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PRINCIPAL MANAGEMENT IN DEVELOPING TEACHERS' SOCIAL COMPETENCE: A CASE STUDY IN JUNIOR HIGH SCHOOLS

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ABSTRAK

Latar Belakang: Kompetensi sosial guru merupakan komponen penting kompetensi profesional yang mendukung komunikasi efektif, kolaborasi, dan hubungan interpersonal dalam komunitas sekolah. Perkembangannya memerlukan pengelolaan yang sistematis oleh kepala sekolah. **Tujuan Penelitian:** Penelitian ini bertujuan untuk menganalisis manajemen kepala sekolah dalam pengembangan kompetensi sosial guru di SMP Al-Fattah Kota Semarang dan SMP Baiturrosyad Kabupaten Bandung. **Metode:** Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah, wakil kepala sekolah, dan guru. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan berdasarkan lima fungsi manajemen: perencanaan, pengorganisasian, pengarahan, koordinasi, dan pengendalian. **Hasil:** Temuan menunjukkan bahwa kompetensi sosial guru dikembangkan melalui perencanaan berbasis kebutuhan, pendelegasian dan tanggung jawab bersama, kepemimpinan yang patut dicontoh, komunikasi, motivasi, pendampingan, koordinasi profesional melalui MGMP dan komunitas belajar, serta supervisi, evaluasi, dan umpan balik. Namun tantangannya mencakup ketergantungan pada masing-masing kepala sekolah, terbatasnya dokumentasi, transisi kepemimpinan, perbedaan karakteristik guru, dan evaluasi yang tidak teratur. **Kesimpulan:** Kompetensi sosial guru dapat diperkuat secara lebih efektif melalui manajemen sekolah yang terpadu dan berkesinambungan yang didukung oleh perilaku keteladanan, musyawarah, kolaborasi, dan nilai-nilai etika. Penguatan kelembagaan melalui tim pembangunan, indikator yang jelas, evaluasi berkala, pendampingan, dan komunitas pembelajar yang profesional diperlukan untuk menjamin pembangunan berkelanjutan.

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ABSTRACTS

Background: Teachers' social competence is an important component of professional competence that supports effective communication, collaboration, and interpersonal relationships within the school community. Its development requires systematic management by school principals. **Purpose of the Study:** This study aims to analyze the management of school principals in developing teachers' social competence at SMP Al-Fattah Semarang City and SMP Baiturrosyad Bandung Regency. **Methods:** This study employed a qualitative approach with a case study method. Data were collected through interviews, observations, and documentation involving principals, vice principals, and teachers. Data were analyzed through data reduction, data display, and conclusion drawing based on five management functions: planning, organizing, directing, coordinating, and controlling. **Results:** The findings indicate that teachers' social competence is developed through needs-based planning, delegation and shared responsibility, exemplary leadership, communication, motivation, mentoring, professional coordination through MGMP and learning communities, as well as supervision, evaluation, and feedback. However, challenges include dependence on individual principals, limited documentation, leadership transitions, differences in teacher characteristics, and irregular evaluation. **Conclusions:** Teachers' social competence can be strengthened more effectively through integrated and continuous school management supported by exemplary conduct, deliberation, collaboration, and ethical values. Institutional strengthening through development teams, clear indicators, periodic evaluation, mentoring, and professional learning communities is needed to ensure sustainable development.

A. INTRODUCTION

Education is fundamentally a social process that extends beyond academic achievement to include character formation, interpersonal development, and the capacity of individuals to participate constructively in society. Teachers occupy a strategic position in this process because they interact continuously with students, fellow teachers, school principals, parents, and the wider community (Mbelu & Maguvhe, 2024; Muslim et al., 2026; Warta et al., 2023). Teacher professionalism is therefore determined not only by mastery of subject matter and pedagogical competence but also by the ability to establish effective, respectful, and constructive social relationships. Teachers' social competence is consequently an important component of professional development and of the creation of a conducive educational environment (Nadeem & Lilla, 2024; Wijaya et al., 2023).

