

Empowering Banda Aceh's Productive Vocational Educators: A Principal-Driven Approach to Cultivating Industry-Ready Expertise

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Abstract

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This research aims to reveal the principal's scheme for improving the competence of productive teachers at State Vocational Schools in Banda Aceh City. The research method used in this research is a descriptive method with a qualitative approach. The data collection technique was carried out using triangulation, data analysis was inductive/qualitative, and research results were emphasized more. The findings of this research show that the principal's program to improve teacher professional competence includes in-house training, educational seminars, workshops, and the use of IT tools for learning. . Additionally, the principal's strategy involves facilitating educational training and seminars to encourage effective lesson plans and provide guidance to less competent teachers. in terms of supporting factors for increasing professional competence, including discipline, appreciation, and infrastructure. Thus, the results of this research can provide a complete and well-organized picture of certain components so that they can provide valid final results.

Abstrak Bahasa

Abstrak

Tujuan penelitian ini adalah mengungkap skema kepala sekolah dalam meningkatkan kompetensi guru produktif SMK Negeri di Kota Banda Aceh. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data dilakukan dengan triangulasi, analisis data bersifat induktif/kualitatif, dan hasil penelitian lebih ditekankan. Temuan penelitian ini menunjukkan bahwa program kepala sekolah untuk meningkatkan kompetensi profesional guru meliputi pelatihan in-house, seminar pendidikan, lokakarya, dan penggunaan perangkat TI untuk pembelajaran. . Selain itu, strategi kepala sekolah melibatkan fasilitasi pelatihan dan seminar pendidikan untuk mendorong rencana pembelajaran yang efektif dan memberikan bimbingan kepada guru yang kurang kompeten. dari segi faktor pendukung peningkatan kompetensi profesional antara lain kedisiplinan, apresiasi dan sarana prasarana. Dengan demikian, hasil penelitian ini dapat memberikan gambaran komponen tertentu secara lengkap dan terorganisir dengan baik sehingga dapat memberikan hasil akhir yang valid.

INTRODUCTION

Education stands as a cornerstone of national development, aiming to uplift the nation's dignity and enhance the quality of human resources (Bellibaş et al., 2022). According to the National Education System Law, education is a deliberate and systematic effort to foster an environment where students actively develop their potential across affective, cognitive, and psychomotor domains (Pudjastawa, 2021). In Indonesia, prioritizing education is paramount for national advancement, as quality education not only fosters intellectual and technological capital but also equips the nation to compete globally (Asmarani et al., 2019; Sulastri et al., 2020).

The role of school principals in shaping educational outcomes is underscored by Ministerial Regulation Number 13 of 2007, which mandates competency standards encompassing personality, managerial skills, entrepreneurship, supervision, and social competence (Forson et al., 2021). In the contemporary era, school principals play a multifaceted role requiring dynamic adaptability and multitasking abilities (Komalasari et al., 2020). Their effectiveness in influencing, guiding, and motivating teachers significantly impacts the success of educational institutions (Komalsari et al., 2020).

Teachers' professional competence is integral to enhancing the learning process and motivating students to achieve (Ford et al., 2020). Professional teachers possess specialized skills and expertise in education, enabling them to fulfill their duties responsibly and effectively (Sianturi et al., 2020). However, the teaching profession entails a multifaceted set of tasks that demand ongoing professional development to meet evolving educational needs (Meyer et al., 2022) (Adimsyah, Fauzi, & Rofiq, 2023; Arianto et al., 2024; Fitriana & Attalina, 2023; Halim, 2022).

In vocational schools, the quality of education is closely linked to the competence of teachers, who play a pivotal role in shaping the learning experience and achieving educational goals (Alam et al., 2021). Given the rapid technological changes and evolving workforce dynamics, vocational school teachers must continually adapt their competence and performance to meet the demands of the modern era (Shin & Hur, 2020). Thus, ensuring the provision of professional and qualified teachers is essential for the success of vocational education programs (Sunardi, 2018).

