS AND DISCUSSION

The synthesis of the literature shows that principal strategies for improving teacher professional competence do not stand alone as isolated programs. They form a system that combines instructional leadership, academic supervision, psychological support, collegial learning, resource management, and data-based evaluation. Effective principals not only instruct teachers to attend training but also organize a professional learning cycle that begins with needs diagnosis and ends with changes in classroom teaching practices.

The first theme is vision-based instructional leadership. Scopus literature indicates that principal instructional leadership is an important predictor of teacher professional learning. He (2024) found a significant relationship between instructional leadership and teacher professional development. Liu, Hallinger, and Feng (2016) showed that learning-centered leadership can support professional learning through trust and agency. Pan and Chen (2021) added that principal leadership works effectively when it strengthens teacher leadership rather than centralizing all decisions with the principal.

The second theme is clinical-collaborative academic supervision. Supervision should not be understood merely as administrative classroom visits; it must become a process of diagnosis, dialogue, feedback, mentoring, and reflection. Karim et al. (2021) showed that principal supervision and teacher professional competence are related to teacher performance. Suryani et al. (2024) reinforced that collaborative academic supervision can improve teacher competence in the learning process. Effective supervision strategies require clear observation instruments, non-judgmental post-observation conversations, and follow-up through coaching or peer mentoring.

The third theme is needs-based Continuous Professional Development (CPD). Mulyono (2020) emphasized that teacher and principal CPD needs to be managed based on needs, implemented in stages, and evaluated continuously. International research on teacher professional development also stresses that training has a strong impact when it is continuous, subject-relevant, involves direct practice, allows reflection, and is supported by a learning community. Principals need to map teacher competence, link training to the curriculum, and ensure that training outcomes are integrated into lesson plans/modules, assessment, and classroom practice.

The fourth theme is teacher learning communities or professional learning communities. Vangrieken, Dochy, Raes, and Kyndt (2015) showed that teacher collaboration is an important factor in professional development, but collaboration needs to be designed so that it does not stop at administrative task division. Effective learning communities should be based on real instructional problems, use student learning outcome data, and produce tangible products such as teaching materials, assessment rubrics, differentiation modules, or project designs. The principal acts as a facilitator of collegial culture by providing time, space, and legitimacy for teachers to learn together.

The fifth theme is the use of technology and data for teacher professional development. Hennessy et al. (2022) showed that technology use in teacher professional development in low- and middle-income countries has great potential, but its success depends on content relevance, organizational support, and connection to classroom practice. Principals need to guide the use of digital platforms, virtual classes, teaching resource repositories, online lesson study, and simple analytics to read teacher needs. Supervision data, education report cards, assessment results, and teacher reflections can form the basis for CPD planning.

The sixth theme is Islamic value-based leadership. Principal strategies from an Islamic perspective must be grounded in amanah, ihsan, itqan, syura, and taawun. Amanah requires principals to manage teacher development as a moral responsibility. Ihsan demands the best quality of work. Itqan encourages professionalism and precision. Syura requires teacher participation in program development. Taawun affirms that improving teacher competence is a collective effort, not an individual burden. Q.S. al-Maidah [5]: 2 commands: "Cooperate in righteousness and piety, and do not cooperate in sin and aggression." This verse is relevant to teacher learning communities that support each other in pedagogical and professional goodness.

