The Effectiveness of Boarding School-Based Principals Social Competence on School Environment Welfare at Islamic Junior High Schools

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Abstract. The objective of this study was to find out boarding school-based principals social competence whose programs and policies influenced school environment welfare improvement in all aspects of life at SMP Islam Al Abidin Surakarta and SMP Insan Cendekia Mujtaba'Sukoharjo. The research method used in this study was a qualitative approach with descriptive research approach. The data in this study was collected through interviews, observations, and documentation. The data was analyzed using Miles, Hubermen, and Sardana Model covering data collection, data simplification, data presentation, and drawing conclusions. The results of the study showed that the success of the leadership of boarding school-based principals was greatly influenced by the social competence they possessed. It was supported by several important factors that have been carried out. 1) Establishing cooperation with related parties for the progress of the school. 2) Communicating effectively, and managing emotions well in solving all school problems. 3). Actively participate in community social activities 4) Have social sensitivity to the conditions and needs of the school environment. The effectiveness of the boarding school-based principals social competence on school environment welfare had very large influence on improving the welfare of the community in all aspects. It was indicated by many economic activities of the neighborhood. Community businesses include food stalls, groceries, photocopying, stationery, laundry, online motorcycle taxi services, counters and others, thus strengthening the harmonious relationship between school residents and the surroundings.

Keywords: Boarding school, Principal, Social competence, School management.

1. INTRODUCTION

The existence of boarding schools and communities are two inseparable entities, as they both influence each other. Most boarding schools develop from community support, and in simple terms, the emergence or establishment of boarding schools is a community initiative both individually and collectively (Mashuri, et al., 2023). Vice versa, social change and social welfare in community are the characteristics of pesantren activities in education and society. Based on such conditions, pesantren become a reflection of community thinking in educating and making social changes (Watdani, Saputra, Mustamar, 2020)

Boarding school as an alternative educational system is considered as the most effective educational modification to prepare a morality-based future society based on faith, devotion, and akhlakul karimah(Sutarja et al. 2024). Boarding schools are characterized by curriculum integration between the pesantren and madrasah/school curriculum (Muna & Awaliyah, 2021). The pesantren curriculum is applied based on the needs of students at each level with four mandatory core focuses, namely: tahsin Quran, tahfizh (recitation of the Qur'an), language programs such as nahwu, shorof, Arabic and English conversation and khot, yellowIslamic books covering tawhid, fiqh and morals (Legistia, 2018). The mandatory system of students living in dormitories (boarding school) provides an opportunity for teachers to maximize training students in the discipline of worship and learning, training responsible, honest, independent, simple, respect for others, and several other important characters (Annas & Mas, 2022)

The development of boarding school-based schools cannot be separated from the school principal's role as a leader, manager, and decision maker(Ashfahany et al. 2023). The duties and responsibilities are a great divine mandate(Nirwana AN et al. 2024). The principal as a leader is responsible for everything to Allah SWT and also accountable to all school components. Rasulullah SAW in the hadith narrated by al-Bukhari from Abdullah ibn Umar.

عن عبد الله بن عمر رضي الله عنهما: أن رسول الله صلى الله عليه و سلم قال: ألا كلكم راع وكلكم

مسؤول عن رعيته فالإمام الاعظم الذي على الناس راع وهو مسؤول عن رعيته والرجل راع على

أهل بيته وهو مسؤول عن رعيته والمرأة راعية على أهل بيت زوجها وولده وهي مسؤولة عنهم

وعبد الرجل راع على مال سيده وهو مسؤول عنه ألا فكلكم راع وكلكم مسؤول عن رعيته

Meaning: "Abdullah bin Umar RA said that the Messenger of Allah (SAW) had said, "Be aware: all of you are leaders (custodians) and are responsible for their people. The leader will be held accountable about the people he leads. The husband is the leader of his family and will be held accountable for the family he leads. The wife is the caretaker of her husband's house and children. The slave is the custodian of his master's property and he is held accountable for it. So realize that all of you are leaders and will be held accountable for what you lead" (Abu 'Abdillah Muhammad ibn Ismail al-Bukhari).

Boarding schools as educational institutions require leaders with social competence to make the school

academically qualified and contribute to the welfare of the school environment. The Center for Creative Leadership states that a good leader includes ten skills: integrity, ability to delegate, effective communication skills, self-awareness, gratitude, learning agility, influencing skills, empathy, courage and respect (McCauley & Velsor, 2004; Gustari, 2022). Therefore, as a formal organization, the principal holds responsibility for performance(Faisal Purnomosidi, Nirwana AN, and Butlam 2024). Leaders have to take responsibility for the group they lead. Leaders may decide to choose accountability based on decisions in which subordinates participate, or accountability based on decisions that are made (Gordon, 2014).