Social competence refers to teachers' ability to communicate and interact effectively with students, fellow educators, educational personnel, parents, and members of the community (Dudung Zulkipli et al., 2022; Siruwa et al., 2023). It includes communication skills, interpersonal relationships, cooperation, empathy, respect for others, and appropriate professional behaviour. Social competence is closely related to other dimensions of teacher competence because classroom interaction, professional collaboration, and school–community relationships require teachers to communicate and cooperate effectively. Teachers' social competence is associated with students' learning motivation and learning outcomes and contributes to the quality of the learning process (Maulina & Zumrotun, 2024; Notian et al., 2025). Thus, developing

social competence should be considered an integral part of continuous teacher development rather than merely an individual teacher responsibility.

In Islamic education, teachers' social competence has a broader ethical dimension. Teachers are expected not only to communicate effectively but also to demonstrate exemplary conduct, respect, fairness, responsibility, cooperation, and moral integrity. Social relationships in educational institutions should reflect values such as exemplary conduct, deliberation, respect, and responsibility. Hanipa (2024) emphasizes that developing teachers' social competence requires continuous development, practical experience, active listening, self-reflection, and conflict-management skills. This perspective demonstrates that social competence cannot be developed effectively through short-term training alone. It requires a systematic process supported by institutional leadership and an organizational culture that encourages positive professional relationships.

Schools are organizations consisting of individuals with different backgrounds, experiences, interests, and professional characteristics. Such diversity requires leadership capable of creating an environment that supports cooperation and professional development. The school principal has a strategic role in this process. The principal is not merely an administrative manager but also a leader who guides, motivates, coordinates, supervises, and develops teachers. Leadership for learning places teacher development and organizational capacity at the centre of school leadership (Bryant & Walker, 2024; Ghamrawi et al., 2024; Rostini et al., 2022). Similarly, Thoonen et al. (2012) demonstrate that leadership, organizational conditions, and teacher-related factors interact in building school-wide capacity for improvement. Therefore, the development of teachers' social competence needs to be examined not only from the perspective of individual teacher characteristics but also from the perspective of school management.

From a management perspective, Nurhikmah (2024) identifies five fundamental management functions: planning, organizing, directing, coordinating, and controlling. Planning concerns the determination of objectives and appropriate activities based on organizational needs. Organizing involves distributing tasks, authority, and responsibilities. Directing refers to guiding and motivating organizational members toward established objectives. Coordinating involves integrating activities and stakeholders so that different efforts contribute to common goals. Controlling refers to monitoring, evaluating, providing feedback, and ensuring follow-up. These functions provide a useful framework for examining how school principals manage teacher development systematically.

In the context of teachers' social competence, planning should begin with identifying teachers' needs and establishing development objectives. Organizing requires clear responsibilities and collaboration among principals, vice principals, teachers, and other relevant personnel. Directing can be implemented through motivation, interpersonal communication, mentoring, recognition, and exemplary leadership. Coordination may involve school supervisors, Subject Teacher Meeting (MGMP), learning communities, parents, school committees, and other educational stakeholders. Controlling requires supervision, evaluation, feedback, and follow-up to determine whether development activities have achieved their objectives. Accordingly, the development of social competence is not merely an interpersonal process but also a managerial process requiring systematic institutional support.

Indonesian education policy also recognizes teacher competence and school leadership as important elements of educational quality. Regulation of the Minister of National Education Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies recognizes social competence as one of the core competencies that teachers must possess. Regulation of the Minister of Education and Culture Number 15 of 2018 regulates teachers' workload and responsibilities in educational implementation. Furthermore, Regulation of the Minister of Education, Culture, Research, and Technology Number 40 of 2021 regulates the assignment of teachers as school principals and emphasizes the managerial and leadership dimensions of school management. These policies indicate that teacher competence development is connected to the responsibilities of educational institutions and school leadership.

