

Integrated School Leadership Strategies Based on Local Programs for Teacher Competency Development

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ABSTRACT: *This study aims to analyse the implementation and effectiveness of the principal's leadership strategy in developing teacher competency at SDN Gupolo Ponorogo. The study used a qualitative approach with a case study design to gain an in-depth understanding of the leadership strategies applied in the elementary school context. Data collection was conducted through participant observation, semi-structured interviews, and documentation. Research informants consisted of the principal, class teachers, and Islamic Religious Education (PAI) teachers who were purposively selected based on their involvement in school programs. The researchers analysed the data using the interactive model through the stages of data reduction, data presentation, and conclusion drawing. They also tested data validity through source and technique triangulation. The results showed that the principal implemented leadership strategies in a planned, systematic, and sustainable manner through motivation, academic supervision, internal and external training, and integration of local wisdom-based school programs. To implement these strategies, the principal integrated the school's vision and mission into various educational programs, such as religious activities, reog performances, and routine sports involving teachers. The implementation of these leadership strategies proved effective in improving teachers' pedagogical, professional, and social competencies. These improvements are evident in teachers' ability to manage learning more systematically, increased participation in professional development, and the development of communication and collaboration skills through involvement in school activities. Furthermore, the integration of local wisdom-based programs provides a more contextual and meaningful learning experience for both teachers and students. Local culture-based activities not only serve as a means of cultural preservation but also serve as a medium for holistic teacher competency development. Research findings indicate that leadership strategies integrated with school culture and local programs can create a professional learning environment that supports continuous improvement in educational quality. Therefore, principal leadership strategies based on local programs can be a relevant approach to developing teacher competency in elementary schools.*

Penelitian ini bertujuan untuk menganalisis implementasi dan efektivitas strategi kepemimpinan kepala sekolah dalam mengembangkan kompetensi guru di SDN Gupolo Ponorogo. Penelitian menggunakan pendekatan

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kualitatif dengan desain studi kasus untuk memperoleh pemahaman mendalam mengenai strategi kepemimpinan yang diterapkan dalam konteks sekolah dasar. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara semi terstruktur, dan dokumentasi. Informan penelitian terdiri atas kepala sekolah, guru kelas, dan guru Pendidikan Agama Islam (PAI) yang dipilih secara purposive berdasarkan keterlibatan mereka dalam program sekolah. Analisis data menggunakan model interaktif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan strategi kepemimpinan secara terencana, sistematis, dan berkelanjutan melalui pemberian motivasi, supervisi akademik, pelatihan internal dan eksternal, serta integrasi program sekolah berbasis kearifan lokal. Strategi tersebut diimplementasikan dengan menyelaraskan visi dan misi sekolah ke dalam berbagai program pendidikan, seperti kegiatan keagamaan, pertunjukan reog, dan olahraga rutin yang melibatkan guru secara aktif. Implementasi strategi kepemimpinan ini terbukti efektif dalam meningkatkan kompetensi pedagogis, profesional, dan sosial guru. Peningkatan tersebut terlihat pada kemampuan guru dalam mengelola pembelajaran secara lebih sistematis, meningkatnya partisipasi dalam pengembangan profesional, serta berkembangnya kemampuan komunikasi dan kolaborasi melalui keterlibatan dalam kegiatan sekolah. Selain itu, integrasi program berbasis kearifan lokal memberikan pengalaman pembelajaran yang lebih kontekstual dan bermakna bagi guru maupun siswa. Kegiatan berbasis budaya lokal tidak hanya berfungsi sebagai sarana pelestarian budaya, tetapi juga menjadi media pengembangan kompetensi guru secara holistik. Temuan penelitian menunjukkan bahwa strategi kepemimpinan yang terintegrasi dengan budaya sekolah dan program lokal mampu menciptakan lingkungan belajar profesional yang mendukung peningkatan mutu pendidikan secara berkelanjutan. Dengan demikian, strategi kepemimpinan kepala sekolah berbasis program lokal dapat menjadi pendekatan yang relevan dalam pengembangan kompetensi guru di sekolah dasar.