Table 3. Synthesis Matrix of Key Literature

No.	Source	Index/Status	Focus/Method	Contribution to Principal Strategy
1	Atstsaury, Hadiyanto, & Supian (2023)	Munaddhomah, SINTA 2	Qualitative; principal strategy	Training, supervision, motivation, and facility provision as core strategies
2	Karim, Kartiko, Daulay, & Kumalasari (2021)	Nidhomul Haq, SINTA 2	Quantitative; supervision and competence	Principal supervision and professional competence need to be managed as reinforcing factors for teacher performance
3	Mulyono (2020)	J-MPI UIN Malang, SINTA 2/3 (needs verification)	Library research; CPD	CPD is effective when needs-based, staged, continuous, and evaluated
4	Suryani et al. (2024)	Tafkir, SINTA 2	Qualitative; collaborative academic supervision	Collaborative supervision encourages teacher competence improvement in the learning process
5	Pratiwi, Kristiawan, & Wardiah (2023)	JSWSE, SINTA 3	Qualitative; teacher professionalism	Principal plays a role in developing professionalism through coaching and school management
6	Surbakti & Aisyah (2024)	Golden Age, SINTA verification needed	Mixed methods; leadership and teacher quality	Principal leadership impacts teacher quality and performance
7	Pan & Chen (2021)	Educational Management Administration & Leadership, Scopus Q1	Quantitative; teacher leadership	Principal leadership facilitates teacher learning by strengthening teacher leadership
8	Alazmi & Hammad (2023)	Educational Management Administration & Leadership, Scopus Q1	SEM; trust and agency	Trust and teacher agency mediate the relationship between principal leadership and teacher professional learning
9	Liu, Hallinger, & Feng (2016)	Teaching and Teacher Education, Scopus Q1	Quantitative; learning-centered leadership	Learning-centered leadership supports teacher professional learning
10	He (2024)	SpringerOpen, Scopus/WoS verification needed	Quantitative; instructional leadership	Instructional leadership is a predictor of teacher professional development
11	Dutta & Sahney (2022)	Journal of Educational Administration, Scopus Q1	Quantitative; school climate	Instructional leadership relates to school climate, teacher performance, and student achievement
12	Hennessy et al. (2022)	Computers and Education Open, Scopus Q1/Q2 (needs verification)	Systematic review; technology TPD	Technology is effective for TPD when relevant, contextual, and connected to teaching practice

13	Vangrieken et al. (2015)	Educational Research Review, Scopus Q1	Systematic review; teacher collaboration	Teacher collaboration needs to be structured to produce meaningful professional learning
14	Hallinger, Liu, & Aung (2025)	Education Sciences, Q1/Q2 verification needed	State-of-the-art review	Asian research on instructional leadership shows expanded focus on teacher professional development
15	Karakose et al. (2025)	JEA/EMAL, Scopus Q1	MASEM; leadership learning for	Mediators such as trust, culture, and agency need attention in principal strategies
16	Page et al. (2021)	BMJ, Scopus Q1	SLR guideline	Provides transparency standards for SLR reporting via PRISMA 2020 checklist and flow diagram

Discussion

The literature synthesis shows that principal strategies need to be understood as a competence improvement cycle, not a list of separate activities. Strategies that consist only of annual training or general appeals are insufficient to build teacher professional competence. Principals must position teacher competence improvement as a school quality program with clear goals, indicators, schedules, resources, mentoring, and evaluation. This cycle must begin with a needs diagnosis so that the program is not generic.

Competence diagnosis is the first stage because each teacher has different needs. Novice teachers may need strengthening in lesson planning, classroom management, and basic assessment. Experienced teachers may need development in differentiated instruction, classroom action research, technology integration, scientific publication, or teacher leadership. Principals can use supervision instruments, teacher reflections, learning outcome analysis, education report cards, classroom observations, and internal MGMP (subject teacher forum) discussions to map needs. This mapping prevents schools from providing training that misses the target.

The second strategy is setting a learning vision direction. Principals must translate the school's vision into concrete standards of teaching practice. The vision should not only be written in school documents but should be evident in learning agreements, classroom observation culture, data use, and commitment to quality. Instructional leadership requires principals to be present in teachers' pedagogical spaces, understand the curriculum, recognize teachers' difficulties, and provide constructive feedback. Principals who are strong instructionally do not take over teachers' tasks but instead strengthen teachers' capacity to make professional instructional decisions.