Previous studies have examined teachers' social competence from several perspectives. Fatwa & Setiawan (2024) examined the relationship between teachers' social competence, students' learning motivation, and learning outcomes, demonstrating the relevance of teachers' interpersonal capacity to educational outcomes. Illahi & Prastowo (2022) highlighted the role of social competence in authentic learning based on the Pancasila Student Profile, while Maulina & Zumrotun (2024) examined the influence of teachers' social competence on the learning process. These studies provide important evidence concerning the significance of social competence in educational practice. However, they primarily examine social competence as a characteristic or capability of individual teachers.

Research has also increasingly considered the role of school principals in developing teacher competence. Setiyadi et al. (2021) found that school leadership in developing teachers' social competence could involve school programs, school–community relationships, synergy building, and MGMP activities. Fitriah (2023) examined principals' strategies for improving teachers' social competence, while Ramberg & Hemmingsson (2026) emphasized the importance of school leadership and continuous improvement in developing teacher competence. Jutela et al. (2024) further discussed social competence development in the implementation of learning, while Layli Nurfadilah et al. (2025) emphasized reflective practice as a means of developing teachers' social competence. These studies confirm the importance of leadership, collaboration, professional development, and reflection. Nevertheless, they tend to focus on particular strategies, programs, or development activities rather than examining the five management functions as an integrated managerial process.

This limitation creates an important research gap. Existing research has established the importance of teachers' social competence and demonstrated that school principals can contribute to its development. However, relatively limited attention has been given to how planning, organizing, directing, coordinating, and controlling operate together as an integrated management process for developing teachers' social competence, particularly across different school contexts. The issue is therefore not simply whether principals conduct teacher-development activities, but how those activities are planned, organized, directed, coordinated, supervised, evaluated, and followed up. Examining these processes is important because the effectiveness of teacher development may be influenced by leadership style, organizational culture, teacher characteristics, available resources, communication patterns, and the social context of the school.

This study addresses this gap by examining two junior secondary schools with different organizational contexts: SMP Al-Fattah in Semarang City and SMP Baiturrosyad in Bandung Regency. The two schools demonstrate differences in leadership practices and institutional conditions. At SMP Al-Fattah, teacher development is supported through collaborative activities, direct supervision, communication, MGMP, learning communities, and digital communication. At SMP Baiturrosyad, teacher development is strongly associated with the school's pesantren context, Islamic values, exemplary conduct, deliberation, and family-oriented communication. These differences indicate that the implementation of management functions is shaped by the organizational and social characteristics of each school.

The study also considers the practical challenges faced by school principals. Teacher development may be constrained by the absence of a dedicated development team, dependence on the principal's individual initiative, limited resources, documentation and coordination problems, leadership transitions, differences in age and experience between principals and teachers, and the limited frequency or specificity of evaluation. Such conditions demonstrate that the existence of development activities does not automatically guarantee a systematic development process. A sustainable approach requires institutional structures, clear indicators, continuous evaluation, and collaboration among relevant stakeholders.

Based on this background, the present study aims to describe and analyse the management of school principals in developing teachers' social competence at the junior secondary school level, focusing on the functions of planning, organizing, directing, coordinating, and controlling at SMP Al-Fattah in Semarang City and SMP Baiturrosyad in Bandung Regency. The study also examines the obstacles encountered by school principals and the solutions implemented to overcome those obstacles.

The significance of this study lies in its attempt to position teachers' social competence not merely as an individual professional attribute but as an outcome that can be systematically developed through school management. Theoretically, the study connects the concept of teacher social competence with the five classical management functions and school leadership. Practically, it provides an understanding of how principals can develop social competence through needs-based planning, clear organizational roles, supportive direction, stakeholder coordination, and continuous supervision and evaluation. The comparison of two school contexts also demonstrates that similar management functions may be implemented through different leadership practices according to institutional characteristics.