Keywords: *Leadership Strategy, Teacher Competence, Local Wisdom, Academic Supervision, Teacher Professional Development.*

Received: March 7, 2026; Revised: April 10, 2026; Accepted: May 15, 2026

I. INTRODUCTION

Elementary education plays a strategic role in shaping the quality of human resources from an early age through the implementation of effective and meaningful learning processes (Saputra et al., 2024). The quality of learning in elementary schools is highly determined by teachers' competencies, which include pedagogical, professional, social, and personal aspects (Zulkipli et al., 2022). These competencies serve as the primary foundation for designing and implementing innovative, adaptive, and student-oriented learning. Nevertheless, various studies indicate that the development of teacher competencies in elementary schools still faces complex challenges. Teachers have not yet been fully able to implement varied learning methods, optimally utilise learning

media, or integrate character values into the learning process (Dahal et al., 2024). This condition reflects a gap between the demands of teacher professionalism and classroom practices, which ultimately affects the suboptimal quality of both the learning process and learning outcomes (Purwanto & Evicasari, 2021).

Preliminary observations at SDN Gupolo Ponorogo revealed that some teachers still experienced limitations in developing innovative and contextual learning strategies. In addition, teachers had not fully optimised the use of learning media or the integration of character education into the learning process. This condition indicates that efforts to improve teacher competencies require a more systematic and sustainable approach, particularly through the leadership role of the principal as a key actor in educational management at the school level.

Theoretically, principal leadership holds a strategic position in improving the quality of learning (Gazali et al., 2023). From the perspective of instructional leadership, principals function as learning leaders who actively direct, guide, and evaluate teacher performance through continuous academic supervision (Hallinger, 2011; Jayaraman et al., 2025). Instructional leadership emphasises the direct involvement of principals in the learning process as an effort to improve the quality of classroom instruction. On the other hand, transformational leadership theory positions leaders as agents of change who are capable of building motivation, commitment, and a professional work culture through idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration (Bass, B. M., & Avolio, 1994).

In the educational context, this approach emphasises the importance of the principal's role in encouraging the continuous professional development of teachers. The integration of these two approaches demonstrates that principal leadership is not only oriented toward administrative aspects, but also toward the systematic and sustainable development of teachers' professional capacities. Several previous studies have examined the relationship between principal leadership and the improvement of teacher competencies. Research findings indicate that academic supervision practices and training programs initiated by principals significantly contribute to the enhancement of teachers' pedagogical and professional competencies (Saputra et al., 2024). However, these studies generally focus only on leadership in a broad sense or are limited to academic supervision, thus failing to provide a comprehensive picture of leadership strategies integrated with contextual school programs. Furthermore, studies examining the integration of principal leadership strategies with local wisdom-based programs, character strengthening, and active teacher involvement in various school activities remain relatively limited, particularly at the elementary school level (Ismail & Rosidi, 2023).

In fact, contextual approaches that integrate local culture and direct school activities can strengthen teachers' professional experiences in developing their competencies more holistically and practically. Based on this research gap, the novelty of this study lies in the analysis of principal leadership strategies that not only focus on academic supervision but also integrate school programs based on local wisdom, character strengthening, and active teacher involvement as part of holistic and sustainable competency development (Saputri & Sa'adah, 2021). This approach is expected to provide both theoretical and practical contributions to the development of educational leadership studies, particularly within the context of elementary schools. Therefore, the

purpose of this study is to analyse the leadership strategies of the principal in improving teacher competencies at SDN Gupolo Ponorogo

II. METHOD

This study used a qualitative case study design to examine the principal's leadership strategies in developing teacher competencies at SDN Gupolo Ponorogo. The researchers selected the qualitative approach because it enables an in-depth understanding of social phenomena within their natural context (Creswell, 2009). This study used a case study design to examine a particular phenomenon within a specific context in detail (Yin, 2017). The researchers conducted the study at SDN Gupolo Ponorogo during the second semester of the 2025/2026 academic year.

The research informants were determined purposively by considering their direct involvement in the management and implementation of the learning process (Sugiyono, 2019). The primary data sources consisted of the principal, classroom teachers, and Islamic Religious Education (PAI) teachers. The researchers chose PAI teachers based on their role in strengthening character education and their involvement in school programs relevant to the study's focus. Data collection techniques included observation, semi-structured interviews, and public documentation. The researchers conducted participatory observations to analyse the principal's leadership practices and classroom learning processes and used interviews to obtain in-depth information regarding the implemented leadership strategies.