In conclusion, this paper aims to explore the interplay between school leadership, teacher competence, and educational outcomes, particularly in the context of vocational schools in Indonesia. By examining existing literature and synthesizing new insights, this study seeks to contribute to the ongoing discourse on educational leadership and its impact on student success.

METHODS

This research is descriptive research with a qualitative approach. According to Sugiyono (2019:8): A qualitative descriptive approach is a research approach based on the philosophy of postpositivism used to research the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation, data analysis is inductive/qualitative, and research results are more emphasized. Meaning rather than generalization (Suratman, Arafat, & Eddy, 2020).

Qualitative descriptive research aims to describe, depict, explain, and answer in more detail the problems to be studied by studying an individual, a group, or an event as closely as possible. In qualitative research, humans are the research instrument, and the written results are words or statements corresponding to the truth. Thus, the results of this research could provide a complete and well-organized picture of certain components so that they can provide valid final results. In

qualitative research, only sources were used as subjects that provided complete and accurate information about several events, people, and observed situations. Husnidar (2021:24) states, "Qualitative researchers try to create a complex picture of the problem or issue being studied." This involves reporting perspectives, identifying factors related to a particular situation, and sketching the emerging big picture (Charles & Mkulu, 2020).

FINDINGS AND DISCUSSION

Result

School Principal Program to Improve the Professional Competence of Productive Teachers at State Vocational Schools in Banda Aceh City

As a leader, the Principal must be able to mobilize the school community to carry out their duties and obligations well to achieve goals. The expected leadership is transformational. Leaders need strategies so that educators are willing and able to develop their skills in the current era. Strategy is a determining factor in the success of an organization. (Rausah et al: 2023). The school principal budgets in the RKAS for implementing training or seminars. The Principal did it to improve the professionalism of teachers so that it will be easier for them to play the role of the Principal as a leader.

Apart from that, in mobilizing the school community, the Principal set an example of time management, work effectiveness, and creativity in carrying out his duties. The Principal was responsible for leading annual, monthly, and weekly meetings, even if there are sudden meetings. At the same time, the teachers were a meeting participant who could make suggestions or provide an opinion on an issue being discussed (Zulaiha, Lian, & Mulyadi, 2020).

During the meeting, the Principal was tasked with presenting the work program plan, which will be discussed with other teachers. Suppose the program is suitable or needed to improve school quality, especially increasing teacher competency. In that case, the school principal will also distribute each task to capable teachers and school staff with the required qualifications.

The school principal's program to improve the competence of productive teachers is listed in long-term, medium-term, and short-term programs. It is realized that every leader of an educational institution, especially school principals, has a work program prepared and formulated at the beginning of the year.

From the interview, it can be understood that the Principal made or prepared a plan to improve the professional competence of productive teachers in the form of a meeting or annual work plan (RKT) held at the beginning of each new school year. Apart from that, the Principal also involved all elements in the school in preparing programs to increase the professional competence of productive teachers.

Furthermore, from the statements of the Principal and Deputy Head for Curriculum, the SMKN 2 study field teacher also gave his opinion to strengthen the results of the interview regarding the Principal's program in improving the professional competence of productive teachers at SMKN Banda Aceh, as follows:

So, from the statements of several sources, it can be concluded that the Principal's program to improve the professional competence of productive teachers at SMKN Banda Aceh can be carried out with teacher training programs, educational seminars, workshop teachers, MGMP, rewards teachers who excel and also increases teacher incentives and supervision (Gordon, 2019).