The principal conclusion of the study is that the development of teachers' social competence becomes more effective when planning, organizing, directing, coordinating, and controlling function as an interconnected system. Needs-based planning must be followed by clear organization, human-cantered direction, effective coordination, and continuous supervision and evaluation. In Islamic educational contexts, these managerial processes can be strengthened through exemplary behaviour, deliberation, responsibility, respect, and ethical conduct. Therefore, strengthening teachers' social competence should be understood as an integral component of school leadership and management rather than as an isolated teacher-development activity.

B. METHOD

This study employed a qualitative approach using a case study method (Yin, 2019). The method was selected because the study aimed to obtain an in-depth understanding of school principals' management practices in developing teachers' social competence within the natural context of schools. The study was conducted at SMP Al-Fattah in Semarang City and SMP Baiturrosyad in Bandung Regency, which were selected because they have different educational environmental characteristics. SMP Al-Fattah is situated in an urban context, whereas SMP Baiturrosyad is located in a regency environment and is integrated with a pesantren-based educational culture.

The primary data sources consisted of school principals, vice principals responsible for curriculum or members of the Assistant Principal management structure, and teachers at both schools. Secondary data sources included school vision and mission documents, School Work Plan and Budget, teacher records, academic supervision documents, and supporting documents related to teacher development programs. This combination of data sources and documentation was used to obtain complementary information and to examine the consistency between information provided by informants, observations, and school documents.

Data were collected through observation, interviews, and documentation studies. Observations were conducted to directly examine the processes of organizing, directing, coordinating, and controlling teacher development, as well as the obstacles encountered and solutions implemented. Interviews were conducted directly with school principals, school management personnel, and teachers to explore the processes of program development, task distribution, communication, supervision, evaluation, and teachers' experiences as recipients of the development process. Documentation was used as supporting evidence and as a means of validating information obtained through observations and interviews.

Data analysis was conducted interactively through data reduction, data display, and conclusion drawing (Miles et al., 2014). Data obtained from interviews, observations, and documentation were categorized according to the five management functions, obstacles, and solutions. Data trustworthiness was strengthened through credibility, transferability, dependability, and confirmability, following the principles of qualitative research proposed by Ahmed (2024). The analysis was subsequently directed toward comparing the contexts of the two schools to identify similarities, differences, and managerial implications for the development of teachers' social competence.

C. RESULT AND DISCUSSION

Planning for the Development of Teachers' Social Competence

The findings indicate that planning for the development of teachers' social competence at both schools involved formulating the school's vision, mission, and objectives, conducting needs analysis, determining development objectives, and designing development programs and strategies. At SMP Al-Fattah, the vision and mission were reviewed through annual meetings that involved teachers and considered recommendations from school supervisors. Needs analysis was conducted through learning supervision, enabling the principal to identify aspects of teachers' competence that required further development. The objectives of teacher development were subsequently determined through annual meetings by considering teachers' needs and the school context.

At SMP Baiturrosyad, planning took place within the context of a leadership transition. The vision and mission were reformulated through annual meetings involving teachers. Needs analysis considered not only internal school conditions but also alignment with the vision and mission of the pesantren. Input from the Subject Teacher Meeting (MGMP) was also considered in determining development objectives, while development programs were designed to reflect the characteristics of the school and the Islamic values embedded in its pesantren environment.

These findings indicate that both schools applied similar planning principles but adapted the process to their respective organizational contexts. Tavo & Rasmus (2024) conceptualizes planning as the process of determining organizational objectives and the actions required to achieve them. The findings demonstrate that both principals used needs analysis and participatory forums as the basis for planning. This is consistent with Farley-Ripple (2024), who emphasize the importance of school principals' capacity to lead improvement based on actual school needs.

The involvement of teachers in determining objectives and programs also demonstrates a participatory leadership dimension. Teachers were positioned not merely as program implementers but also as sources of information and partners in identifying development needs. Such participation can strengthen collective commitment because development programs are understood as organizational decisions rather than merely decisions made by the principal. In the context of Islamic education, openness and deliberation reflect ethical values, while needs analysis and contextual adaptation reflect a logical and evidence-informed orientation (Mubarok & Nadhir, 2025; Sanusi, 2023).