The researchers gathered secondary data from institutional documents, including school work programs, academic supervision schedules, instructional tools, and lesson plans (Creswell, 2009). Data analysis was conducted using the interactive model consisting of data reduction, data display, and conclusion drawing (Miles et al., 2014). The analysis process was carried out continuously from the data collection stage to the interpretation of research findings. The validity of the data was tested through source and technique triangulation by comparing data obtained from observations, interviews, and documentation across different informants (Sugiyono, 2019). This approach was employed to ensure the validity and consistency of the research findings.

III. RESULT AND DISCUSSION

Implementation of Leadership Strategies in Developing Teacher Competencies

Based on research results obtained through observations and interviews at Gupolo Elementary School, it was found that the principal implemented leadership strategies to develop teacher competencies in a planned, systematic, and sustainable manner. To implement these strategies, the principal incorporated several activities into the school program, including motivating teachers, conducting academic supervision, organising internal training, and facilitating teachers' participation in external training. In addition, the principal also aligned the school's vision and mission as the basis for implementing learning, and developed various school programs that support the improvement of teacher competencies, such as religious activities, extracurricular reog performances, and regular sports.

These findings indicate that the leadership strategies implemented are not isolated but rather part of a comprehensive school management system. This aligns with leadership theory, which positions the principal as an instructional leader, playing a role in guiding, fostering, and developing teacher competencies on an ongoing basis (Munna, 2023). In this context, the principal's success is measured not only by administrative aspects but also by their ability to create a professional learning environment for teachers. Observational data indicate that motivational activities are carried out through interpersonal approaches, such as providing direction, encouragement, and recognition for teacher performance in formal and informal forums. This practice reinforces previous research findings that suggest work motivation is a crucial factor mediating the relationship between principal leadership and improved teacher competency and performance (Pewangi et al., 2024). Consistent motivation can increase teacher engagement in professional development activities and strengthen commitment to learning tasks (Kemal et al., 2023).

In addition to motivation, regular academic supervision through classroom observations and feedback demonstrates the implementation of coaching-based supervision. This finding aligns with the concept of modern academic supervision, which emphasises the function of professional assistance. Systematic and ongoing supervision has been shown to improve teachers' pedagogical and professional competence, especially when accompanied by constructive feedback (Hidayat et al., 2022). Thus, supervision practices at SDN Gupolo reflect a clinical supervision model focused on improving the quality of learning. Meanwhile, internal training is held routinely every six months, involving all teachers in professional development activities. In addition to internal training, teachers are also given access to external training conducted by government agencies and other institutions. Providing teachers with opportunities to participate in external training demonstrates the application of the concept of continuous professional development (CPD). In teacher professional development theory, continuous training is a key strategy for improving teacher competence (Ambon et al., 2024). Research shows that structured and continuous training, workshops, and professional development activities have a positive impact on improving teacher competence (Estiani & Hasanah, 2022). Thus, the combination of internal and external training implemented at SDN Gupolo demonstrates alignment with modern professional development principles. This aligns with the results of interviews with teachers:

"At SDN Gupolo, the principal consistently provides direct guidance and motivation, which helps build confidence in teaching and classroom management" (Teacher 1).

"We are given the opportunity to participate in various training courses, and the principal also directly involves us in school programs, so we feel more supported in developing our competencies." (Teacher 2)

These findings indicate that teachers perceive the principal's active role in providing motivation and support. Informant statements illustrate the principal's direct involvement in the teacher competency development process through guidance, motivation, and facilitation of training activities.

Furthermore, the alignment of the school's vision and mission is integrated into learning activities, ensuring a clear and structured direction for all educational activities. School programs, such as religious activities, reog performances, and sports, are designed to align with the school's educational objectives. These activities directly involve teachers, so they not only teach in the classroom but also play an active role in guiding and

assisting students in activities outside the classroom. Particularly in culture-based activities such as reog performances, the school has integrated local wisdom as part of the educational process. Through these activities, teachers play a role in preserving culture while linking it to learning. Thus, local wisdom is not merely an additional activity but becomes a crucial part of shaping a more meaningful learning experience. This approach helps teachers develop more contextual teaching methods and strengthens students' understanding of the cultural values inherent in their environment. This demonstrates that the implementation of leadership strategies is carried out holistically. This approach reflects the concept of a whole-school approach, in which all components and school programs are directed towards supporting improved learning quality (Rogers, 2000). Previous research confirms that leadership strategies integrated into school culture are more effective in improving teacher competence compared to partial approaches (Shopian, 2025).