In carrying out their leadership duties and responsibilities, boarding school principals are required to be able to understand, appreciate, and explore the different mental conditions of the school community and its surroundings (Siahaan & Th, 2020). The school members have their own capacities and capabilities, so that the leader must continue to explore and develop the quality of understanding of these diverse people with the perspective of Islamic psychology or prophetic psychology (Al-Banjari, 2008). Wahjusumidjo (2010) stated that the principal as a leader is required to have appropriate strategies to improve the professionalism of education personnel in his school to achieve school goals, create a conducive school climate, provide encouragement to all education personnel and so on(Muhtar Arifin Sholeh et al. 2023). Principals must also instill, promote and improve four values, namely mental coaching, moral coaching, physical coaching, and artistic coaching (Astuti, 2022).

The role of the principal as a leader and manager requires the principal to possess competencies that fulfill the standards, particularly in social competence. Social competence is the school principal's ability as part of the community to communicate and associate effectively with students, teachers, parents/ caregivers of students, and the local community (Stronge & Xu, 2021). Social competence is the school principal's ability as part of the community who at least has an appropriate ability to communicate orally and in writing using communication and information technology functionally, to get along effectively with students, teaching staff, parents/caregivers of students, and to get along politely with the society (Mulyasa, 2007; Özerk, Özerk, & Silveira-Zaldivar, 2021).

For principals, communication activities are intended to provide a number of benefits, among others, to deliver school programs that can be well understood by teachers, staff, students, and the community, to understand others, their ideas can be accepted by others, and to be effective in moving others to do something (Daryanto, 2011). Through social competence, the principal will be able to maintain the solidity of the team work, overcome internal conflicts among school stakeholders and build internal relationships with all school residents and external relationships with the community in general (Sandvik, et al., 2024). School principal can maximize his role in guiding teachers and students through optimizing his social competence. As stated by Harun (2009) that the role of the principal as an educator has seven aspects of its performance, namely: achievement as a teacher, the ability to guide teachers, the ability to guide employees, guide students, develop staff, keep up with the development of science and technology, and set a good teaching example(Hartafan, Nirwana AN, and Marheni 2024). With social competence, principals can build a conducive work environment (Kilag, et al., 2023).

The fact shows that there are still boarding school principals having ineffective social competence. The phenomena that happened were: Principals rarely involve themselves in overcoming problems faced by teachers and students in teaching and learning activities; Principals are less optimal in cooperating with other agencies, related institutions to support successful school programs; Principals are less sensitive to the conditions and needs of the community, less participated in social activities; and the lack of involving surrounding communities in school development so that the existence of the school has not been able to contribute to the welfare of its environment

Based on the results of preliminary observations at MTs Pondok Pesantren Darul Hijroh Canden Polokarto and Darul Hijroh Boarding School, Tawangsari Sukoharjo, PPTQ Al Bayyan, Tawangsari Sukoharjo, the researcher found some issues related to the social competence of boarding school-based principals, among others: (1) Some policies made by principals that were not in favor of cross-subsidizing school profits with the community. It indicated that the principal was less sensitive to the conditions and needs of the community. (2) Decisions related to school programs were still not perceived to address all stakeholder aspirations at school(Arfan et al. 2024). It indicated that the principal was less able to accept suggestions and criticisms from stakeholders in the institution; (3) The principal was less concerned about the achievement progress and appreciation of teachers' and students' achievements at school directly. 4) Principals were incapable of building good communication, lack of universal understanding of social competence both related to teamwork skills, and lack of building effective communication with school and community members, especially in matters that can provide welfare to the school environment(Rajiani et al. 2023).

Giwangsa's research (2019) shows that the principal's social competence in establishing good relationships with internal and external school stakeholders was through implementation of various activities. The activities held for internal stakeholders included: Formal meetings of teachers and education staff, MOPDB (New Students Orientation Period), and family gathering. While the activities held for external school stakeholders, among others: Parent/guardian meetings, festivities of Maulid Nabi, and art performances (pensi)(Masduki, Suwarsono, and Teguh Budiarto 2024). School principals' social competence in organizing social community activities, among others: Charity activities, donations for living expenses or basic food, medical care, tuition support, death assistance and participating in community activities(Jumadi and Priyana 2016).