Furthermore, the findings suggest that effective planning requires continuity between the identification of needs and the implementation of development programs. Needs identified through supervision, teacher discussions, and professional forums need to be translated into concrete activities and followed by appropriate evaluation. This continuity is particularly important because teachers' social competence develops through repeated interaction, reflection, and professional experience rather than through a single training activity. The different approaches adopted by the two schools also demonstrate that planning should remain flexible and responsive to institutional characteristics. Thus, planning for social competence development should combine systematic managerial procedures with participatory decision-making and contextual adaptation to ensure that development programs remain relevant to teachers' actual professional needs.

Organizing Teacher Social Competence Development

The organizing function was implemented through the existing organizational structures of both schools. SMP Al-Fattah did not have a specific unit dedicated to developing teachers' social competence. The principal was supported by vice principals responsible for curriculum, student affairs, and other structural personnel according to the needs of the program. At SMP Baiturrosyad, the development structure was coordinated internally by the principal and the Assistant Principal. Although the structure was relatively simple and flexible, it provided clear responsibility for teacher development activities.

Task distribution at both schools considered teachers' competence, experience, and capabilities. At SMP Al-Fattah, the principal tended to assign particular

responsibilities to personnel considered capable of performing them and provided direct examples when teachers received new responsibilities. At SMP Baiturrosyad, task distribution was more frequently discussed through deliberation. Both approaches demonstrate delegation of authority while taking individual capacity into consideration.

Communication was also an important element of organizing. Teachers at both schools had direct access to the principals. At SMP Al-Fattah, communication tended to be personal and relatively informal, while at SMP Baiturrosyad it was characterized by a more familial and open approach. Such communication provided teachers with opportunities to express opinions, concerns, and difficulties. This finding is consistent with Bahand (2025), who emphasize that open communication can strengthen trust and cooperation within organizations.

The organizing process also involved synchronizing teacher development programs with broader school programs. Beginning-of-year meetings served as a forum for connecting teacher development with the school's vision, mission, and objectives. Consequently, teacher development was not treated as an additional activity but as part of the school development system. Nevertheless, the absence of a dedicated development structure at SMP Al-Fattah indicates the need for stronger institutionalization so that teacher development does not become overly dependent on the principal.

The findings further demonstrate that effective organizing requires a balance between formal structures and interpersonal relationships. Formal delegation provides clarity regarding responsibilities, while open communication facilitates cooperation and enables teachers to respond to emerging problems. In both schools, flexibility in assigning responsibilities allowed the principals to utilize teachers' individual strengths and experiences. However, this flexibility needs to be accompanied by clearer documentation of roles, development activities, and expected outcomes. Such documentation would strengthen organizational continuity and ensure that teacher social competence development remains sustainable even when leadership or personnel change. Therefore, organizing should function not only as a mechanism for distributing tasks but also as a strategy for building collective responsibility for continuous teacher development.

Directing through Exemplary Leadership, Motivation, and Communication

The directing function at both schools was implemented through exemplary leadership, motivation, two-way communication, mentoring, and guidance in implementing development programs. At SMP Al-Fattah, the principal demonstrated discipline, responsibility, and religious conduct as examples for teachers. Verbal appreciation was also given to teachers who demonstrated good performance or innovation. When teachers received new responsibilities, the principal provided direct examples and personal guidance.

At SMP Baiturrosyad, directing was more strongly characterized by a familial approach and exemplary leadership. The principal attempted to demonstrate behavior that could be emulated by teachers, particularly in terms of discipline and social interaction. Motivation was also reinforced through recognition and rewards, including appreciation associated with National Teachers' Day. Development-related decisions were discussed through deliberation, allowing teachers to participate in the process.