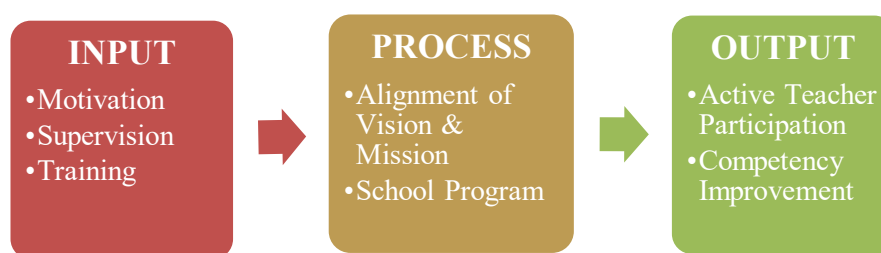


Figure 1. Leadership Strategy Implementation Flow

The figure above illustrates the sequential implementation flow of the principal's leadership strategy. The input stage shows the strategies communicated to teachers, as previously described, such as motivation, supervision, and internal and external training. Then, the process stage in this study is demonstrated through the alignment of the school's vision and mission and the integration of strategies into various school programs. At this stage, strategies previously at the conceptual level (input) are operationalised into concrete actions through activities such as motivation, academic supervision, training, and other school programs. Theoretically, the process stage is a crucial phase in the education management model because it determines the extent to which planning can be implemented effectively (Li & Liu, 2022). A good process is characterised by synchronisation between policy, implementation, and the participation of educational actors, particularly teachers (Nazira et al., 2021). This research shows that the success of strategy implementation is highly dependent on the level of teacher involvement in the process.

In this context, the active involvement of teachers at SDN Gupolo is an indicator that the implementation process is participatory. The integration of strategies into school programs reflects a school-based management approach, where all school activities are directed toward achieving the goal of improving educational quality. The school's flagship programs, such as religious activities, extracurricular reog (reog dance), and regular sports, serve not only as supplementary activities but also as a means of strengthening teachers' social, personal, and collaborative competencies. The integration of these locally wisdom-based programs demonstrates that leadership strategies are not solely academically oriented but also effective in developing teacher competencies contextually and holistically. This aligns with research suggesting that a supportive school environment and integrated programs can enhance the effectiveness of teacher competency development (Ningsih et al., 2025). Furthermore, the process also demonstrates the implementation of academic supervision and training as part of

ongoing professional development. Previous research confirms that effective supervisory management must be integrated with training and monitoring to optimally impact teachers' pedagogical competencies (Sugiar et al., 2024). Thus, the practice at SDN Gupolo, which combines supervision, training, and motivation in one system, shows conformity with the comprehensive competency development model.

Furthermore, the output stage in this study is indicated by increased active teacher participation in various professional development activities and an increase in teacher competence. This output is an indicator of the success of the entire series of implemented strategies. From the perspective of educational management theory, output is not only measured by direct results (short-term outcomes), but also by changes in teacher behaviour and work culture (Ernawatie et al., 2023). Active teacher participation in training, supervision, and school activities indicates a change in professional attitudes, which is one of the main indicators of increased competence. Other research shows that ongoing academic supervision and training have a significant impact on improving teacher competence, as indicated by increased involvement in professional activities and improved learning practices (Samsilayurni et al., 2025). In fact, participatory-based training models not only improve competence but have also been shown to enhance teacher performance and collaboration (Junaris, 2023). Furthermore, increased teacher participation also indicates success in building a learning culture in schools. This culture is characterised by openness to learning, collaboration among teachers, and a commitment to continuous self-development. Research shows that a school culture that supports active teacher participation will have a direct impact on improving the quality of learning and student learning outcomes.

Judging from the strategies implemented, the output of this strategy implementation not only impacts individual teachers but also the school system as a whole, building a school culture that supports teacher learning and professional development. Improving teacher competency contributes to improving the quality of learning, which ultimately impacts the quality of education. This is in line with the finding that teacher supervision, training, and participation have a significant relationship with teacher professionalism and performance (Syofian et al., 2024). This model aligns with educational management theory, which emphasises the importance of integration between planning, implementation, and evaluation in achieving educational goals (Atstsaury et al., 2023). The results of this study reinforce previous findings stating that principal leadership plays a strategic role in improving teacher competency through an integrated, systematic, and sustainable approach (Firmansyah et al., 2025).

