

Principal's Leadership Strategy in Strengthening Teacher Competencies through Gawi Manuntung Philosophy at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru

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ARMADA
JURNAL PENELITIAN MULTIDISIPLIN

e-ISSN: 2964-2981

ARMADA : Jurnal Penelitian Multidisiplin

<https://ejournal.45mataram.ac.id/index.php/armada>

Vol. 04, No. 06 Juni, 2026

Page: 1317-1329

DOI:

<https://doi.org/10.55681/armada.v4i6.2256>

Article History:

Received: Mei 03, 2026

Revised: Mei 22, 2026

Accepted: Juni 16, 2026

Abstract : This study explores principals' leadership strategies in strengthening teacher competencies through the integration of Gawi Manuntung values at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru. Gawi Manuntung, a local wisdom of the Banjar community, reflects task completion, responsibility, discipline, and togetherness. This research used a qualitative case study approach, with data collected through in depth interviews, participatory observation, and documentation involving principals, vocational teachers, and general subject teachers. The findings show that Gawi Manuntung has been internalised not only as a cultural motto but also as part of school management and daily work culture. Its implementation follows B.F. Skinner's behavioural reinforcement theory through positive reinforcement, negative reinforcement, and educational punishment, including rewards, trust, training, reduced supervision, mentoring, and corrective feedback. These strategies strengthen teachers' pedagogical, professional, personal, and social competencies. The study also shows that transformational leadership supports this process by positioning principals as role models and culture builders. Integrating structural policies with local cultural values creates a meaningful, contextual, and sustainable educational ecosystem.

Keywords: Strengthening Strategies, Teacher Competence, Gawi Manuntung Philosophy

Abstrak : Penelitian ini mengkaji strategi kepemimpinan kepala sekolah dalam memperkuat kompetensi guru melalui integrasi nilai Gawi Manuntung di SMK Negeri 2 Banjarbaru dan SMK Negeri 4 Banjarbaru. Gawi Manuntung sebagai kearifan lokal masyarakat Banjar mencerminkan penyelesaian tugas, tanggung jawab, disiplin, dan kebersamaan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, dengan data yang dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi yang melibatkan kepala sekolah, guru kejuruan, dan guru mata pelajaran umum. Temuan menunjukkan bahwa Gawi Manuntung tidak hanya dipahami sebagai motto budaya, tetapi juga diinternalisasikan dalam manajemen sekolah dan budaya kerja harian. Implementasinya mengikuti teori penguatan perilaku B.F. Skinner melalui penguatan positif, penguatan negatif, dan hukuman edukatif, seperti penghargaan, kepercayaan, pelatihan, pengurangan supervisi, pendampingan, dan umpan balik korektif. Strategi ini memperkuat kompetensi pedagogik,

profesional, kepribadian, dan sosial guru. Penelitian ini juga menunjukkan bahwa kepemimpinan transformasional mendukung proses tersebut dengan menempatkan kepala sekolah sebagai teladan dan pembangun budaya. Integrasi kebijakan struktural dengan nilai budaya lokal menciptakan ekosistem pendidikan yang bermakna, kontekstual, dan berkelanjutan secara utuh.

Kata kunci: Strategi Penguatan, Kompetensi Guru, Filosofi Gawi Manuntung

INTRODUCTION

Education is an important part of human life throughout the world. Education does not only function to transfer knowledge, but also shapes ways of thinking, attitudes, and human values. In the midst of rapid global changes in the fields of technology, social, and culture, education becomes the foundation to equip every individual to be able to adapt and contribute positively to society. Efforts to expand access and improve the quality of education continue to be carried out in various countries as a form of collective responsibility in creating a better future. Education plays an important role in building the character and civilization of a nation. This is stated in Law Number 20 of 2003 concerning the National Education System, Article 3, which underscores that the goal of national education is to develop the potential of students to become individuals who have faith and piety toward God the Almighty, possess noble character, and have intelligence, skills, and a complete personality. Therefore, the quality of education is not only measured by academic achievement alone, but also by a learning process that is meaningful, holistic, and student-centered.

Although technology continues to develop and various learning innovations emerge, the role of the teacher as an educator remains irreplaceable. The presence of a teacher is not only important in transferring knowledge, but also in building meaningful relationships with students. Teachers are able to understand the emotional needs and character of each child, and adjust learning approaches to suit the context and situation of the classroom. The touch of values, empathy, and the role modeling provided by teachers are human aspects that cannot be replaced by machines or digital systems. This is where the uniqueness of the teacher's role lies, making them a key figure in creating a complete and meaningful learning experience. Teachers have a very vital role in creating quality education, as agents responsible for carrying out the learning process. In this context, teacher competence becomes the main factor that must be continuously improved. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher competence is divided into four aspects, namely pedagogical, personality, social, and professional competence, which are interrelated and serve as indicators in measuring teacher quality. These four competencies are interrelated and serve as benchmarks in measuring teacher quality in managing learning.