Based on the results of an interview with the Principal of SMK Negeri 1 Banda Aceh City regarding the Principal's program to improve the competency of productive teachers:

"We have adapted the programs here to the needs of this school, and of course follow national education standards. To improve the performance of teaching staff, we hold meetings at schools or in clusters. The programs planned and carried out to improve teacher performance are: In house training (IHT) teacher training, training in making prota/prosem/rpp, educational seminars, teacher workshops, MGMP, giving awards to teachers who excel and also adding incentives teachers, providing opportunities for teachers to use IT devices in learning, as well as motivating teachers to continue their education to a higher level"

In line with the statement above, this is also reinforced by the statement of the Head of SMKN 2 Banda Aceh, who told researchers that:

"That's right, the programs planned and carried out to improve teacher performance are: supervision, teacher training, training in making prota/prosem/rpp, educational seminars, teacher workshops, MGMP, giving awards to teachers who excel and also increasing teacher incentives and providing opportunities for teachers to use IT devices in learning. In improving performance, we always make annual work plans (RKT), school work plans (RKS), and intermediate work plans (RKM). This program is created every year at the beginning of the new school year and is revised every year"

To strengthen the truth of the statement above, the researcher also interviewed the Deputy Head of the Curriculum Division at SMKN 1 Banda Aceh, to the researcher he said that:

"It is true, that there is a program to increase teacher professional competence, through MGMP activities, educational seminars/workshops, and supervision."

"Of course teachers are involved and collaborate in improving competence, we do this by attending groups every two weeks for MGMP, in this activity we discuss the obstacles teachers face at this school. So that this problem can be solved with various solutions provided to create productive teachers at SMKN Banda Aceh. Furthermore, there is also supervision carried out by the school principal, and there are various educational workshops/training that we participate in to improve our competency or performance as teachers."

So, from the statements of several sources, it can be concluded that the principal's program to improve the professional competence of productive teachers at SMKN Banda Aceh can be carried out with teacher training programs, educational seminars, teacher workshops, MGMP, giving awards to teachers who excel and also increasing teacher incentives and supervision.

School Principal's Strategy in Improving the Professional Competence of Productive Teachers at State Vocational Schools in Banda Aceh City

The principal, as a leader who can manage the school well, influences a school's performance (Haryati et al: 2021). The principal is the person responsible for all activities at the school. The principal is not only responsible for the smooth running of the school academically but also for the condition of the school environment with the conditions and situations as well as relations with the surrounding community. Various strategies that must be considered and implemented to increase teacher competence include improving the teaching and learning process, which is very dependent on the professionalism of teachers as human resources. Teachers are required to have various skills in guiding students to achieve planned goals (Hamzah, Nasir, & Wahab, 2021).

To build quality and competitive education, a strategy is needed as a long-term organizational plan for aligning internal strengths and weaknesses with external opportunities and threats to maintain competitive advantage (Murtiningsih, Kristiawan, & Lian, 2019). There are several strategies to improve teacher professional competence, namely by facilitating training, training and educational seminars, workshops, and meetings/briefings to encourage teachers to plan their lessons well, and there will be further guidance for teachers who are less competent and less enthusiastic about becoming productive teachers.

To ensure the validity of the data from interviews with the Principals of SMKN 1 and SMKN 2 Banda Aceh, the researcher again confirmed with the Deputy Head of the Curriculum Division of SMKN 2 Banda Aceh. Finally, the productive teacher of SMKN 1, Banda Aceh, also added a statement regarding the principal's strategy to increase competency. Productive teacher professionalism, namely: "That is right, there must be the right strategy in order to get the results as expected, teachers are involved in seminar activities, there must be meetings or meetings, workshop and training, and education.

Thus, it can be concluded that there are strategies carried out to increase the professional competence of productive teachers at SMKN Banda Aceh, namely by facilitating training, training and educational seminars, and workshops through meetings/briefings to encourage teachers to plan their lessons well. There will be further guidance for teachers who are less competent and less enthusiastic about becoming productive teachers.