The Effectiveness of Leadership Strategies in Improving Teacher Competence

The effectiveness of the principal's leadership strategies in improving teacher competency at Gupolo Elementary School can be seen in the changes in teacher performance following the implementation of these strategies, which include motivation, academic supervision, and ongoing training. Based on research observations and interviews, teachers who previously tended to be passive and lacked confidence demonstrated improvements in their activeness, discipline, and ability to manage learning. Furthermore, previously undirected learning became more systematic after the alignment of the school's vision and mission and the integration of school programs. These changes demonstrate that the implemented strategies were not only administratively successful but also had a direct impact on classroom learning practices.

This effectiveness was further strengthened by teacher involvement in various school activities, such as extracurricular religious programs, regular sports, and religious activities. This involvement demonstrated that teachers experienced improvement not only pedagogically but also socially and professionally through active participation in the school environment. This involvement reflects the integration of formal and informal learning contexts that support holistic teacher development. It also demonstrates that the leadership strategies implemented by the principal contributed to creating a collaborative and supportive school culture. Furthermore, the effectiveness of this strategy is supported by consistent patterns observed across multiple data sources, including classroom observations and teacher interviews. Teachers reported that the guidance and feedback provided through academic supervision helped them better understand how to improve their teaching practices. Meanwhile, participation in the training program increased their readiness to implement more structured and engaging learning activities. Furthermore, the alignment of the school program with the school's vision and mission provided a clearer framework for teachers in planning and implementing their lessons. These findings suggest that the leadership strategies implemented by principals contribute to observable improvements in teacher competency. However, the extent of these improvements may vary depending on individual teacher readiness and contextual factors within the school.



Figure 2. *Effectiveness of Principal Leadership Strategy on Improving Teacher Competence*

The figure above shows that the implemented strategy resulted in a gradual change from the initial condition to a more optimal one. The initial stage depicts a less-than-optimal condition for the teachers. Then, through the strategy implementation process, there was a significant increase in self-confidence, activeness, and direction of learning. This indicates that the principal of SDN Gupolo implemented leadership strategies systematically and sustainably through motivation, academic supervision, and training programs. This finding is consistent with the concept of instructional leadership, which emphasises the principal's role in guiding and supporting teachers to improve the quality of teaching (Samsilayurni et al., 2025). According to Purwanto & Evicasari (2021), instructional leadership involves direct involvement in academic activities, including supervision, mentoring, and providing feedback to teachers. Furthermore, the use of an interpersonal approach to motivating teachers aligns with transformational leadership theory (Ikhwan, 2025).

According to Ismail & Rosidi (2023), transformational leaders play a crucial role in inspiring and motivating teachers by building trust, providing encouragement, and recognising performance. The implementation of regular training programs also reflects ongoing professional development, which is crucial for improving teacher competency (Hidayat et al., 2022). Previous research has shown that ongoing guidance and structured training significantly contribute to improving teachers' pedagogical and

professional competency (Saputri & Sa'adah, 2021). Therefore, leadership practices at SDN Gupolo demonstrate a combination of instructional and transformational leadership, where the principal not only manages administrative tasks but also actively supports teacher development (Ghifarix & Khasanah, 2025).

This conclusion is supported by observational data showing more structured classroom practices and increased teacher participation in training activities. Furthermore, interviews also reported that teachers experienced increased confidence and engagement in teaching. These findings align with previous research highlighting the importance of effective leadership in improving teacher performance (Balqis et al., 2024). According to He et al. (2024), participatory and supportive leadership practices can increase teacher engagement and create a positive work environment. Furthermore, the alignment of the school's vision and mission provides clear direction for teachers in implementing learning activities (Poernomo & Rahminawati, 2022). This finding is supported by previous studies that revealed that a well-defined vision and mission help teachers design and implement learning more effectively (Samsilayurni et al., 2025).

The integration of school programs into teaching practices at SDN Gupolo demonstrates that the principal's leadership strategies have been implemented in a structured and systematic manner, not merely as administrative activities. The designed school programs do not stand alone but are directly linked to classroom learning practices. This reinforces the concept that schools can develop as learning organisations, where all components support each other in improving the quality of education (Azizah & Sari, 2025). This aligns with research findings showing that principal leadership that integrates programs with learning practices will impact teacher competency and learning effectiveness (Attsaury et al., 2023). Thus, the implementation at SDN Gupolo not only improves individual teacher competencies but also strengthens the school's overall work system.