Furthermore, Government Regulation Number 19 of 2005 concerning National Education Standards, updated through Government Regulation Number 13 of 2015, emphasizes that educator competency standards are one of the eight National Education Standards (SNP) that must be met by education units. Therefore, strengthening teacher competence is a constitutional mandate as well as an urgent need in efforts to improve the quality of national education. Teachers are the main factor in improving the quality of education. They are not only tasked with delivering material, but also act as active learning facilitators. Quality teachers will have a significant impact on student achievement. Good teaching skills, the ability to adapt to technology, and innovation in teaching are the main keys in creating an effective learning environment (Madiah & Cahyanto, 2024, p. 1).

The dynamic development of the world demands the national education system to continue adapting, including through curriculum updates. The Merdeka Curriculum currently being implemented is a response to these changes, with the spirit of building learning that is more flexible, contextual, and oriented toward the development of character and student competence. In this curriculum, teachers are encouraged to become facilitators who are able to create a learning

atmosphere that is active, inspiring, and in accordance with student needs. The approach used places students as the center of learning, with the hope of fostering creativity, critical thinking, and independent learning. Improving the quality of education, especially in South Kalimantan, still faces various challenges. One of the most fundamental challenges is the strengthening of teacher competence. Based on various studies, many teachers still face difficulties in implementing curricula based on innovative approaches, such as Project-Based Learning (PBL), as well as in their professional development (Ministry of Education and Culture, 2020). In addition, another challenge faced is the limited budget for advanced training that can strengthen teacher competence.

Initial observations conducted at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru show different characteristics and challenges in the development of teacher competence in the two schools. At SMK Negeri 2 Banjarbaru, which has become a Center of Excellence Vocational School (PK), the implementation of technology-based learning and the Merdeka Curriculum is already running well. Based on the results of discussions with the Vice Principal of Curriculum, it was found that although the infrastructure and digital readiness are quite adequate, the main challenge faced is the limitation of funds for advanced training. This requires teachers to carry out upskilling and reskilling independently to keep up with curriculum developments and learning technology. Meanwhile, at SMK Negeri 4 Banjarbaru, there is a high spirit to improve the quality of education through strengthening and support from the principal. In an interview with the Vice Principal of Curriculum, it was revealed that the challenge faced is that the application of project-based learning models (Project-Based Learning) is not yet evenly distributed across all subjects. Some teachers are also not yet fully active in conducting reflective evaluations of the learning they perform, which impacts the consistency of teaching quality improvement.

In facing these challenges, it is necessary to design a teacher competence strengthening strategy that is more structured, sustainable, and contextual. Through a strengthening strategy, it can be used as a foundation for teacher competence along with the values of the Gawi Manuntung Philosophy, which means "work that must be completed until successful." This philosophy contains values of a high work ethic, persistence, and responsibility values that are very relevant in increasing teacher professionalism. By integrating this local philosophy into the teacher competence strengthening strategy, a more meaningful and contextual educational ecosystem will be created, in accordance with local needs and culture. Along with the implementation of the Merdeka Curriculum, which demands changes in the way of teaching and interacting with students, teachers are required to have higher competence, covering the 4 teacher competencies. Therefore, this study aims to explore more deeply the strategy of strengthening teacher competence through the Gawi Manuntung Philosophy which can be applied to improve the quality of education at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru.

Thus, this research aims to formulate a strategy for strengthening teacher competence in realizing quality education through the Gawi Manuntung Philosophy at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru. This research is important to explore the potential of local values as a foundation in developing teacher professionalism more deeply. The results of this study are expected to be a reference in designing teacher competency improvement policies that are adaptive and can be replicated in other education units, especially in the South Kalimantan region. The combination of national regulations and local wisdom becomes a synergistic approach to answer current educational challenges.

METHOD

This research employs a descriptive qualitative approach with a case study method, which was chosen for its relevance in deeply exploring the meaning, patterns, and processes of strengthening teacher competence in a holistic and contextual manner. The research sites are set at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru, involving research subjects consisting of school principals, vocational teachers, and general subject teachers. Data were collected through in-depth interviews, participant observation, and documentation studies to capture the complexity of social realities and naturally occurring interactions in the field.

Data analysis was conducted by linking teacher competence strengthening strategies through the integration of the Gawi Manuntung Philosophy meaning "work that must be completed until

successful" with the four core competency dimensions: pedagogical, professional, social, and personality. These strategies were also examined through the lens of B.F. Skinner's reinforcement theory, which includes positive reinforcement, negative reinforcement, and educational punishment. To ensure the validity of the findings, this study utilized data trustworthiness techniques to ensure that the results accurately reflect the dynamics of transformational leadership and a work culture rooted in local wisdom at both schools.