Based on the results of an interview with the Principal of SMK Negeri 1 Banda Aceh City regarding the Principal's strategy in increasing the competency of productive teachers, he told researchers that:

"The strategies that I plan and implement in improving the professional competence of productive teachers are through: annual or monthly meetings, MGMP, teacher development through supervision, IHT (in the house training), workshops, training, training and seminars related to education in vocational schools in particular, as well as providing regular motivation to teachers, as well as through supervision. Furthermore, it also gives awards to teachers who excel and also increases teacher incentives and provides opportunities for teachers to improve their abilities in the IT field for learning. This strategy is expected to increase the professional competence of productive teachers. This strategy has been quite successful in efforts to increase teacher professionalism. The implementation of the teacher training program to improve the professional competence of productive teachers is carried out using a blended learning model, namely face-to-face and virtually via zoom meetings"

In line with the statement above, this is also reinforced by the statement of the Head of SMKN 2 Banda Aceh, who told researchers that:

"Yes, of course, the best strategy is needed to improve teacher competency. My strategy as a school principal in improving teachers' professional competence is: facilitating training, educational training and seminars, workshops, through meetings/ briefings to encourage teachers to make good learning plans, and there will be further guidance for teachers who are less competent. , and lack of enthusiasm to become a productive teacher"

The researcher confirmed this again with the Deputy Head of Curriculum at SMKN 2 Banda Aceh:

"It is true, there are several strategies carried out by school principals to increase teacher professional competence, namely through: meetings, teachers being included in seminars, training and training activities. In this way, it is hoped that it will be able to increase teachers' professional competence."

The productive teacher at SMKN 1 Banda Aceh also added a statement regarding the strategy carried out by the school principal in increasing the professional competence of productive teachers, namely:

"That's right, there must be the right strategy to get the results as expected, teachers are included in seminar activities, there must be meetings or through meetings, workshops and training and training."

Supporting and Inhibiting Factors in Increasing the Professional Competence of Productive Teachers at State Vocational Schools in Banda Aceh City

There will certainly be supporting and inhibiting factors in every activity. The supporting and inhibiting factors for school principals in improving the professional competence of productive teachers are seriousness and sincerity in improving teacher competence because the seriousness of the school principal can become a large and most valuable capital in improving teacher competence.

Based on the results of interviews with the Principal of SMK Negeri 1 Banda Aceh City regarding supporting factors and inhibiting factors for the Principal in improving the professional competence of productive teachers at SMKN Banda Aceh.

Based on the results of the research data collection above, there are supporting factors in increasing teacher competence: discipline, providing motivation, and rewards. This, of course, must be integrated with the role of the school principal as a leader who strived to encourage teachers' enthusiasm to improve competence and quality in their respective fields for the smooth running of learning and education at SMKN Banda Aceh. Meanwhile, the inhibiting factor was a lack of IT mastery. So, to operate the recommended applications in the learning process, some teachers still needed clarification about using the learning application (Normianti, Aslamiah, & Suhaimi, 2019)

Results of interviews with the Principal of SMK Negeri 1 Banda Aceh City regarding supporting factors and inhibiting factors for Principals in improving the professional competence of productive teachers at SMKN Banda Aceh:

"Thank God, in improving teacher competency there are certainly supporting and inhibiting factors. The supporting factors are: Discipline, by coming to school on time. Then provide motivation, by giving advice during meetings and outside meetings to attract teacher enthusiasm. Furthermore, awards are given in the form of opportunities to take part in competency improvement training and awarding certificates. Meanwhile, the inhibiting factor is teachers who do not master IT, which causes teachers to have difficulty operating the technological media used in online training and IT-based learning"

In line with the Head of SMK Negeri 1, the Head of SMKN 2 Banda Aceh also stated to researchers that:

"Of course there are supporting factors, namely: teacher motivation to develop, pleasant working conditions, and a desire to progress, as well as harmonious working relationships. Meanwhile, the inhibiting factors for me as a school principal in improving the competence of productive teachers are: lack of supporting facilities in the use and application of IT, difficulties in time management by some teachers, and lack of funding for training"

This is reinforced by the statement of the Deputy Head of Curriculum at SMKN 2 Banda Aceh, who said that:

"It is true, there are three supporting factors in increasing teacher competence, namely: discipline, motivation, and appreciation. This of course cannot be separated from the role of the principal as a leader at SMKN 2 Banda Aceh. With this effort, the enthusiasm of teachers will be encouraged to be more enthusiastic in improving competence and quality in their respective fields for the smooth running of learning and education"

at SMKN Banda Aceh. Meanwhile, the inhibiting factor is: lack of IT mastery. So to operate the recommended applications in the learning process, there are still some teachers who are confused about using the learning applications”

To ensure the validity of the research data above, the researcher again interviewed the productive teacher at SMKN 1 and 2 Banda Aceh, who said that:

"That's right, the supporting factors are: discipline, motivation and rewards. "Meanwhile, the lack of IT mastery in the learning process is an inhibiting factor for school principals in increasing the professional competence of productive teachers in our SMKN."

That's right, the supporting factors are: discipline, motivation and appreciation. Meanwhile, the inhibiting factors are: lack of IT mastery, especially lack of understanding in using IT-based learning applications. This is an obstacle that I experience as a teacher, and of course this will be an inhibiting factor for school principals in increasing teacher competency.

There are supporting factors in increasing teacher competence, namely: discipline, providing motivation, and rewards. This of course cannot be separated from the role of the school principal as a leader, who strives to encourage teachers' enthusiasm to be more enthusiastic in improving competence and quality in their respective fields for the smooth running of learning and education at SMKN Banda Aceh. Meanwhile, the inhibiting factor is a lack of IT mastery.

DISCUSSION

School Principal Program to Improve the Professional Competence of Productive Teachers at State Vocational Schools in Banda Aceh City

The world of education has a strategic role and is a determining factor in reliable human resources. In this case, Kristiawan and Rahmat (2018: 87) explain, "Teachers are directly involved in their strategic role to form human resources who have the knowledge, skills and character of students. Teachers are an important factor in improving the quality and quality of education." Teachers play an important role in improving the quality of schools at various levels in educational units.

Therefore, professional teachers can produce quality students who deal directly with students. According to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, "The position of teacher as an educator is a professional position requiring teachers to be able to develop in line with the times, master science and technology, and be able to meet the needs of society, including the need for quality human resources."

From the explanation above, professional teachers in education are a necessity and must always be pursued by the various parties who play a role. One of the contributing factors is the school principal. School principals can take action to increase teacher professionalism (Prestiadi, Zulkarnain, & Bambang Sumarsono, 2019).

In carrying out his role, a school principal must be able to make systematic, integrated, sustainable, and comprehensive plans. The main target of planning in education is to achieve educational goals effectively and efficiently with educational quality that satisfies customers and stakeholders. Planning, which includes confirmation and clarity of the organization's vision, mission, goals, and strategy, is important for all parties interested in education to pay attention to so that the organization can move steadily to achieve success and success.

As the principal, he also functions as a leader who exercises leadership in the school. Teachers and school employees are subordinates who are under the school principal's authority in carrying out their duties. In carrying out his leadership, a deputy principal assists the principal. As a leader, the principal has strategic tasks to achieve educational goals (Komalasari, Arafat, & Mulyadi, 2020).

Teachers' professional competence is needed to improve the learning process to motivate students to learn and achieve (Ani Marlia, Fahmy, Lukito, Prima Lita, & Rahim, 2020). The principal leads a school, from planning to achieving the final goal. Based on the results of research data collection, it was found that school principals carried out several programs to improve the professional competence of productive teachers, namely: House training (IHT), training in making annual program/Semester program/education implementation plans, educational seminars, workshop teachers, MGMP, giving appreciation to teachers who perform well and also increase teacher incentives and allowing teachers to use IT devices in learning.

