



## **PRINCIPAL MANAGEMENT STRATEGIES TO ENHANCE TEACHERS' PEDAGOGIC COMPETENCE IN IMPLEMENTING DIFFERENTIATED**

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**Abstract:** The quality of education is largely determined by teachers' pedagogical competence, which can be enhanced through effective leadership. School principals play a critical role in improving teachers' teaching abilities, particularly in the context of differentiated learning, where strategies are tailored to meet diverse student needs. This study aims to analyze the role of school principals in improving teachers' pedagogical competence, focusing on their managerial efforts related to differentiated learning. Specifically, the research investigates the principal's role in planning, organizing, implementing, and monitoring differentiated learning to foster improved pedagogical skills among teachers. A qualitative research approach was used with a descriptive design. Seven participants were involved: one principal, two supervisors, and five lead teachers. Data were collected through triangulation techniques to ensure reliability. The study examined the principal's activities related to differentiated learning and their impact on improving teachers' pedagogical competence. The results of the research findings are as follows: (1) The managerial role of school principals plays an important role in improving teacher competence in differentiated learning. Principals effectively use a variety of strategies to manage and improve the quality of teaching, including planning, organizing, implementing, monitoring and evaluation. (2) The principal has established comprehensive planning steps in improving pedagogical competence in the annual Activity Plan (RKT). (3) The principal has set clear standards and success indicators related to differentiated learning, which are listed under the supervision of teachers. The study concludes that school principals play a vital role in improving teachers' pedagogical competence.

**Keywords:** Principal Management, Teachers' Pedagogic Competence, Differentiated Learning

**Abstrak:** Kualitas pendidikan sebagian besar ditentukan oleh kompetensi pedagogik guru, yang dapat ditingkatkan melalui kepemimpinan yang efektif. Kepala sekolah memegang peran penting dalam meningkatkan kemampuan mengajar guru, khususnya dalam konteks pembelajaran yang dibedakan, di mana strategi pembelajaran disesuaikan untuk memenuhi kebutuhan siswa yang beragam. Penelitian ini bertujuan untuk menganalisis peran kepala sekolah dalam meningkatkan kompetensi pedagogik guru, dengan fokus pada upaya manajerial mereka terkait dengan pembelajaran yang dibedakan. Secara khusus, penelitian ini menyelidiki peran kepala sekolah dalam merencanakan, mengorganisir, melaksanakan, dan memantau pembelajaran yang dibedakan untuk meningkatkan keterampilan pedagogik di kalangan guru. Pendekatan penelitian kualitatif digunakan dengan desain deskriptif. Tujuh peserta terlibat dalam penelitian ini: satu kepala sekolah, dua pengawas, dan lima guru utama. Data dikumpulkan melalui teknik triangulasi untuk memastikan keandalan. Penelitian ini mengkaji aktivitas kepala sekolah terkait dengan pembelajaran yang dibedakan dan dampaknya dalam meningkatkan kompetensi pedagogik guru. Hasil temuan penelitian adalah: (1) Manajerial kepala sekolah memainkan peran penting dalam meningkatkan kompetensi guru dalam pembelajaran yang dibedakan. Kepala sekolah secara efektif menggunakan berbagai strategi untuk mengelola dan meningkatkan kualitas pengajaran, termasuk perencanaan, pengorganisasian, pelaksanaan, serta pemantauan dan evaluasi. (2) Kepala sekolah telah menetapkan langkah-langkah perencanaan yang komprehensif dalam meningkatkan kompetensi pedagogik dalam Rencana Kegiatan Tahunan (RKT). (3) Kepala sekolah telah menetapkan standar yang jelas dan indikator keberhasilan terkait pembelajaran yang dibedakan yang tercantum dalam supervisi guru. Penelitian ini menyimpulkan bahwa kepala sekolah memegang peran penting dalam meningkatkan kompetensi pedagogik guru.

**Kata Kunci:** Manajemen Kepala Sekolah, Kompetensi, Pedagogik Guru, Pembelajaran Diferensiasi

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## INTRODUCTION

Teachers have a crucial role as influential figures in the learning process, ultimately determining the success or failure of students' academic achievements (Sebastian, Allensworth, & Huang, 2016). The role of a teacher extends beyond simply imparting knowledge to students. They must also be trained as facilitators, responsible for creating an environment that promotes effortless and enjoyable learning for all students (Dörnyei & Muir, 2019). This entails fostering a sense of excitement, happiness, enthusiasm, and openness while minimizing anxiety (Keller, Hoy, Goetz, & Frenzel, 2016).