RESULTS AND DISCUSSION

Understanding the Gawi Manuntung Philosophy

In the lives of the Banjar people, the Gawi Manuntung philosophy is not only known as part of a hereditary cultural heritage but also as a life value that shapes the perspective on work and responsibility. In the educational environment, specifically at SMK Negeri 2 and SMK Negeri 4 Banjarbaru, this philosophy has grown and developed into a moral guide and a work attitude that is consciously internalised and implemented by teachers and school principals in every daily activity. The understanding of this philosophy varies in its delivery, yet it contains a strong common value: work must be done earnestly and completed to the end.

One informant, a vocational teacher from SMK Negeri 2 Banjarbaru, explained with a tone full of conviction that the meaning of Gawi Manuntung for them is very personal and embedded in their daily profession as an educator. They expressed that working must begin with a strong intention and be carried out until it is truly finished, without any element of being half-hearted. In their narrative, they emphasized that when a teacher begins a task, that task must be pursued earnestly until it is truly completed. There is no room for procrastination or leaving work halfway. This understanding reflects that the Gawi Manuntung Philosophy is not just a slogan displayed on school walls but has become the breath that animates the work ethos of teachers in that environment. This shows that values of integrity, discipline, and a high sense of responsibility have been formed within them, directly strengthening their personality and professional competence as a teacher.

Similarly, a general subject teacher from SMK Negeri 2 Banjarbaru also expressed a nearly identical view. According to them, Gawi Manuntung is a principle teaching that every job must be worked on until it is finished. This view underscores that the philosophy has formed a positive habit within them not to leave a job before it is done. In practice, they always ensure that the learning process they design runs sequentially and thoroughly, starting from the introduction and the core of the lesson to a reflective closing. This demonstrates that the Gawi Manuntung Philosophy has transformed into a concrete pedagogical guideline in daily teaching and learning activities. Completion is not only a work target but also a reflection of a personal commitment to providing quality educational services for students.

Meanwhile, from SMK Negeri 4 Banjarbaru, a general subject teacher stated that the Gawi Manuntung Philosophy is a teaching of life that trains someone to maintain commitment and complete tasks with full consistency. In their narrative, they emphasized that teachers must be able to maintain a regular work rhythm and not be easily disturbed by external factors that could hinder the completion of tasks. According to them, this philosophy greatly helps in building personal awareness that responsibility as a teacher is not only limited to administrative tasks but also involves moral aspects and professional ethics. From their perspective, it appears that the Gawi Manuntung Philosophy has encouraged the formation of strong personality competence while enhancing the ability to interact and collaborate with fellow teachers.

A vocational teacher from SMK Negeri 4 Banjarbaru added a very interesting perspective regarding this philosophy. They assessed that Gawi Manuntung is not only about completing work but also about sensitivity to time and anticipation of the possible emergence of new tasks. Therefore, they developed a habit of not procrastinating, even tending to complete tasks faster than the given deadline. This attitude reflects good time management mastery and shows that the Gawi Manuntung Philosophy has formed reliable professional competence within them. In their daily life, this teacher applies the philosophy in student practical activities, project mentoring, and school expo planning, where all processes are supervised in detail and carried out continuously until completion.

The principal of SMK Negeri 2 Banjarbaru also has a firm understanding of this philosophy. In their view, Gawi Manuntung means completing tasks to the end without leaving anything behind. If there is work that is not yet finished, then a reprimand is necessary as a form of control and institutional responsibility. This statement shows that at the managerial level, the Gawi Manuntung Philosophy has become a reference in building a work system that is disciplined and result-oriented. The principal actively instils this value in the teachers' work culture, both through habituation, coaching, and a continuous work evaluation system.

Meanwhile, the principal of SMK Negeri 4 Banjarbaru underlined that in the context of the Banjar language, the term Gawi Manuntung means that every job must be truly completed. They hope that all teachers in their school environment are able to internalise this value in every educational and teaching activity they perform. According to them, this philosophy is not just a tradition but a way of life and a form of responsibility that must be maintained together. As a school leader, they do not only convey this philosophy verbally but also provide an example through discipline, consistency, and continuous coaching for all school members.

By looking in detail at the narrative of each informant, it can be concluded that the understanding of the Gawi Manuntung Philosophy has become a strong foundation in shaping the work character of teachers and principals at SMK Negeri 2 and SMK Negeri 4 Banjarbaru. Values such as completing work, not procrastinating, being fully responsible, and upholding togetherness have become a work culture rooted in their daily lives. This philosophy does not only strengthen one aspect of teacher competence but reaches across all domains of pedagogical, personality, professional, and social competence in a comprehensive and integrated manner. Through this deep understanding, the Gawi Manuntung Philosophy has proven to be not only a source of local pride but also a driving force in building quality and meaningful education from local cultural roots.