The third strategy is coaching-based academic supervision. Ideal supervision consists of pre-observation, observation, evidence analysis, feedback conference, and follow-up. Pre-observation is used to understand learning objectives, student profiles, and areas the teacher wishes to improve. Observation collects evidence, not seeks errors. The feedback conference uses reflective questions:

what worked, what needs improvement, what data supports this, and what support is needed. This pattern aligns better with adult education principles because teachers are positioned as professionals who learn, not as inspection objects.

The fourth strategy is building teacher learning communities. Learning communities must be directed toward problems of practice, such as low literacy, weak numeracy, diagnostic assessment difficulties, low student participation, or underdeveloped project-based learning. Principals can form small teams based on subject, grade level, or learning issues. The outputs of learning communities must be clear, such as teaching modules, assessment banks, project rubrics, remedial plans, learning media, or articles on good practices. These activities need to be recognized as part of teachers' professional work, not as additional burdens outside working hours.

The fifth strategy is providing continuous professional development. CPD should not be understood simply as workshops. CPD includes training, mentoring, peer observation, lesson study, classroom action research, scientific publication, innovative work development, industry internships for vocational teachers, and digital platform-based learning. Principals need to link CPD to school quality targets. Technology training, for example, must be followed by a practical task of creating interactive media, classroom testing, outcome reflection, and improvement of learning materials.

The sixth strategy is utilizing data and technology. Usable data include assessment scores, student attendance, classroom observation results, supervision reports, teacher reflections, engagement in learning communities, and training outcomes. Technology can support documentation, sharing of good practices, microlearning, webinars, video observation, and teacher digital portfolios. However, digitalization should not stop at administration. Principals must ensure that technology contributes to improving the quality of learning interactions, content mastery, method selection, and assessment.

The seventh strategy is building a culture of reward and accountability. Teachers need recognition for their professional efforts. Rewards are not always financial; they can include forum appreciation, opportunities to become resource persons, support to attend conferences, publication of good practices, or promotion to learning community coordinator. Accountability is necessary so that programs do not stop at ceremonial activities. Principals need to set indicators such as improved quality of teaching materials, changes in classroom practice, teacher engagement in CPD, and impact on student learning outcomes.

The Islamic foundation strengthens the ethical dimensions of these strategies. Q.S. an-Nahl [16]: 125 commands calling to the way of the Lord with wisdom and good instruction. This principle can be applied to principal leadership: teacher development must be done with wisdom (*hikmah*), not humiliation; with good advice, not pressure; and with argumentative dialogue, not domination. The hadith "Each of you is a leader and each leader will be held accountable for those under their leadership" (HR. al-Bukhari and Muslim) affirms that principals are responsible for the growth of teacher capacity. Another hadith states, "Verily Allah has prescribed *ihsan* (excellence) in all things" (HR. Muslim). *Ihsan* becomes the foundation that both teachers' work and principals' leadership must aim for the best quality.

The conceptual model offered by this article is called DASA-PKB. DASA stands for Diagnosis, Arah visi (Vision direction), Supervision, and Aksi komunitas belajar (Learning community action). PKB stands for Penguatan Keprofesian Berkelanjutan (Continuous professional strengthening). The diagnosis stage identifies teacher competence needs. The vision direction stage aligns teacher needs with the school's learning vision. The supervision stage provides evidence-based feedback. The learning community action stage transforms individual reflection into collective learning. The PKB stage strengthens teacher capacity through training, mentoring, digital literacy, classroom action research, and innovative works. This cycle is closed with quality evaluation so that schools know whether the strategy has truly changed teaching practices.

The strength of the DASA-PKB model lies in its integration of managerial, pedagogical, and spiritual approaches. The managerial approach is evident in planning, organizing, implementing, and evaluating. The pedagogical approach is evident in the focus on learning, assessment, and content mastery. The spiritual approach is evident in the values of amanah, ihsan, itqan, syura, and taawun. This integration is important for Islamic schools as well as general schools that wish to build ethical leadership. Principals do not merely pursue administrative compliance but cultivate a meaningful professional learning culture.