The ability to do their jobs effectively is closely tied to their level of competence (Moore & Morton, 2017). Teacher competency refers to a teacher's capacity and authority to fulfill their responsibilities in a responsible manner within their educational profession (Caena, 2014). Moreover, competency is defined as a collection of abilities, skills, and expertise that individuals must possess and display to attain desired objectives (Makulova et al., 2015). Given that the role of a teacher is a professional occupation, it is imperative to have a high level of teacher competency to effectively facilitate the teaching and learning process. A teacher must possess multiple competencies, and there are various elements that determine teacher competency (Uerz, Volman, & Kral, 2018). The four competencies are: 1) educational competency, 2) personality competency, 3) professional competence, and 4) social competence.

Effective management of teacher competency plays a crucial role in enhancing the quality of education in Indonesia (Rahmatullah, 2016). Teachers, as the primary facilitators of learning, must possess a range of competencies to effectively influence students in a good manner. Teacher competence defines management as encompassing a profound comprehension of the curriculum, expertise in new pedagogical approaches, exceptional interpersonal abilities, and proficiency in employing educational technologies (Alan & Güven, 2022).

Under the heading "Principal's Strategy to Improve Teachers Professional Competence," a number of researchers have examined the principal's competency, including Atstsaury et al. (2023). The results show that teacher competence is increased by the principal's successful approach, which includes frequent meetings, competency-based training, teacher motivation, class supervision, and upgrading learning facilities. Additional research titled "Principal Strategic Management In Improving The Quality Of Education" was written by Palah et al. (2022). According to the findings, a number of factors, including the principal's competence, internal school involvement, communication problems, and a lack of discipline, affect strategic management. Evaluation is carried out through meetings in order to address both internal and external challenges and enhance the performance of teachers and staff. Under the title "Principal Management in Improving Teacher Competence Through the Learning Process," Surbakti et al. (2023) carried out another study. According to the report, the principal uses teacher training, discipline prioritization, teacher motivation, and semester

supervision as management strategies to increase teacher competency. In addition, the principal creates instructional materials and conducts religious events. While the Al-Amin foundation's outreach and the presence of excellent educators are supporting elements, the dearth of Qur'anic-based academics is a hindrance that necessitates hiring educators with expertise in developing Qur'anic curricula.

The research aims to investigate the impact of school principal management on enhancing teacher competence in implementing differentiated learning. This study was conducted to address the research gap identified in earlier studies that mostly focused on the impact of school leaders on enhancing teacher pedagogical competency. The writer argues that the research aims to fill a gap in existing studies by examining the impact of school principal management on improving teacher competence in differentiated learning rather than just focusing on the enhancement of teacher pedagogical competency.

## **LITERATURE REVIEW**

### **Principal Management**

#### **Definition**

Management is derived from the verb "to manage," which encompasses the actions of administering, organizing, implementing, and overseeing (Fitriyani & US, 2023). Meanwhile, management is defined with many interpretations according to the phrase (Lincoln, Travers, Ackers, & Wilkinson, 2002). Management involves the systematic act of overseeing and controlling the resources possessed by a school or organization (Simons, 2019). These resources include people, money, processes, materials, machines, and marketing. According to Griffin, management is the systematic process of effectively and efficiently planning, organizing, coordinating, and regulating resources in order to achieve goals. Effective refers to the ability to fulfill goals as planned, whereas efficient entails performing duties correctly, in an orderly manner, and adhering to a schedule. Effectiveness pertains to the achievement of desired outcomes, whereas efficiency relates to the practicality, approach, and time taken to accomplish a task or objective (Alhadabi, A., & Karpinski, A. C., 2020). Management is the systematic coordination of organizational people and resources to accomplish certain objectives, involving activities such as planning, organizing, leading, and controlling (Simons, 2019).

#### **The Principal's Role**

Dawkins (2014) defines the principle as a manager who actively engages in a range of managing responsibilities. The school principal performs several management duties, such as planning, organizing, staffing, leading, and overseeing.