Implementation of Gawi Manuntung Philosophy in Teacher Competence Strengthening Strategies

The Gawi Manuntung Philosophy serves as a fundamental principle applied by the Principal of SMK Negeri 4 Banjarbaru in school management strategies, particularly in the context of strengthening teacher competence. This philosophy is interpreted as a work culture emphasizing the completion of tasks thoroughly, on time, and not half-heartedly. The principal consciously shapes this work culture through strengthening strategies aimed at developing the pedagogical, professional, social, and personality competencies of teachers.

Positive reinforcement is carried out through a series of supports for the professional development of teachers, such as training, the development of learning communities, and providing space for teachers to actualize their self-potential. The principal consistently encourages teacher involvement in In-House Training (IHT) and various forms of online and offline training. This is intended to strengthen teachers' pedagogical competence so they are able to design relevant and contextual learning. The strengthening of professional competence is encouraged by giving teachers the freedom to attend seminars, webinars, or technical training without difficult bureaucratic restrictions. The principal also encourages teachers to use technology productively, such as utilizing gadgets to access training information and learning resources. In the social domain, the principal of SMK Negeri 4 Banjarbaru fosters a work atmosphere characterized by a sense of family and collegiality. Teachers at SMK Negeri 4 Banjarbaru are encouraged to share, discuss, and collaborate in completing work together. The attitude of reminding and helping each other has become a positive habit among educators.

Meanwhile, the strengthening of personality competence is instilled through the habituation of responsibility and discipline. The principal of SMK Negeri 4 Banjarbaru makes the Gawi Manuntung Philosophy the basic value in working. They emphasize that work that is not completed will impact the integrity of a teacher. Therefore, teachers at SMK Negeri 4 Banjarbaru are expected to complete all work at school and not bring it home so that the balance between work and personal life is maintained. Negative reinforcement in this context is not defined as punishment but as a correction aimed at fostering awareness and responsibility. The principal of SMK Negeri 4 Banjarbaru performs corrections through direct and relaxed reprimands if there are teachers who have not completed teaching materials or reported learning results. This correction is done not as a formal sanction but as a way to form a responsible work culture.

On the professional competence side, teachers at SMK Negeri 4 Banjarbaru who show a lack of initiative or are not yet active in self-development activities are not directly reprimanded but are given a signal by not being involved in external school activities. This sends an indirect message that participation and performance are the basis of trust. Social culture is strengthened by delivering collective evaluations in teacher meetings. If there are teachers who are less active in collaboration, they will be brought into a joint discussion to instill the value of teamwork and the importance of healthy social interaction in the work environment. In the personality aspect, lack of discipline or lack of commitment is usually corrected through a personal approach. The principal of SMK Negeri 4 Banjarbaru prefers a persuasive approach so that teachers can realize their roles without feeling humiliated in public. The approach to punishment at SMK Negeri 4 Banjarbaru is more educational in nature and aims to build awareness and responsibility. Punishment is not in an administrative form but in the form of consequences for actions. For example, teachers who have not completed their work are not given new responsibilities until the previous work is finished. This is a concrete form of the application of the "complete work" philosophy.

In professional competence, teachers who are less active are given a subtle reprimand or removed from the list of delegations for external activities until they show change. In the social aspect, teachers who do not participate in collective activities will be given greater responsibility in the next activity as a form of learning about the importance of togetherness. Regarding personality competence, the principal of SMK Negeri 4 Banjarbaru emphasizes that a culture of complete work is not only about results but also about self-value as an educator. Teachers who are inconsistent will be called to perform a reflection through a personal dialogue.

Principal of SMK Negeri 2 Banjarbaru

The Principal of SMK Negeri 2 Banjarbaru applies the Gawi Manuntung Philosophy with a consistent, firm, yet humanistic approach. This philosophy serves as the main guide in enforcing discipline, forming a work ethos, and directing all school policies that touch upon the improvement of teacher competence. The principle of complete work contained in Gawi Manuntung is interpreted as an attitude of completing all tasks to the end, without delay and without being done half-heartedly. For them, teachers who do not complete their tasks must be given a warning because responsibility in education is not just a formality but a moral mandate.

Positive reinforcement is done by providing space and trust to teachers who are able to show good performance. The principal of SMK Negeri 2 Banjarbaru provides the widest possible opportunity for teachers to attend training activities, seminars, or become mentors in extracurricular activities such as the Student Competence Competition (LKS). Active and responsible teachers no longer need to be strictly monitored because they have shown independence and a commitment to complete work. In addition, the principal of SMK Negeri 2 Banjarbaru also supports the development of a collective culture at school, where seniors set an example and juniors are encouraged to follow it. The work environment is built in an atmosphere of mutual respect and encouraging one another to complete work thoroughly. In this case, positive reinforcement becomes a strategy that strengthens all four teacher competencies simultaneously.