This study chose two schools that serve as models of the implementation of boarding school-based principals' social competence to improve school environment welfare, namely Al Abidin Islamic Junior High School in

Surakarta and Insan Cendekia Mujtaba' Junior High School in Sukoharjo(Shohib et al. 2024). There were some reasons for choosing these two schools as the roalmodel in this study: 1) both schools are boarding school-based junior high schools. 2) both schools are large and well-known boarding schools in Surakarta and Sukoharjo. 3) both schools have principals with good social competency standards. 4) have a positive contribution to improving the welfare of their surrounding environment(Undari, Muthali'in, and Prasetiyo 2022). Therefore, this study was conducted to: 1) Finding the social competence of boarding school-based principals at Al Abidin Islamic Junior High School in Surakarta and Insan Cendekia Junior High School in Sukoharjo in the 2022/2023 academic year; 2) Finding the effectiveness of the social competence of boarding school-based principals on school environment welfare at Al Abidin Islamic Junior High School in Surakarta and Insan Cendekia Mujtaba' Junior High School in Sukoharjo in the 2022/2023 Academic Year.

2. LITERATURE REVIEW

A principal must have social competence as one of the competency standards he must have. The explanation of Government Regulation No. 14 of 2005 concerning National Education Standards states that social competence is the ability of educators as part of the community to communicate orally and written, use communication and information technology functionally, engage effectively with students, other educators, education staff, parents or students' caregivers and interact politely with surrounding communities(Hidayah et al. 2023). Social competence has a close relationship with social adjustment and the quality of interpersonal interactions (Wang & Liu, 2021). Meanwhile, Ross-Krasnor in Denham, et al. (2003) defines social competence as effectiveness in interaction, the result of regular behaviors that fulfill developmental needs in the short and long term

To establish a good relationship with other school members, the principal must establish good communication because by communicating one can obtain new information and have a sense of familiarity(Pasha and Gumay 2023). The principal's relationship with teachers and staff remains well maintained without any gap between superiors and subordinates (Frahm & Cianca, 2021). In addition, the principal also organizes activities for teachers and staff(Elbanna 2025).

The important role of the principal's social competence lies in two things, namely first, the personal role of the principal who lives in the community to be in harmony (Suharyanti, 2024). For this reason, a boarding school-based principal needs to have the ability to mingle with the community, this ability includes being able to mingle politely, flexibly with the community through sports, religious, and youth activities, arts and culture(Budiono et al. 2023). According to Uno (2024), human relationship skills are dexterity to place oneself in a work group. Communication skill is also able to create job satisfaction on both sides(Taufik, Lestari, and Ashfi Raihana 2023). Human relationship creates a cooperative atmosphere and human contact between the participants

As top leader in management hierarchy, more than half of school principal's routine activities are related to humans. The people who occupy the central position are often described as 'the man behind the gun', meaning that it is the humans who control the weapon (Bafadal, Sobri, Nurabadi, 2017). Without having the ability in human relationship, group of cooperation is unlikely to be established harmoniously (Subni, 2024). Among other things, these human relationship skill is reflected in self-positioning in the group, the skill of satisfying subordinates, an open attitude to work group, the ability to gain favor through hospitality and appreciation of ethical values, equal distribution of tasks and responsibilities, good faith, fairness, respect, and appreciation of others (Danim, 2009)

Some previous research shows the urgency of principals' social competencies, among others, Goss, Hunter, Romanes, and Parsonage (2015) showed that the development of principals' competencies was necessary to lead change and improve teaching practices. Governments and governance systems need to reinforce teachers' and principals' capacity to target instruction and monitor student progress(Hanifah Kusumastuti, Imron Rosyadi, and Rizka 2023). Principal capacity enhancement is critical to the whole school program, which is one of the national professional standards for principals in Australia(Thoyib, Jinan, and Hidayat 2023). The Australian Institute for Teaching and School Leadership - AITSL (2011) also suggested that governments should invest in developing principals' capacity to improve the quality of targeted instruction in each classroom

Ibara (2014) emphasized the need to appoint skilled personnel with appropriate competencies as principals in Nigeria, and criticized current practice of using teaching experience as the primary benchmark for principal appointment(Sholeh et al. 2024). A systematic professional development program for school principals should be developed to enhance the effectiveness of school administration(Nirwana, Arfan, et al. 2024). Collaboration was the key to success and being critical, analytical and creative would make a distinctive school leader (Pongtorn, et al., 2014). On the other hand, the reality of a principal's role was assessed and observed by superiors, teachers, students, peers, parents and the community(Muthoifin, Hamid, et al. 2024). In fact, it was quite often that the goodness and weaknesses of the principal were widely commented by community, therefore it was necessary for a principal to ask for opinions from teachers, staff, students and peers about his daily performance both at school and in the community and immediately utilized the opinions or criticisms to improve himself(Rhain et al. 2024).