1. Strategic planning

School principals must possess the capacity to establish objectives, devise instructional initiatives, construct growth strategies, and establish benchmarks for attaining goals.

2. Arranging systematically.

In the organizational function, the principal assumes responsibility for coordinating human resources and educational materials, as well as defining necessary activities and constructing educational institutions.

3. Staff Allocation

The school principal must possess the capacity to execute the recruitment, selection, training, and development of human resources within the personnel preparation role.

#### 4. Summary.

This responsibility encompasses the principal's capacity to formulate job descriptions, inspire teachers and administrative staff, and offer unambiguous guidance. Supervision encompasses the principal's capacity to evaluate performance, detect deviations, and formulate strategies for change while overseeing the process of goal attainment.

### **Teacher Pedagogical Competence**

Competency refers to a set of responsible intellectual behaviors that an individual must possess to effectively perform duties within the context of certain employment (Abas & Imam, 2016). Teachers are regarded as skilled educators who have the duty of instructing, mentoring, and evaluating pupils in the realms of early childhood education, formal education, primary education, and secondary education. As to UUGD No.14 of 2005 (147-149), Pedagogical Competency encompasses the following: 1. Proficiently understanding the attributes of students across physical, moral, spiritual, social, cultural, emotional, and intellectual dimensions. 2. Acquiring expertise in educational learning theories and ideas. 3. Creating an educational program that is directly connected to the subjects being taught. 4. Facilitating the organization of educational instruction. 5. Employing information and communication technology for educational purposes. 6. Enabling pupils to fully realize and utilize their diverse potential. 7. Engaging in clear, compassionate, and courteous communication with kids. 8. Conducting assessments and evaluations of learning processes and outcomes. 9. Employing the outcomes of exams and evaluations for the goal of learning. 10. Implementing reflective practices to enhance the learning experience.

### **Differentiated Learning**

A differentiated approach refers to a pedagogical method that is customized to accommodate the diverse abilities and learning preferences of students (Gheysens, Coubergs, Griful-Freixenet, Engels, & Struyven, 2022). Differentiated learning is strongly associated with the educational concept pioneered by Ki Hajar Dewantara. An educational philosophy that aligns with the implementation of a differentiated approach is the "among" system, as proposed by Ki Hajar Dewantara. This strategy necessitates teachers to facilitate students' development in alignment with their inherent characteristics (Parsons et al., 2018). As per the application of differentiated learning, teachers are required to tailor their teaching methods to meet the individual needs of each student. Grouping students based on their learning readiness and needs should be determined by the range of indicators in their learning profiles, allowing students to study in a natural and effective manner. The teacher's participation in working on the models, techniques, and methodologies required to design learning materials is crucial.

### **Key Elements of Differentiated Instruction**

Several crucial components that are integral to a differentiated approach and are interdependent, thus necessitating their inclusion in a lesson, include (Valiandes, Neophytou, & Hajisoteriou, 2018). The term "content" refers to the specific material that

a teacher will present to students, which must align with the curriculum. The material must be organized in accordance with the prescribed order in both the teacher's book and the student's book (Parsons et al., 2018). The term "process" refers to the instructional methods employed by the teacher to facilitate learning. The term "product" refers to the outcome created by students because of their engagement with content and activities (Oga-Baldwin, 2019). The products generated by each pupil are distinct from one another. Each student undergoes a distinct procedure based on their individual talents, interests, and abilities.

## RESEARCH METHODOLOGY

The study employed a qualitative methodology, namely a case study design, conducted in SMPN 1 Meurah Mulia, located in the Meurah Mulia District of North Aceh Regency. The participants in this study consisted of one principal, one supervisor, and five moving teachers. Data collection was conducted using interviews, observation, and documentation. The utilization of these three data collection techniques was conducted in order to authenticate the data, a process known as data triangulation.