In the context of negative reinforcement, the principal of SMK Negeri 2 Banjarbaru takes a corrective role by giving reprimands to teachers who do not perform tasks as expected. Reprimands are given directly but remain in the spirit of coaching. Not only teachers but all school staff are monitored with a collective responsibility approach. Teachers who are late or do not complete work will be reminded and invited to reflect back on the values of complete work. Uniquely, the principal of SMK Negeri 2 Banjarbaru uses an indirect approach to strengthen discipline. For example, responsible teachers will no longer be strictly supervised, while those who are not yet finished will continue to be monitored and guided. This encourages teachers to voluntarily improve their work performance.

The punishment approach at SMK Negeri 2 Banjarbaru is carried out proportionally and educationally. The principal of SMK Negeri 2 Banjarbaru prefers coaching rather than administrative punishment. Teachers who do not complete their work will be re-tested informally, for example, by being asked to re-show their work results or provide a progress report. Teachers who are often late will receive a direct reprimand that is constructive in nature. The goal is not to humiliate but to instill professional responsibility and a sense of ownership toward the job. This

type of punishment has proven effective because it is done consistently within the framework of the already established school culture.

General Subject Teacher at SMK Negeri 2 Banjarbaru

The implementation of the Gawi Manuntung Philosophy in the strategy for strengthening teacher competence is also manifested in the daily practices of a general subject teacher at SMK Negeri 2 Banjarbaru. This philosophy is interpreted as a work principle that requires teachers to complete all forms of tasks thoroughly, from teaching materials to reporting learning results. This general teacher at SMK Negeri 2 Banjarbaru admits that the philosophy is already embedded in the school's work system and is strengthened by the leadership of the principal who supports and coaches teachers continuously. Positive reinforcement is given in the form of support for training and learning community activities. The general teacher at SMK Negeri 2 Banjarbaru mentioned that the school routinely conducts In-House Training (IHT) relevant to teaching duties. In addition, involvement in MGMP activities and cross-school learning communities also broadens pedagogical horizons.

The general teacher at SMK Negeri 2 Banjarbaru also stated that the training supported by the school is not only technical but also provides motivation to work thoroughly. Teachers who complete their work on time gain more trust from the leadership and are often involved in strategic school activities, such as curriculum development or student mentoring in competitions. In this case, the Gawi Manuntung Philosophy strengthens personality competence (through discipline and responsibility), professional competence (through training), and pedagogical competence (through the application of structured teaching practices). In the context of negative reinforcement, the general teacher at SMK Negeri 2 Banjarbaru mentioned that the approach used by the principal leans more toward being evaluative and collective. If there are teachers who have not finished preparing teaching materials or have not been optimal in learning, there will be periodic evaluations conducted by the school management.

Supervision is not repressive but serves as a means to reflect on responsibility. Teachers who show improved performance will gain more trust, while those who have not will continue to be coached and monitored. In the social domain, the general teacher at SMK Negeri 2 Banjarbaru stated that positive social pressure comes from peers who help each other and, at the same time, encourage each other to complete work together. The general teacher at SMK Negeri 2 Banjarbaru stated that the form of punishment applied at SMK Negeri 2 is not harsh or punitive in an administrative sense. However, teachers who are undisciplined or have not completed their work will receive a verbal reprimand or special mentoring. Additionally, teachers who do not meet expectations in their duties may not be directly involved in major activities until they show an increase in responsibility. The punishment is coaching-oriented and directed toward personal reflection on the duties and role as an educator. The general teacher at SMK Negeri 2 Banjarbaru also mentioned that the Gawi Manuntung Philosophy has formed a collective awareness to finish work and not take existing tasks lightly. This becomes the basis for the formation of personal integrity in daily work.

Vocational Teacher at SMK Negeri 2 Banjarbaru

The Gawi Manuntung Philosophy has become a very grounded work spirit for vocational teachers at SMK Negeri 2 Banjarbaru. This philosophy is understood not just as a slogan, but as a principle that guides teachers in performing duties with commitment and thoroughness. The vocational teacher at SMK Negeri 2 Banjarbaru understands Gawi Manuntung as a determination to complete all responsibilities from beginning to end and ensure that not a single learning objective is left behind. Positive reinforcement is applied consistently by providing opportunities for teachers to attend various trainings such as IHT, Upskilling, and Reskilling. The school provides full support in terms of both permission and funding if available. The vocational teacher at SMK Negeri 2 Banjarbaru stated that no competency improvement activities are hindered as long as they relate to professional duties. In its implementation, the results of the training are not just kept as administrative documents but are directly applied in learning and department activities. Teachers feel appreciated because they are given the space to apply their knowledge realistically.

The culture of mutual cooperation (*gotong royong*) is also a very palpable form of social reinforcement. In major activities such as the Year XII graduation, all teachers play an active role

without having to be asked. This creates a supportive work environment and strengthens social competence. Meanwhile, personality competence is strengthened through the habituation of discipline and punctuality. The school places discipline as a main pillar in carrying out all activities.