In-house training (IHT)

In-house training (IHT) was a training program held in-house to improve teacher competence in carrying out their work by optimizing existing potential. Training In-house training was carried out internally by teacher working groups, schools, or other places designated as providing training which was carried out based on the idea that some abilities in improving teacher competence and careers do not have to be done externally but can be done internally by teachers as a trainer who have competencies that other teachers do not yet have.

The principal held an in-house training program (IHT) that teachers must follow. In addition, The school principal involved teachers in outside training. Training is an effort to increase effectiveness at work—meanwhile, the provisions for participants in house training were a minimum of 4 people and a maximum of 15 people.

Teacher Education Seminar

A teacher education seminar is an event or meeting where teachers or prospective teachers gather to discuss their education, teaching, and professional development topics. Teacher education seminars provide a platform for educators to share knowledge, experiences, and new understanding regarding best practices in teaching and facilitating learning.

Workshop Teacher

The function of workshop teachers was to provide training, learning, and professional development to teachers to improve the quality of teaching and learning in the educational environment.

MGMP

MGMP (Subject Teachers' Conference) refers to a forum or meeting place for teachers who teach the same subject at different school levels. The main aim of MGMP is to facilitate collaboration and exchange of experiences between teachers in the same subject to improve the quality of teaching and learning in schools. In MGMP meetings, teachers could share effective teaching methods, learning strategies, resources, and learning and overcome the challenges faced in teaching certain subjects.

School Principal's Strategy in Improving the Professional Competence of Productive Teachers at State Vocational Schools in Banda Aceh City

In educational institutions, especially schools, strategies are carried out by the principal as the school leader. Strategy is a means to achieve an organization's ultimate goals, but strategy is not just a plan that unites. Strategy binds all parts of the organization into one so that strategy covers all important aspects of the organization; strategy is integrated from all parts of the plan, which must be in harmony with each other and compatible. Therefore, determining strategy requires a level of commitment from an organization, where the organizational team is responsible for advancing strategies that refer to the final results or goals (Ossiannilsson, 2018).

A good strategy will help an organization uniquely allocate its resources based on internal competence and the ability to anticipate the environment (Kuryani et al: 2021). The principal's strategy in preparing the school's annual program is one of the plans carried out by the principal. The principal's strategy in compiling a school work program is planning everything well and carefully to achieve educational goals. With this aim, schools can be adapted to the region's specificities, conditions, and potential, social and cultural communities, school potential, and student needs (Alazeez, AL-Momani, & Rababa, 2024; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Rofiq, Nisa, & Muid, 2024).

Strategy is a general program for achieving organizational goals in implementing the mission; strategy provides integrated direction for the organization and various organizational goals and guidelines for utilizing organizational resources used to achieve goals. The school's work strategy is included in the cooperative plan, namely the plan determined by the principal and his staff, where in increasing the professional competence of teachers in the school, the principal must prioritize cooperation with education staff and other related parties in carrying out each activity. Principal Strategy refers to the plan or approach taken by a principal to manage and develop a school effectively. The Principal's Strategy aims to achieve better quality education, improve student performance, advance school staff, and create a positive learning environment. This strategy involves various steps and decisions the school principal takes to achieve the vision, mission, and goals of school education (Molina, 2018).

The principal's strategy for improving the professional competence of productive teachers could involve various approaches and steps. The main aim of this strategy was to improve the quality of teaching and learning in schools and ensure that teachers have the latest knowledge and skills relevant to educational development (Abidin, 2024; Aprilianto & Fatikh, 2024; Rosyadi, Aprilianto, & Rofiq, 2023).

Based on the results of research, especially regarding school principals' strategies for increasing the professional competence of productive teachers, the principal of SMKN Banda Aceh has formulated a strategy for increasing teacher competence and also effort to develop educational staff through a supervision program. The strategies for improving teacher competency included facilitating training, training and educational seminars, workshops, and meetings/briefings to encourage teachers to plan learning well, and there will be further guidance for teachers who could be more competent or enthusiastic about becoming productive teachers and involving teachers in the MGMP.