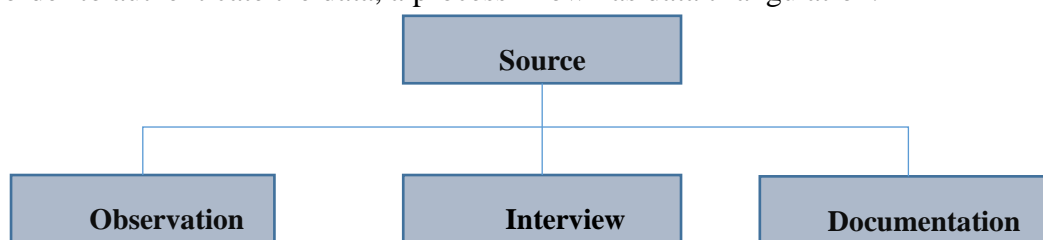


Figure 1. Data triangulation technique

The acquired data was subsequently analyzed utilizing the Miles and Huberman analysis framework, which encompasses four distinct stages: data collection, data presentation, and drawing conclusions.

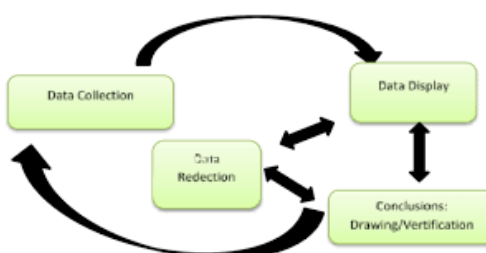


Figure 2. Data analysis scheme

## FINDINGS AND DISCUSSION

### Findings

The data collected in this study can be broadly categorized into three main groups: 1) Planning Strategy data, 2) Implementation Organizing Strategy data, and 3) Monitoring and Evaluation Strategy data.

### Strategic Planning

The principal's planned management is documented in the Annual Activity Plan (RKT) based on research findings. This statement encompasses the school's vision,

mission, and both long-term and short-term goals aimed at enhancing the quality of education. The RKT also encompasses tactics and tangible measures that will be executed to attain these objectives, such as enhancing teacher pedagogy and implementing differentiated learning. This document provides schools with explicit and organized recommendations for continuously managing and enhancing the quality of education.

This is as stated by the Principal of SMPN 1, Meurah Mulia Kab. North Aceh, which stated that:

“I intend to establish a conducive learning atmosphere that caters to the individual needs and capabilities of every student. The measures I have implemented involve conducting training sessions and workshops for educators on the concept of differentiated learning, furnishing essential resources such as books, tools, and technology, fostering a collaborative environment for teachers to exchange successful strategies, granting teachers the autonomy to modify instructional approaches based on individual student requirements, and closely monitoring and assessing the execution of differentiated learning while offering constructive feedback. This planning is also outlined in the Annual Activity Plan (RKT) document that we formulated at SMPN 1 Meurah Mulia, demonstrating our dedication to ensuring that every facet of teaching at the school aligns with the established vision and goal”.

The principal's statement highlights his dedication to establishing a learning environment that caters to the individual needs and abilities of every student, with a particular focus on enhancing teacher performance in differentiated learning. Many steps have been taken, including offering instructional sessions and seminars to educators on the concept of differentiated learning and providing them with essential materials such as books, tools, and technology. The objective is to guarantee that teachers have the aptitude and resources required to cater to the varied educational requirements of every student. Furthermore, school principals actively promote collaboration among teachers to facilitate the exchange of effective teaching methods and enhance the overall quality of instruction.

### **Strategy for Implementing Organization**

Efficiently arranging and executing plans within the administrative framework of school administrators are crucial factors in guaranteeing operational efficiency and attaining educational objectives in schools. Organizing encompasses the systematic and strategic use of available resources, including human capital, financial resources, physical infrastructure, and time, to establish an atmosphere that is favorable to learning. The principal's organizational approach is outlined in the Annual Activity Plan (RKT) document, as indicated by research documents. The school principal outlines and records a range of activities, programs, and tactics in this document, which will be executed within a specific timeframe to enhance the educational standards at the school. This encompasses the implementation of training programs, fostering collaborative initiatives among educators, establishing performance evaluation systems, and offering incentives and initiatives to cultivate a favorable school environment.

The principal outlined many tactics employed by school principals to enhance teacher performance in differentiated learning.

“The methods utilized to enhance teachers' pedagogical proficiency in differentiated learning encompass the following: 1) Offering training sessions and workshops, 2) fostering the development of differentiated learning, 3) facilitating mentoring and collaboration among teachers, 4) conducting performance evaluations and providing feedback, and 5) ensuring the provision of necessary facilities and resources to support differentiated learning”.