These findings demonstrate that directing is not limited to giving instructions but involves influencing, motivating, and developing people within an organization. This interpretation corresponds with Carter & Fayol (1986) concept of directing and Geier (2016) view of leadership as a process of influencing organizational members to achieve shared objectives. Exemplary behavior also functions as a source of leadership legitimacy because teachers may respect the principal not only because of formal authority but also because of the behavior demonstrated by the leader.

From the perspective of transformational leadership, exemplary conduct can be associated with idealized influence, motivation and recognition with inspirational motivation, opportunities for ideas and deliberation with intellectual stimulation, and personal mentoring with individualized consideration (Pitichat & Riggio, 2025; Robbins & A. Judge, 2016; Widia et al., 2025). Within Islamic educational settings, these practices become particularly meaningful when exemplary leadership is directed toward the formation of ethical conduct, responsibility, and professional integrity.

The findings further indicate that effective directing requires consistency between what school principals communicate and what they demonstrate in their daily behavior. Teachers are more likely to accept guidance when instructions are accompanied by concrete examples and interpersonal support. The familial approach observed at SMP Baiturrosyad also illustrates the importance of emotional closeness in reducing hierarchical barriers between principals and teachers, particularly when differences in age and experience may influence communication. Meanwhile, recognition and verbal appreciation at SMP Al-Fattah functioned as forms of positive reinforcement that encouraged teachers to maintain constructive professional behavior. Therefore, directing can serve as a bridge between managerial decisions and teachers' actual professional practices, particularly when communication, modeling, motivation, and mentoring are implemented continuously.

Coordination and Professional Collaboration

Coordination was implemented through alignment between development objectives and school vision and mission, communication with school supervisors, activity scheduling, MGMP, learning communities, and collaboration among teachers. At SMP Al-Fattah, the school supervisor played an important role in providing guidance for teacher development programs. Findings from supervision were used as input for subsequent programs. MGMP and learning communities functioned as spaces for sharing knowledge, experiences, and professional practices.

At SMP Baiturrosyad, coordination also involved school supervisors and other schools. Several teacher development activities were conducted collaboratively to improve efficiency and strengthen professional networks. Knowledge and experiences obtained through MGMP were subsequently shared with teachers through internal discussions. The use of smartboards also supported the exchange of teaching practices, particularly when teachers with stronger technological skills assisted their colleagues.

These practices correspond with Carter & Fayol (1986) concept of coordination, which emphasizes the alignment of different activities so that they move toward common organizational objectives. In the context of social competence, professional forums do not merely perform administrative functions but also serve as spaces for social learning. Through such forums, teachers practice communication, cooperation, exchange of ideas, acceptance of feedback, and development of professional networks.

This finding supports Widia et al. (2025), who emphasize the importance of principals' strategies in activating professional forums for teachers.

Contextually, SMP Al-Fattah demonstrated a combination of direct coordination, learning communities, MGMP, and technology-supported communication, whereas SMP Baiturrosyad incorporated pesantren values and inter-school collaboration more explicitly. The commonality between the two schools is the recognition that social competence development cannot be assigned solely to the principal. It requires a collaborative professional ecosystem involving teachers and other educational stakeholders.

The findings further suggest that coordination contributes to the development of social competence through continuous interaction among members of the school community. When teachers share experiences, discuss classroom challenges, and assist one another, they gain opportunities to practice interpersonal communication and collaborative problem-solving in authentic professional situations. Coordination also enables principals to connect individual teacher-development needs with broader institutional objectives. In this regard, professional forums such as MGMP and learning communities can function as mechanisms for sustaining professional relationships beyond formal training activities. The differences between the two schools also show that coordination can be adapted to local organizational conditions while maintaining the same fundamental objective of strengthening teachers' capacity to communicate, cooperate, and contribute to collective school improvement.