Fitriyah and Santosa (2020:23) explain, "School principals and teachers also need to always coordinate through evaluation meetings once a month on a regular basis. Apart from that, a meeting is held every time after teaching, which is usually called closing as a forum for discussion

activities after each lesson." The meeting contained a discussion of various school activities, including teaching and learning activities.

The evaluation carried out by the Principal of SMKN Banda Aceh is a monthly evaluation meeting; the principal's effort was good but need improvement in education to become professional, productive teachers. So, if evaluation meetings were conducted optimally to share information and found solutions to problems between teachers, it will increase teacher professionalism.

Therefore, it is important to schedule this evaluation meeting regularly. The principal, assisted by the head of academic affairs, supervised teachers during teaching and learning activities. This activity was carried out once a month. The deputy head of curriculum made a supervision schedule, and the teachers who will be supervised make preparations (Zhou, Zhao, Tian, Zhang, & Chen, 2018).

Then, the principal must collaborate with teachers to identify their professional development needs. This can be done through open discussions, surveys, or teacher performance evaluations. Then, the principal must design a specific professional development plan for each teacher. This plan should include training, workshops, seminars, and other relevant activities. Another strategy was through curriculum development. School principals could work together with teachers to develop a curriculum related to the latest trends and developments in education. This will help teachers stay relevant and up-to-date in their teaching. Then, holding training and workshops periodically was an effective way to update teachers' knowledge and skills. School principals could invite industry experts or practitioners to provide specific and useful training.

Furthermore, the principal encouraged teacher collaboration because this is a good way to share experiences and knowledge. Principals could encourage teaching teams to collaborate on learning projects, exchange ideas, and discuss. Another strategy was using educational technology; school principals could encourage teachers to use educational technology in learning. This included online learning platforms, educational apps, and modern teaching aids.

Then, the principal must regularly observe teachers' lessons and provide constructive feedback. This helped teachers to identify areas of improvement and develop their skills. School principals must also encourage teachers to get involved in educational research and keep abreast of the latest research developments in their field, which could help improve their competence. Moreover, recognizing and rewarding teachers who improve their competence can be additional motivation for professional development. It is important to remember that each school has a unique context, so the most appropriate strategies should be tailored to each school's specific needs and situation.

Supporting and Inhibiting Factors in Increasing the Professional Competence of Productive Teachers at State Vocational Schools in Banda Aceh City

Supporting Factors

Based on the research results, the supporting factor for school principals in improving the professional competence of productive teachers was the provision of existing infrastructure in the school. With adequate infrastructure, it is hoped that teachers can carry out teaching and learning activities well, especially in increasing the professional competence of productive teachers.

Then, with high enthusiasm, teachers can enrich themselves with new knowledge, gain experience, and receive extraordinary benefits after participating in the training provided by the school principal. So, if the school principal frequently holds training for teachers, the competency

of each teacher will increase, and the quality of teacher performance will be better and more qualified.

Then, the supporting factors in increasing the professional competence of productive teachers were discipline and coming to school on time. Then, motivating by advising during and outside meetings to attract teacher enthusiasm. Furthermore, awards were given as opportunities to participate in competency improvement training and awarding certificates. The principal always pays attention and provides learning tools and media for teachers. Such as books by the independent curriculum, then the availability of laptops to make it easier for teachers to create learning tools and make the learning process more interesting and displayed with projectors.

The school principal's commitment to increasing teachers' professional competence will be a big encouragement to implement professional development programs consistently. Then there are resources; the availability of resources such as budgets, teaching materials, and supporting technology can help school principals design and implement teacher training and development programs.

Then, there was the support of the school management team. Solid school management team collaboration could help school principals effectively coordinate and implement teacher development programs. Another supporting factor was teacher participation. If productive teachers were active in professional development programs, it would be easier for school principals to motivate and support these efforts.