However, the results of this study also indicate that there is variation in teacher readiness and participation in development programs. This indicates that the implementation of leadership strategies does not always have the same impact on every teacher. Internal factors, such as work motivation, experience, and readiness for development, influence these differences. Previous research confirms that teacher competence is greatly influenced by the combination of principal leadership and individual work motivation (Sahadi et al., 2021). Therefore, principals need to adopt an adaptive and situational approach, namely tailoring development strategies to the conditions and needs of each teacher to achieve more optimal and equitable results.

In addition to individual factors, institutional support is also a crucial determinant of the success of leadership strategies. This support includes school policies, the availability of facilities and infrastructure, a collaborative work culture, and opportunities for ongoing training. Previous research has shown that the synergy between principal leadership, teacher motivation, and institutional support is a key factor in improving teacher competence and performance (Estiani & Hasanah, 2022). Therefore, the effectiveness of leadership strategies at SDN Gupolo can be interpreted as context-dependent, despite showing positive indications of improving teacher competence.

The Impact of Strategies on Teachers' Pedagogical, Professional, and Social Competencies

The principal's leadership strategy at Gupolo Elementary School has had a significant impact on improving teacher competency, particularly in pedagogical, professional, and

social aspects. Pedagogically, teachers demonstrated changes in their learning planning and implementation, becoming more focused and systematic. This was evident in their ability to manage classes and develop learning activities that better align with learning objectives. Professionally, teachers' involvement in internal and external training fostered skills in developing learning methods and utilising learning media. Meanwhile, socially, teachers demonstrated increased interactions with students and fellow teachers through active involvement in various school activities.

This aligns with the teacher competency development framework, which emphasises the integration of these domains in achieving effective teaching (Azizah & Sari, 2025). According to Jentsch & König (2021), modern teachers are expected not only to master learning materials but also to possess pedagogical skills, the ability to utilise technology, and social skills to support holistic learning. Improved pedagogical competency is reflected in improved lesson planning and classroom management. This is consistent with previous research that found that supportive leadership encourages teachers to implement more innovative and structured learning strategies. Meanwhile, professional competence is enhanced through participation in training programs, which provide teachers with opportunities to develop new skills and knowledge (Rosni, 2021).

According to Ventista & Brown (2023), continuous professional development plays a crucial role in improving teaching effectiveness and student learning outcomes. In terms of social competence, teacher involvement in school programs such as extracurricular activities and religious events has been shown to improve interactions with students and colleagues. This finding is supported by Rahmadhani et al. (2023), who argue that active participation in school activities strengthens teacher-student relationships and fosters a positive learning environment. This aligns with the results of interviews with teachers, which revealed:

"After receiving ongoing guidance and participating in school programs, there was increased confidence and the ability to manage classroom learning more effectively" (Teacher 1).

"Involvement in training and school activities has enhanced professional skills and increased engagement in both teaching and non-teaching responsibilities" (Teacher 2).

The interview results indicate that teachers experienced significant improvements in self-confidence, teaching performance, and professional engagement after implementing leadership strategies. The response indicates that the strategy contributed to positive changes in teacher competency. These findings suggest that leadership strategies contribute to comprehensive teacher development, although the level of impact may vary depending on contextual factors such as teacher readiness and school conditions. This is in line with transformational leadership theory, which positions the principal as an agent of change in improving teacher capacity. Supportive and directed leadership can encourage teachers to develop more innovative, structured, and reflective learning practices. Changes in pedagogical aspects, such as more systematic lesson planning and effective classroom management, indicate that the strategies implemented are not only administrative but also related to core aspects of the learning process. This is supported by research Leithwood et al. (2008), which states that school leadership has a significant influence on improving teacher capacity and learning quality.



Figure 3. *Documentation of School Programs (Reog, Sports, and Religious Activities)*

The documentation shows that the implementation of extracurricular activities in schools serves not only as supplementary activities but also as a strategic means of preserving local wisdom, such as reog performances, routine gymnastics, and religious activities. The direct involvement of teachers in these culture-based activities reflects the integration of school programs with local values prevalent in the community. In this context, teachers serve not only as instructors in the classroom but also as facilitators and role models in transmitting cultural values to students. These local wisdom-based activities provide a space for teachers to develop communication skills, collaboration, and social sensitivity in interacting with students and the school environment.