The vocational teacher at SMK Negeri 2 Banjarbaru admitted that if there are teachers who have not completed tasks or show poor performance, the approach taken is not direct punishment but informal supervision and coaching from the principal and peers. Teachers who are not yet active in teamwork will usually be involved in more activities, not to punish, but to form a habit of collaboration. In this context, negative reinforcement acts as a shaper of social and professional responsibility. Personality competence is also reinforced through healthy social pressure. Teachers feel ashamed if they do not show discipline because the school culture has instilled the importance of being a role model and taking responsibility. Punishment at SMK Negeri 2 Banjarbaru is not done in a harsh or demeaning way. Instead, teachers who do not complete their work will be given additional responsibility or asked to report their progress periodically. This becomes a constructive form of coaching.

In the professional aspect, teachers who are inactive might not be involved in external training until they show readiness. In the social domain, teachers who are less active will be included in committees to learn through direct involvement. In general, the punishment approach at SMK Negeri 2 Banjarbaru is done within the framework of building awareness. Teachers realize that working half-heartedly not only impacts the work results but also reflects a personal character that is not yet complete. Therefore, the Gawi Manuntung Philosophy continues to be instilled through reflection, role modeling, and collective habituation.

General Subject Teacher at SMK Negeri 4 Banjarbaru

The general teacher at SMK Negeri 4 Banjarbaru interprets the Gawi Manuntung Philosophy as a form of responsibility to complete all work thoroughly, without procrastinating, and carrying it out consistently from start to finish. For this general teacher at SMK Negeri 4 Banjarbaru, the philosophy is not just a motto but has formed a real and collective work culture at the school. Positive reinforcement of teacher competence is done through practice-based training such as In-House Training (IHT), involvement in teacher learning communities, and MGMP. Through these activities, teachers feel they are given space to learn, grow, and share best practices with colleagues. The principal's support is very palpable, especially when teachers are encouraged to be active in activities that promote professional development.

In social terms, positive reinforcement is reflected in a strong culture of mutual cooperation. Teachers help each other and fill in for each other when someone is unavailable. This strengthens solidarity among educators and provides real experience of solid teamwork. For personality competence, the general teacher at SMK Negeri 4 Banjarbaru stated that complete work is reflected in the commitment to complete all tasks, both academic and non-academic. Support from the principal encourages teachers to compile learning administration completely, on time, and accurately. Negative reinforcement is carried out in the form of disciplined work habituation and periodic evaluation. The principal does not provide direct sanctions but through monitoring and informal discussion. If there are teachers who have not completed their work, they will be reminded and invited to discuss solutions.

Evaluation is also done in a collective forum, such as teacher meetings, so that all parties can learn together from the constraints faced. This approach builds awareness that task completion is part of the work ethics as a teacher. In the social aspect, the general teacher at SMK Negeri 4 Banjarbaru stated that positive social pressure also acts as a reminder. When colleagues work hard, other teachers are pushed to also finish their tasks. Punishment in this context is not done harshly but through logical consequences of actions. Teachers who do not complete tasks or show sub-optimal performance will receive a personal reprimand or not be involved in certain strategic activities.

However, the general teacher at SMK Negeri 4 Banjarbaru also mentioned that the principal's approach highly prioritizes the human side. Instead of punishing, the principal prefers to provide opportunities for teachers to improve themselves. In the personality context, punishment in the form of moral correction becomes a strength in itself. The general teacher at SMK Negeri 4

Banjarbaru realizes that not finishing work is a reflection of a lack of responsibility, and the strong school culture helps form that awareness.

Vocational Teacher at SMK Negeri 4 Banjarbaru

The vocational teacher at SMK Negeri 4 Banjarbaru understands the Gawi Manuntung Philosophy as a principle to work with earnestness and thoroughness. This philosophy is not only understood as a local teaching but has become a life value integrated into the learning process, professional responsibility, and social interaction in the school environment. This teacher interprets that work that is delayed or done half-heartedly is not only technically detrimental but also reflects a lack of personal commitment. Positive reinforcement of teacher competence is actively carried out by the school. Teachers are given access to attend MGMP, IHT, and various training courses. The results of these trainings do not just become theoretical knowledge but are directly applied in the learning process, in the laboratory, and in out-of-class activities. Professional strengthening is also seen from the support for Upskilling and Reskilling activities. The vocational teacher at SMK Negeri 4 Banjarbaru stated that these activities are very helpful in creating teaching media and materials, as well as preparing department activities such as the Expo. The involvement of teachers in these activities is proof that their competencies are truly developing in an applicable way.