Figure. 3 Strategies implemented by school principals

### **Monitoring and Evaluation Strategy**

The supervision and assessment of school principals in enhancing teacher proficiency is a vital element in establishing an efficient and high-quality educational setting. The principal is accountable for ensuring that every teacher possesses the competencies and proficiencies necessary to execute learning strategies that are tailored to meet the diverse needs of students, including differentiated learning. This process encompasses not only the regular monitoring and feedback provision but also the creation of training programs and the provision of complementary resources.

The principal's monitoring and evaluation management, based on research documentation, is outlined in the Teacher Supervision document. This paper is a crucial manual that governs the procedure of overseeing, assessing, and enhancing teacher performance in educational institutions. Teacher supervision encompasses a wide range of activities, including observing classrooms, evaluating performance, providing feedback, and supporting professional growth. These efforts aim to enhance instructors' pedagogical skills and improve the overall standard of teaching.

The Teacher Supervision paper outlines the principal's implementation of methodical and organized classroom observation protocols. This approach encompasses the frequency of observations, the aspects to be evaluated, and the means used for data collection. The teacher conducts regular class observations to assess the application of planned learning strategies, including differentiated instruction. By making these observations, principals can discern the strengths and weaknesses of instructors and offer them constructive and thorough comments. This aligns with the comment made by the school principal during the interview:

“I employ a systematic and ongoing method to observe and assess individualized instruction. The technique commences with systematic classroom observations to directly observe how teachers employ differentiated learning tactics. We document the observations in supervision reports and offer valuable feedback to teachers. In addition to

observations, we employ a range of evaluation instruments, including analysis of teacher portfolios and assessment of student learning outcomes, to gauge the efficacy of the deployed learning strategies. This data enables us to identify areas that require enhancement and develop suitable treatments. Feedback is delivered through one-on-one consultation sessions with teachers, during which we analyze the evaluation results and offer guidance for future growth. The Teacher Supervision document encompasses all monitoring and evaluation techniques and outcomes. This paper functions as a comprehensive manual that outlines the procedures for overseeing activities at our school, which encompass classroom observations, performance assessments, feedback, and professional development initiatives. This document enables us to ensure that each action made is methodical and focused, promoting the ongoing enhancement of instructors' pedagogical proficiency”.

## **Discussion**

The research findings indicate a correlation between the managerialism of school principals and the enhancement of teachers' pedagogical competence, namely in the implementation of differentiated learning at SMPN 1 Meurah Mulia, North Aceh Regency. The findings will be discussed, encompassing four aspects: 1) Managerial: The role of a manager involves the organization and coordination of resources and personnel to achieve certain goals. 2) Planning: The process of creating a detailed scheme or strategy to accomplish a particular objective. The process involves three main steps: organization, implementation, and evaluation and supervision, all aimed at enhancing teacher pedagogical competency (Sunaryo, 2020).

According to the previous research findings, it seems that the principal of SMPN 1 Meurah Mulia Kab. North Aceh functions as a manager who fulfills the roles of a planner, organizer, leader, and head. The principal possesses extensive knowledge and skills, as well as the necessary perspective to effectively utilize all available resources in order to achieve goals, particularly in the case of empowering teachers to attain optimal performance (Mestry, 2017). Managerial abilities refer to an individual's capacity to effectively oversee and utilize resources within an organization, guided by set competencies, with the aim of accomplishing predetermined objectives (Medina & Medina, 2015). Within the realm of education, school principals must possess a specific set of abilities in order to effectively lead and execute various responsibilities.

The school principal's managerial abilities are aimed to enhance his ability to effectively administer school operations. These abilities are expected to enable school principals to successfully and efficiently fulfill their responsibilities. This assertion is corroborated by the viewpoint expressed by Komalasari et al. (2020): "Managerial skills are an essential requirement for effective leadership." Managerial skills refer to a comprehensive set of qualities related to leadership and management. An effective school principal or madrasa head must possess a range of unique talents to successfully manage their business (Asmendri, Marsidin, Rusdinal, & Mukhaiyar, 2018). By acquiring these particular abilities, leaders in educational institutions will be capable of successfully and efficiently accomplishing the objectives of the institution. The principal of a madrasah is a manager who efficiently allocates and coordinates all school resources by implementing



the principles of teamwork, fostering a sense of togetherness, demonstrating empathy, providing assistance, promoting mutual maturity, encouraging obedience, maintaining orderliness, fostering mutual respect, and promoting kindness.