Controlling through Supervision, Evaluation, and Feedback

The controlling function was implemented through supervision, evaluation, feedback, and follow-up. At SMP Al-Fattah, supervision was conducted directly by the principal to observe teachers' performance and professional activities. The results of supervision were used as a basis for individual evaluation. Feedback was provided through face-to-face meetings, enabling teachers to understand their strengths and areas requiring improvement.

At SMP Baiturrosyad, supervision was conducted according to a schedule using instruments developed with the assistance of the PKS. Evaluation was also conducted through end-of-year meetings involving teachers. These meetings were used to discuss achievements, experiences, and challenges. Feedback was provided through deliberation and discussion to determine appropriate improvement strategies.

The findings indicate that controlling was not primarily oriented toward identifying mistakes but also functioned as an instrument for learning and human resource development. This corresponds with Carter & Fayol (1986) view that controlling involves monitoring, measurement, evaluation, and corrective action. The finding is also consistent with Yurkofsky (2022), who emphasize the importance of leadership and organizational conditions in building school capacity for continuous improvement.

The main difference concerns the evaluation mechanism. SMP Al-Fattah placed greater emphasis on individual evaluation and personal feedback, whereas SMP Baiturrosyad emphasized collective evaluation and deliberation. Both approaches have advantages, but there remains a need to increase the frequency of evaluation and develop more specific indicators of teachers' social competence. Clear indicators would

allow schools to monitor development more systematically and connect evaluation results with subsequent professional development.

The findings further show that controlling can become more effective when evaluation results are directly connected to follow-up actions. Supervision should therefore not end with the identification of teachers' strengths and weaknesses, but should lead to mentoring, targeted professional development, peer learning, or other appropriate interventions. Regular feedback can also encourage teachers to reflect on their communication patterns, cooperation, and relationships with students and colleagues. In this process, evaluation becomes a developmental mechanism rather than a purely administrative activity. Establishing periodic monitoring and documented follow-up would also strengthen institutional continuity and reduce dependence on individual leadership. Consequently, controlling should function as a continuous improvement cycle in which supervision, evaluation, feedback, and follow-up reinforce one another.

Constraints and Solutions in Developing Teachers' Social Competence

The development process at SMP Al-Fattah faced several constraints, particularly the absence of a specific structure or team responsible for social competence development. Supervision, needs identification, evaluation, and feedback remained largely dependent on the principal. Although personal communication strengthened interpersonal relationships, it could also result in program information not being documented or understood equally by all teachers. MGMP and the learning community were available, but their outcomes were not yet fully documented as resources for systematic social competence development.

At SMP Baiturrosyad, the main challenges were related to the adjustment period following a change in school leadership, differences in age between the principal and senior teachers, and the need to align development programs with the pesantren culture. Collaboration with other schools provided efficiency and professional networking opportunities; however, general development materials did not always address the specific needs of the school. Furthermore, evaluation that was predominantly conducted at the end of the academic year could delay responses to individual teacher-development needs.

The solutions identified in the findings include establishing a more structured development team, developing clear social competence indicators, conducting periodic evaluations, strengthening professional communication, implementing mentoring by senior teachers, optimizing MGMP and learning communities, strengthening exemplary leadership, expanding partnerships with supervisors, parents and the community, developing educational recognition systems, and establishing sustainable professional learning communities.

These solutions indicate a shift from an individually dependent development process toward a more collective and sustainable system. Such institutionalization is important because teacher development should not depend exclusively on the personality, initiative, or availability of a particular school principal. Instead, it should become part of the school's organizational system and culture.

A more institutionalized system would also facilitate continuity when leadership changes or when particular teachers assume new responsibilities. Clear indicators can provide a common reference for identifying progress and determining appropriate

interventions, while regular documentation can preserve knowledge and practices generated through MGMP, learning communities, and mentoring. In addition, involving senior teachers in mentoring can distribute responsibility and strengthen peer-based professional learning. These mechanisms can reduce excessive dependence on principals while maintaining their role as strategic leaders. Therefore, sustainable social competence development requires not only additional programs but also stronger organizational structures, shared responsibility, continuous evaluation, and a culture of collaborative professional learning.