Then, there was a mapping of teacher needs. School principals who can accurately map teacher competency needs will be more successful in designing relevant development programs. Then, there was collaboration with external institutions. Collaboration with educational institutions or professional organizations could provide access to new training, resources, and knowledge to improve teacher competency (Suchyadi et al., 2019).

Obstacle Factors

The professional competence of productive teachers at Vocational Schools in Banda Aceh City was very good but still needs to be improved. There are several inhibiting factors in improving the professional competence of productive teachers at Banda Aceh City Vocational Schools, including Lack of motivation for some teachers, training schedules that are difficult for teachers to attend, and teachers who lack IT mastery, which causes teachers to have difficulty operating the technological media used in training—online and IT-based learning.

One of the superior programs for increasing the professional competence of productive teachers is the teacher training program and teacher participation in Subject Teacher Conference (MGMP) activities. This program was always programmed every year but only runs effectively due to a Lack of teacher motivation (Evan & Rahmat, 2023; Komariah & Nihayah, 2023; Munawir, Alfiana, & Pambayun, 2024).

Placing teachers according to their expertise absolutely must be done because teachers are given the task(job) not according to their skills(skill) will result in decadence in the way of work and results of work and will give rise to a feeling of dissatisfaction in them, a feeling of disappointment will hinder the moral development of teachers' work (Mascareño, Rietzschel, & Wisse, 2020).

School principals encounter several obstacles in making plans, namely that the annual work program planning, which includes several sub-sectors with general details, has yet to be implemented optimally.

Furthermore, the obstacles found by school principals in developing teachers in mastering educational foundations and implementing productive teacher competency improvement programs, there are still a small number of inactive teachers because the training results have yet to impact their friends. This illustrates that a few teachers at SMKN 1 Banda Aceh and SMKN 2 Banda Aceh cannot master the basics of education, impacting their learning performance.

In line with the quote above, producing quality human resources for teachers is through professional training and education. Another inhibiting factor in developing teacher performance abilities is in preparing teaching programs. These obstacles or barriers arise from teachers and school principals. The problem is that their teachers must desire to develop a program; they only use last year's program with slight revisions. This illustrates that increasing the competence of productive teachers has yet to be implemented well. School principals encounter obstacles in implementing the programs that have been prepared, especially programs related to increasing the professional competence of productive teachers.

Then another inhibiting factor is a need for teaching materials or inadequate facilities, which can hinder school principals from implementing teacher development programs because of the level of teacher satisfaction. If teachers are satisfied with their current working conditions and competencies, they may be less motivated to undertake additional development programs. As expectations from schools increase, the principal's responsibilities also increase. In schools where developments and changes occur most frequently, teaching activities must be monitored so that they can be improved (Kosar & Buran, 2019)

School principals need to identify these factors and take strategic steps to maximize supporting factors and overcome factors and barriers to improving the professional competence of productive teachers at SMKN 1 Banda Aceh City and SMKN 2 Banda Aceh City.

CONCLUSION

This study investigated the strategies employed by school principals in Banda Aceh City to improve the professional competence of productive teachers in vocational schools. The research identified several key programs, including in-house training, workshops, seminars, and professional development opportunities. These findings align with existing research emphasizing the importance of collaborative learning and personalized professional development plans for teachers (Makgato & Mudzanani, 2019). The focus on addressing challenges like IT skills gaps also resonates with current trends in vocational education. A noteworthy aspect is the emphasis on recognizing and rewarding outstanding teacher performance. This strategy aligns with research highlighting the importance of motivation in teacher development (Sunaengsih et al., 2019). However, the research also reveals the persistent challenge of overcoming a lack of motivation in some teachers. Further research could explore effective strategies for addressing this issue. Additionally, while the study highlights the positive impact of offering IT training, investigating the long-term sustainability of these programs would be valuable. Overall, this research provides valuable insights into the efforts undertaken by school leaders in Banda Aceh City to improve teacher competence. By building on these strengths and addressing identified challenges, vocational schools can continue to empower teachers and enhance student learning outcomes.

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