In social terms, the involvement of all school members in activities like the Expo strengthens teamwork and cross-field collaboration. Everyone is involved from the preparation stage to implementation, which simultaneously strengthens collective responsibility. Meanwhile, in personality, the vocational teacher at SMK Negeri 4 Banjarbaru emphasizes the importance of punctuality and consistency in teaching. Discipline is the key in carrying out the Gawi Manuntung Philosophy. The vocational teacher at SMK Negeri 4 Banjarbaru mentioned that if delays or incompleteness occur in the execution of tasks, the approach taken is corrective and humanistic. The principal and colleagues will provide reminders in a subtle and constructive way. Feedback is given in a supportive atmosphere, not a demeaning one. The vocational teacher at SMK Negeri 4 Banjarbaru also realizes that negative reinforcement in this school is more in the form of encouragement from the social environment. When seeing colleagues who are enthusiastic and responsible, other teachers feel pushed not to be left behind.

Punishment at SMK Negeri 4 Banjarbaru is carried out educationally. Teachers who have not finished tasks will usually be coached informally, either by the principal or by peers. The vocational teacher at SMK Negeri 4 Banjarbaru mentioned that the principal's approach highly emphasizes the human side and the opportunity to improve oneself. If there is a lack of involvement in social activities or delays in preparing teaching materials, the teacher will be given greater responsibility as a form of learning. This is simultaneously a reflection of the Gawi Manuntung Philosophy, which teaches that every task is a mandate that must be completed until the end. The vocational teacher at SMK Negeri 4 Banjarbaru suggests that the Gawi Manuntung Philosophy should not only be a motto but should continue to be applied in daily work habituation at the school. They hope that all parties, including management and teachers, continue to strengthen the commitment to make this philosophy a collective work culture.

Supporting and Inhibiting Factors in the Implementation of Teacher Competence Strengthening Strategies through Gawi Manuntung Philosophy

The application of the Gawi Manuntung Philosophy in strengthening teacher competence at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru is carried out through reinforcement strategies including positive reinforcement, negative reinforcement, and the provision of educative punishment. Each of these strategies has its uniqueness in implementation, depending on the social context, teacher character, and leadership style at each school. The following is a detailed narrative based on the results of in-depth interviews with each informant. In the practice of positive reinforcement, the principal of SMK Negeri 2 Banjarbaru prioritizes role modeling as a strategic foundation. They believe that a leader who is able to complete tasks thoroughly will be a real example for their teachers. Support in the form of involving teachers in training and seminars is also an important part of this strategy. Teachers who show commitment and discipline are given the trust to represent the school in external forums.

However, the application of positive reinforcement does not always run smoothly. The principal of SMK Negeri 2 Banjarbaru admits there are character differences among teachers that

affect their response to this strategy. Some teachers require a longer adaptation process because they are not used to a culture of complete work that is consistently applied. In terms of negative reinforcement, the principal chooses a reflection-based supervision approach. Teachers who show good performance are no longer strictly supervised as a form of appreciation for their independence. Conversely, teachers who still need guidance will continue to be accompanied in a coaching way. This strategy is aimed at fostering an internal sense of responsibility. Nevertheless, the effectiveness of negative reinforcement depends on the teacher's ability to reflect on their actions. Some teachers are less sensitive to signals of reduced supervision and fail to use it as motivation to grow. Meanwhile, educative punishment is applied in the form of verbal reprimands delivered through empathetic communication. The principal of SMK Negeri 2 Banjarbaru explained that if a teacher does not complete a task, they will be reminded directly by emphasizing that a teacher's job is not just a routine but a moral mandate. While this approach is considered effective by some teachers, there are also those who feel uncomfortable if correction is given openly.

The positive reinforcement strategy at SMK Negeri 4 Banjarbaru is implemented through the habituation of an active learning culture. The principal of SMK Negeri 4 Banjarbaru actively encourages teachers to attend training, seminars, and other self-development activities. They provide freedom and space for teachers to grow according to their interests and potential. They even facilitate the search for online training as a form of commitment to teacher competence development. However, obstacles arise from the diversity of teacher characters and motivations. Not all teachers immediately respond to this strategy with the same enthusiasm. Some require time and a personal approach so that the value of complete work can be truly instilled.

In terms of negative reinforcement, the principal of SMK Negeri 4 Banjarbaru performs corrections through collective meetings and discussions. Teachers who have not been optimal in preparing teaching materials or show incompleteness in work will be reminded through a joint forum. This approach is done in a relaxed and non-intimidating way to maintain a comfortable working atmosphere. Even so, there are challenges when the teacher being corrected is sensitive and perceives criticism as a form of dislike rather than as a coaching effort. Educative punishment is applied subtly through additional assignments or delaying involvement in strategic activities. If there is a teacher who does not complete their task, they are not given a new responsibility before the previous task is completed. This is a subtle yet firm way of reminding the teacher that their professional journey is defined by the quality of their "Manuntung" (completion).