Integrating Management, Leadership, and Islamic Educational Values

The findings demonstrate that Fayol's five management functions provide a useful framework for understanding the development of teachers' social competence. However, the effectiveness of these functions is strongly influenced by leadership quality and organizational context (Rahayu et al., 2023; Suriyadi et al., 2022). Planning without organizing is difficult to translate into action, directing without coordination may produce fragmented activities, and controlling without feedback may result in merely administrative evaluation. Therefore, the five functions should be understood as an interconnected managerial cycle.

From a leadership perspective, the principals at both schools did not rely exclusively on formal authority. Exemplary behavior, interpersonal communication, recognition, deliberation, and mentoring transformed principal–teacher relationships into a medium for social learning. Teachers learned not only through formal professional development but also through observing how leaders communicated, addressed problems, provided corrections, and respected others. This finding reinforces the argument that developing social competence requires an organizational culture that facilitates repeated positive interaction.

The Islamic educational dimension was particularly visible at SMP Baiturrosyad, although ethical values and exemplary conduct were also evident at SMP Al-Fattah. Following Sanusi (2023), theological values connect educational responsibilities with spiritual accountability; ethical values are reflected in fairness, politeness, openness, and appreciation; logical values are reflected in the use of data, supervision, and needs-based decision-making; while teleological values are reflected in the orientation toward improving social competence, teacher professionalism, and educational quality.

An important implication of the findings is the need for social competence indicators that are not merely normative but observable in practice. Schools can develop indicators such as effective and respectful communication, cooperation, inclusive and objective attitudes, adaptation to social and cultural environments, positive relationships with students and parents, and exemplary professional behavior. These indicators can subsequently be incorporated into supervision, teacher reflection, mentoring, and program evaluation, making the development process more systematic.

The findings also demonstrate that MGMP and learning communities have strategic functions as spaces for knowledge transfer and professional interaction. Their contribution can be strengthened through systematic documentation, dissemination of good practices, and follow-up activities at the school level. In this way, knowledge acquired by individual teachers can become organizational knowledge. Schools can consequently develop toward a learning organization in which reflection, collaboration, and continuous improvement become established practices.

The findings lead to a management model that can be summarized as needs-based planning, collaborative organizing, directing through exemplary leadership, professional ecosystem coordination, reflective controlling, feedback for continuous improvement. This model remains adaptable to institutional contexts. Urban schools can optimize professional networks and technology, whereas pesantren-based schools can integrate Islamic values, exemplary conduct, deliberation, and ukhuwah into teacher development. The central implication is that teachers' social competence is most effectively developed when managerial processes, leadership practices, professional collaboration, and Islamic educational values operate as an integrated system.

CONCLUSION

This study concludes that the development of teachers' social competence can be strengthened through integrated school management involving planning, organizing, directing, coordinating, and controlling. The findings from SMP Al-Fattah and SMP Baiturrosyad show that needs-based planning, participatory organization, exemplary leadership, professional collaboration, and continuous supervision contribute to the development of teachers' communication, cooperation, responsibility, and interpersonal relationships.

The study further finds that the sustainability of social competence development depends on institutionalized management practices. Dependence on individual principals, limited documentation, leadership transitions, differences in teacher characteristics, and irregular evaluation remain important challenges. Therefore, schools need clearer development structures, measurable social competence indicators, periodic evaluation, mentoring, and stronger use of MGMP and learning communities. In Islamic educational contexts, these practices can be reinforced through keteladanan, musyawarah, respect, ethical responsibility, and professional integrity.

Future research should examine the application of this management approach across a wider range of schools and educational contexts. Further studies may develop and empirically validate measurable indicators of teachers' social competence and investigate their relationship with school climate, teacher professionalism, collaboration, and student outcomes. Longitudinal research is also recommended to assess the sustainability and long-term effectiveness of institutionalized management practices in developing teachers' social competence.

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