In this context, the term "principal" refers to the managerial idea that involves implementing a set of techniques and processes to effectively manage and enhance teachers' pedagogical competency in differentiated learning (Gaitas & Alves Martins, 2017). The principal initially assessed the requirements and difficulties encountered by teachers in implementing differentiated learning, using performance assessments, classroom observations, and input from students and parents, as previously discussed. Subsequently, the principal devises a suitable training and development regimen, encompassing workshops, seminars, and continuous instruction on differentiated learning principles, tactics, and methodologies. It is crucial to guarantee that teachers have access to resources such as literature, technology, and other tools to effectively facilitate differentiated learning. The subsequent action is ensuring the collaboration and dissemination of exemplary methods among educators (Penuel et al., 2020). School administrators have the ability to promote the establishment of teacher working groups or professional learning communities that prioritize differentiated learning. These groups allow instructors to exchange experiences and techniques and assist in addressing learning obstacles.

Supervision and monitoring are essential components of this idea, wherein the principal of SMPN 1 Meurah Mulia, conducts evaluations of the application of diversified learning in classes. This entails the process of directly observing, analyzing the results of learning, and offering constructive feedback to teachers to enhance their progress and growth.

The significance of having a forward-thinking and proactive leader, such as the school principal, in guiding and coordinating all these endeavors in accordance with the school's vision and goal is undeniable. The principal's primary responsibility is to ensure that every initiative and approach implemented at the school is directly aligned with the academic objectives and overall development of the pupils. This aligns with the assertion made by Sjastad et al. (2018): "Planning is a deliberate and strategic process of making calculated decisions about future actions to be taken by an organization, with the aim of achieving a pre-established objective". The process of devising a plan involves gathering, documenting, analyzing, and creating decisions based on the essential data to attain a certain objective.

The school principal has adopted a plan to enhance teacher pedagogical competency in differentiated learning based on research findings. This plan is outlined in the Annual Activity Plan (RKT) document, which was collaboratively prepared with the involvement of teachers and curriculum supervisors. The principal of SMPN 1 Meurah Mulia, researched enhancing teacher pedagogical competency, focusing on the organization and implementation of various activities and initiatives in the school. The principal of SMPN 1 Meurah Mulia, assumes the role of a leader who bears the responsibility for not only devising plans but also coordinating, executing, and overseeing all facets of school operations. The principal of SMPN 1 must possess the skill of designing a proficient school organizational structure, as outlined in the school's

sub-vision and mission. This includes allocating resources, dividing tasks, and arranging the physical and non-physical environment to enhance the learning process. This includes the organization of lesson schedules, allocation of teachers, and efficient utilization of time and classroom space.

Moreover, the conclusions of implementation pertain to the principal's proficiency in effectively executing the programs he has formulated at SMPN 1 Meurah Mulia. This requires the synchronization of efforts among all parties involved in the school, such as teachers, administrators, students, and parents, to guarantee that all school activities and policies align with the agreed vision and mission. Efficient organization and execution empower school principals to optimize the school's capacity to attain predetermined educational objectives. School principals can create a favorable and helpful learning environment for all school members by efficiently managing resources, promoting effective collaboration among relevant parties, and adhering to set norms.

This aligns with the theoretical framework proposed by Ostrom et al. (2022), who states, "Organizing refers to the comprehensive process of choosing individuals and assigning resources and infrastructure to facilitate the accomplishment of organizational objectives." An organization is essentially a cooperative endeavor undertaken by a collective of individuals with the aim of attaining mutually agreed-upon objectives (Bryson, Ackermann, & Eden, 2016). The effectiveness of a school principal in fulfilling their responsibilities is mostly decided by their leadership, as it is the most crucial aspect in facilitating the attainment of organizational objectives within the school. The effectiveness of a school principal in overseeing administrative tasks, managing school facilities, inspiring educators, and coordinating various school operations is predominantly influenced by the principal's leadership abilities. If the school principal can successfully organize, guide, and direct the members of the school, then all organizational operations inside the school will be carried out with efficiency and effectiveness.