Regarding supporting factors, the teacher emphasized that the school's digital infrastructure and the availability of professional learning communities (MGMP) serve as a backbone for competence strengthening. The principal's approachable leadership style makes teachers feel safe to express their difficulties, which in turn facilitates better problem-solving. On the other hand, the inhibiting factors identified include the high administrative workload, which sometimes overlaps with teaching hours. This pressure can occasionally hinder a teacher's ability to focus entirely on the "Gawi Manuntung" spirit, as they are forced to juggle multiple "incomplete" tasks simultaneously. The supporting factor for this teacher is the strong alignment between vocational programs and industrial needs. The school provides significant support for teachers to obtain industrial certifications. This external recognition acts as a form of positive reinforcement that boosts teacher confidence.

However, the inhibiting factor is often the gap in technical skill levels among various teachers. Some senior teachers may find it more challenging to adapt to new technologies compared to younger staff. This requires a more patient and tiered reinforcement strategy from the school leadership. For this teacher, the supporting factor is the high level of peer solidarity. When one teacher struggles to complete a module, others voluntarily step in to help. This collective implementation of "Gawi Manuntung" makes the workload feel lighter and more achievable. The inhibiting factor mentioned is the occasional lack of synchronization between national curriculum changes and local school preparedness. Rapid changes often require teachers to "restart" their work before it is fully "Manuntung," causing a sense of frustration.

The primary supporting factor is the enthusiasm of the students and the successful execution of school projects like the Expo. Seeing the final results of their hard work serves as the ultimate

positive reinforcement for vocational teachers. The inhibiting factor remains the limited budget for high-cost laboratory materials and external specialized training. Without sufficient resources, teachers sometimes feel they cannot achieve the "perfect completion" they desire in their practical instruction. The study demonstrates that the "Gawi Manuntung" philosophy serves as a powerful ethical foundation and work ethos that significantly strengthens teacher competence across four dimensions: pedagogical, professional, social, and personality. By internalizing the principle of "completing work to perfection," teachers at SMK Negeri 2 and SMK Negeri 4 Banjarbaru exhibit higher integrity, better lesson planning, and a stronger commitment to lifelong learning through professional training. This cultural approach transforms administrative duties into a moral responsibility, fostering a disciplined habitus where educators act as consistent role models for their students within a harmonious and collaborative school environment.

The implementation of this philosophy is effectively managed through a reinforcement strategy encompassing positive reinforcement, negative reinforcement, and educative punishment which aligns with Skinner's behavioral theory and transformational leadership. Principals play a crucial role as visionaries and role models, providing support and autonomy to high-performing teachers while offering constructive, humanistic guidance to those needing improvement. Ultimately, integrating local wisdom into school leadership proves more effective than purely structural approaches, as it creates a sustainable and meaningful educational ecosystem rooted in the local cultural identity of South Kalimantan.

CONCLUSION

Based on the research results at SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru, it can be concluded that the strategy for strengthening teacher competence through the Gawi Manuntung philosophy has become an integral part of the schools' work culture and is in line with the purpose of the study. The values of Gawi Manuntung, which emphasize completing tasks thoroughly, responsibility, discipline, hard work, loyalty, and togetherness, are reflected in the leadership of the school principals, the behavior of teachers, and the overall school work climate. These strategies are implemented through leadership role modelling, internal communication, trust building, moral rewards, training, personal coaching, informal discussions, and collaboration among teachers. Although several obstacles were found, such as limited funding, different levels of understanding of the meaning of Gawi Manuntung, and teachers' heavy workloads, this local philosophy has proven to encourage the improvement of pedagogical, professional, personal, and social competencies in a meaningful, contextual, and sustainable manner.

Based on these findings, future research is recommended to examine the implementation of the Gawi Manuntung philosophy at broader school levels and in wider regional contexts to obtain a deeper understanding of its effectiveness in strengthening teacher competence. For practitioners in the field, especially school principals and teachers, the values of Gawi Manuntung should continue to be internalized through a consistent work culture, constructive coaching, teacher collaboration, and well directed professional development activities. For policymakers, the results of this study can serve as a basis for designing teacher competence development programmes that are not only based on structural policies but also consider local wisdom as a strength of school culture. Policy support, training funding, and clear implementation guidelines based on local values need to be strengthened so that teacher competence development can be carried out more systematically and sustainably.

ACKNOWLEDGEMENTS

The author expresses sincere gratitude to God Almighty for the guidance and strength given throughout the completion of this research. Deep appreciation is extended to the principals, teachers, and school communities of SMK Negeri 2 Banjarbaru and SMK Negeri 4 Banjarbaru for their support, cooperation, and valuable contributions during the research process. The author also thanks the academic supervisor, family, colleagues, and all parties who provided guidance,

encouragement, and assistance. May this research contribute to the strengthening of teacher competence and the development of meaningful school culture based on local wisdom.

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