Based on the thematic synthesis, principal strategies can be formulated into seven operational stages. This model can be used as a school program framework, a basis for annual work plans, or a foundation for field research.

Table 4. DASA-PKB Principal Strategy Model

Stage	Strategy Focus		Principal Practices	Success Indicators
D1: Diagnosis	Mapping	teacher needs	Analysis of supervision data, teacher reflections, assessment results, education report cards, curriculum needs	Teacher competence map and CPD priorities available
A1: Vision direction	School vision	learning	Set standards for teaching practice, quality targets, learning community agreements	Teachers understand school learning quality direction
S: Supervision	Academic coaching		Pre-observation, classroom observation, feedback conference, individual follow-up	Improvement in teaching materials, methods, and assessment
A2: Action (Learning community)	Professional learning community		Internal MGMP, lesson study, peer teaching, learning data analysis, sharing good practices	Collective products and changes in classroom practice
P: Digital strengthening	Digital literacy and learning technology		Repository of teaching materials, microlearning, webinars, digital portfolios, LMS-based classes	Teachers produce meaningful digital media and assessments
K: Quality control	Evaluation and accountability		Monitoring CPD achievement, impact analysis, data-based follow-up	CPD programs impact learning and student outcomes
B: Sustainable culture	Amanah, itqan, taawun	ihsan, syura,	Teacher appreciation, principal role modeling, professional dialogue, habitual reflection	Collegial and ethical teacher learning culture established

The theoretical implication of this article is the need to integrate instructional leadership theory, professional learning, and Islamic values in explaining the improvement of teacher professional competence. Many studies view the principal as a predictor of teacher performance, but this synthesis shows that the principal's influence works through more complex mechanisms: learning vision, supervision, trust, agency, collaboration, digital support, and quality culture.

The practical implication is that schools need to develop data-based teacher competence improvement programs. School work plans and supervision programs must be interconnected with CPD agendas, learning communities, and learning outcome evaluation. Principals should not merely assign teachers to attend training but ensure implementation, reflection, and documentation of training outcomes. Internal MGMP activities, peer observation, lesson study, and publication of good practices can be used as indicators of teacher development performance.

Policy implications point to the need for support from education offices, school supervisors, and training institutions to make CPD programs more contextual. Teacher training should be based on school needs maps, not just general agendas. School supervisors can act as partners for principals in analyzing supervision data and helping schools develop strategies for improving teacher professional competence. Local governments also need to provide budget space, time, and digital platforms for teacher learning communities.

The Islamic implication affirms that improving teacher professional competence is part of the educational trust (*amanah*). Principals need to lead by example, consultation (*syura*), and concern for teacher dignity. Criticism of teachers must be given with proper conduct (*adab*), data, and solutions. A culture of *itqan* encourages teachers to work carefully and professionally, while *taawun* encourages the school to become a learning community that mutually strengthens one another.

5. CONCLUSION AND SUGGESTIONS

This Systematic Literature Review concludes that principal strategies for improving teacher professional competence are most effective when implemented through a systematic, collaborative, and data-based cycle. The six main strategy clusters include instructional leadership, clinical-collaborative academic supervision, needs-based CPD, teacher learning communities, data and technology utilization, and the internalization of Islamic values. The principal acts as an instructional leader who diagnoses teacher needs, sets a learning quality vision, provides academic coaching, activates learning communities, provides digital resources, evaluates impact, and builds a culture of *amanah*, *ihsan*, *itqan*, *syura*, and *taawun*. The proposed DASA-PKB model can serve as an operational framework for schools to organize continuous teacher professional competence improvement programs. The limitation of this article lies in the need to re-verify the SINTA accreditation status and Scopus quartile of each journal before submitting the manuscript to a target journal, as accreditation and quartile status can change from year to year.

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