The principal of SMPN 1 Meurah Mulia, has implemented a series of strategic and methodical initiatives to enhance teacher competence in differentiated learning, based on research findings. Initially, school principals must strategize and establish explicit benchmarks and measures of achievement pertaining to differentiated learning. These requirements encompass a range of areas, including tailoring learning tactics to meet individual student needs, utilizing diverse learning materials, and implementing innovative teaching approaches. The evaluation plan is outlined in a teacher supervision document, which will be overseen by the education supervisor (Tambrin et al., 2021). Following the establishment of evaluation standards, the subsequent action is to carry out periodic classroom observations. The principal directly monitors the implementation of differentiated learning by teachers in the classroom. These observations are conducted in a formal and casual manner, with an emphasis on instructional methods, teacher-student dynamics, and the teacher's capacity to tailor learning materials to the individual talents and requirements of each student (Kooy, 2015). The observations' findings were subsequently documented and examined to offer a full overview of the teacher's utilization of differentiation tactics.

In addition to observations, school principals frequently gather data from many sources, including exam results, student assignments, and comments from students and parents. The purpose of analyzing this data is to assess the efficacy of differentiated learning. Principals have the ability to assess if there have been advancements in student learning outcomes or if students demonstrate increased interest and involvement in the learning process (Day, Gu, & Sammons, 2016).

Gathering feedback from students and parents is crucial to ascertain their perspectives on the teacher's instructional methods (Hill, Witherspoon, & Bartz, 2018). Once the data has been gathered and examined, the principal convenes a session for reflection and discussion with the instructor. During this session, the principal offers valuable input derived from observations and data analysis. This feedback comprises commendation for the effective methodologies implemented by the teacher, alongside recommendations for enhancement. This debate also serves as a platform for teachers to exchange knowledge and best practices by sharing their experiences and adopted strategies. The last stage entails formulating a follow-up strategy. Through the analysis of evaluations and discussions, school principals and teachers collaboratively develop methods and training programs aimed at enhancing teacher proficiency in differentiated learning. This program may encompass additional training, workshops, or mentorship opportunities with seasoned educators. The subsequent strategy is regularly checked and assessed to guarantee that endeavors to enhance teacher proficiency persist and provide a favorable influence on the educational process in schools. This aligns with the theory proposed by Arutyunian et al. (2019) that supervision/control is an essential managerial activity aimed at ensuring that members of an organization do tasks that align with the organization's stated objectives. Efficient supervision facilitates our endeavors to arrange structured tasks and guarantee that the execution of the work progresses as intended.

## **CONCLUSION**

Based on the findings and research discussions reported in earlier parts, it can be inferred that the managerial principles for enhancing teacher competency in differentiated learning at SMP Negeri 1 Meurah Mulia, North Aceh District are as follows: 1) The managerial principles have a significant impact on enhancing teacher competency in differentiated learning. Competent school principals employ a range of tactics to oversee and enhance the caliber of instruction, encompassing activities such as devising plans, coordinating efforts, executing plans, and assessing and appraising outcomes. 2) School principals are required to establish explicit criteria and benchmarks for achievement that are specifically relevant to differentiated learning. In addition, school principals might assess the efficacy of teaching methods by conducting classroom observations, gathering data, and analyzing learning results and input from students and parents. 3) The principal offers valuable feedback and organizes reflection and discussion sessions to promote the sharing of information and effective teaching methods among instructors. This study contributes to the understanding of how school principal management impacts teacher competence, particularly in the context of differentiated learning. It provides valuable insights into the role of school leadership in enhancing teacher skills and pedagogical strategies, expanding on previous research that focused more narrowly on general

pedagogical competency. This study is a single case study, which may not fully represent the broader context of schools in other regions. Additionally, the relatively small sample size of participants may limit the generalizability of the findings. The findings suggest that effective school leadership is critical in improving teacher competence, particularly in differentiated learning. Educational policymakers and school administrators may consider implementing strategies that focus on the development of leadership skills in principals to support teacher growth. Further research could explore the impact of school leadership on other aspects of teacher competency across a wider range of schools.

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