Furthermore, teacher involvement in local wisdom-based programs contributes to the holistic improvement of teacher competencies, particularly in social and professional aspects. Socially, teachers become more adaptive and able to build closer relationships with students through contextual approaches relevant to their lives (Tanase, 2022). Meanwhile, professionally, teachers gain experience in managing creative and meaningful out-of-class learning activities. This demonstrates that local wisdom not only serves as a cultural identity but also as an effective pedagogical medium to support the continuous development of teacher competencies (Lidyasari et al., 2024). Therefore, integrating local wisdom into school programs is an important strategy for improving the quality of education in a contextual and culturally grounded manner. Furthermore, these activities demonstrate active teacher participation in creating a conducive and collaborative school environment. This is supported by observational findings that demonstrate consistent teacher attendance and participation in these programs, as well as interview data indicating that teachers feel more involved and responsible in school activities.

Active involvement in various training activities or school programs is closely related to the development of teacher professional competencies. Theoretically, teacher participation reflects the application of the concept of continuous professional development (CPD), which emphasises the importance of continuous competency development (Ambon et al., 2024). Through these activities, teachers not only acquire new knowledge and skills but also have the opportunity to reflect on and improve their teaching practices. This aligns with Collie et al. (2021), who emphasised that effective professional development must be continuous, collaborative, and relevant to learning practices. Therefore, the principal's leadership strategy at SDN Gupolo has successfully created a professional learning environment that supports the continuous improvement of teacher competencies.

Furthermore, this improvement in pedagogical and professional competencies has had a significant impact on the development of teachers' social competencies. Teacher involvement in various school programs, such as extracurricular activities and other collaborative activities, indicates increased social interactions with both students and

fellow teachers. This reflects the formation of a positive and collaborative school climate, which is crucial for supporting successful learning. Research by Collie et al. (2021) shows that a supportive and collaborative work environment can increase teacher engagement and the quality of interpersonal relationships in schools. Therefore, the leadership strategies implemented not only impact individual teacher competencies but also foster a school culture conducive to professional development and overall improvement in the quality of learning.



Figure 4. *Impact of Leadership Strategy on Teacher Competence*

The figure above shows that the principal's leadership strategy has impacted the improvement of three main aspects of teacher competence: pedagogical, professional, and social. Each aspect has experienced development, as seen in changes in teaching practices, participation in development activities, and increased social interaction within the school environment. This diagram clarifies the relationship between the strategies implemented and the results achieved in improving teacher competence. Overall, these findings indicate that the principal's leadership strategy has made a positive contribution to improving teacher competence in various aspects. However, these results are still limited to the study context at SDN Gupolo, so further research is needed to test the consistency of the findings across various school contexts. Therefore, the implemented strategy can be a relevant approach to support sustainable development.

IV. CONCLUSION

Based on the research results, the principal at SDN Gupolo Ponorogo has implemented a leadership strategy in a planned, systematic, and sustainable manner to develop teacher competencies. This strategy is realised through providing motivation, academic supervision, internal and external training, and the integration of local wisdom-based school programs into the educational process. The implementation of the strategy does not only focus on administrative management, but is also directed at the comprehensive professional development of teachers through active involvement in various school programs. The applied leadership strategy has proven effective in improving the pedagogical, professional, and social competencies of teachers. From the pedagogical aspect, teachers showed improvements in their ability to plan and implement learning in a more structured and contextual manner. From the professional aspect, teacher

involvement in training and school programs encouraged improvements in teaching skills, the use of learning media, and readiness to participate in continuous professional development. Meanwhile, from the social aspect, teacher involvement in local culture-based school activities strengthened communication, collaboration, and social interaction skills with students and fellow teachers. The integration of local wisdom-based programs, such as reog performances, religious activities, and regular sports, is one of the main strengths in the implementation of the leadership strategy at SDN Gupolo. These programs not only serve as supplementary activities but also serve as contextual learning media that support the holistic development of teacher competencies while strengthening the preservation of local culture within the school environment. This approach suggests that schools integrate local wisdom into educational practices to provide students with more meaningful and contextually relevant learning experiences. In addition to improving individual teacher competencies, the implementation of leadership strategies also contributes to the formation of a collaborative, supportive, and continuous learning-oriented school culture. The principal's role is not only as an administrator but also as an instructional and transformational leader, capable of building teacher motivation, participation, and commitment to improving the quality of learning. Thus, a local program-based school leadership strategy can serve as a relevant model for teacher competency development in elementary schools, particularly in educational contexts oriented toward strengthening local culture and continuously improving the quality of education.

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