To develop the social competence of Boarding School-based principals, there are several activities that can be utilized, namely: education and competency development training both regularly and incidentally depending on the situation and objectives to be achieved, training that can arouse social sensitivity and cultural wisdom, sharing experiences through forums that can be a form of mutual reflection, and the preparation of programs and activities regularly at school (Sudibyo, 2008)

In addition, some activities as a means of improving the Boarding School principal's social competence such as: Identifying the need to develop social competence or social sub-competence. The outcome is used to design collaborative programs among principals and teachers within the school, among teachers and principals in one sub-rayon or rayon, as well as among teachers, principals and the surrounding community; Conducting collaborative activities among principals, especially both in one sub-rayon, the nearest rayon on a programmed basis in order to develop schools in general and the development of principal competencies in particular; Implementation of Boarding School-based principal competency development in particular is carried out with the assistance of consultants or technical assistance from experts, so that school development will run in balance on all aspects(Ali et al. 2025). After the implementation of social competency development activities, it is necessary to reflect collaboratively with other school principals both based on the same and non-Boarding School, as well as with staff, teachers and community(A.N. et al. 2024). The final report on the implementation of this activity can be presented in a useful scientific forum (Murdiyono, 2012)

3. METHODS

The approach used in this study is a qualitative approach. The object of this research is the effectiveness of the social competence of boarding school-based principals at Al Abidin Islamic Junior High School in Surakarta and Insan Cendekia Mujtaba' Islamic Junior High School in Sukoharjo on school environment welfare in the 2022/2023 academic year. Data were collected through interviews, observation and documentation.

The data analysis technique used in this research is the Interactive Analysis Model by Miles and Huberman which proposed that the motivity in qualitative data analysis was carried out interactively, and took place continuously at each stage of the research until it was complete and the data was full (Sukmadinata, 2007). Activities in data analysis included data reduction, data display, and conclusion (Durkheim, 1961). Data credibility testing or trust in qualitative research data was conducted by extending participation, diligent observation and triangulation.

4. FINDINGS AND DISCUSSION

The social competence of boarding school-based principals at Al Abidin Islamic Junior High School Surakarta is in accordance with the National Education Regulation of the Republic of Indonesia Number 13 of 2007, concerning Principal/madrasah Standards which includes: a). Cooperating with related stakeholders for the sake of the school; b). Participating in social community activities; c). Having social sensitivity to school members and neighboring communities; d) Educating teachers and students through social activities

Some approaches used by the principal of Al Abidin Islamic Junior High School Surakarta to improve his social competence and encourage public participation, namely: Understanding problems experienced by school members and the community, describing problems by connecting to the resolution of these problems, involving community, parents, and school committee in school programs and social activities, promoting the principles of tolerance and multiculturalism in social life; Identifying community leaders who are able to influence the surroundings in school activities, identifying school needs that require the participation of the community, parents and school committee; Establishing effective communication with the community and parents; Choosing appropriate times to involve the community and parents in accordance with social conditions and development; Transparency between the school, community, and the parents so that there are no different perceptions about the school.

It was proven by the existence of formal meetings with community leaders, student guardians and local religious leaders to discuss several school programs at committee meeting. School transparency with the community and student caregivers was manifested through the APTA (Al Abidin Parents Teachers Association) program, where the school and community could exchange information and communicate various matters about school. In addition, each class conducted regular meeting and attended by the Principal or school representative(Ardiansyah, Mahmudulhassan, et al. 2024). The meetings included program socialization, feedback and motivation, and Islamic studies. Most school committee members were class representatives, community leaders and religious leaders(Muthoifin, Abuzar, et al. 2024). Committee meetings were carried out once every three months. The procedure for delivering feedback and input from parents was through the school committee.

Boarding school-based principal needed to have stronger social competence in carrying out their duties as leaders. The principal was skilled in cooperating with other stakeholders, building networks in order to mutually provide benefits to the school, able to play an active role in informal school activities, community institutions, and act as a problem finder and as a problem solver in the school environment, creative, able to understand problems and offer solutions to these problems by not forgetting to involve religious leaders, the community, local government officials and other related parties (Restelwan, 2022)

The social competence of the principal of SMP Insan Cendekia Sukoharjo had been excellent. It was indicated through the principal's response in dealing with internal problems such as misunderstandings in running the school program or teachers' inconsistency in carrying out their main duties and functions. The principal looked for solutions together to solve any problems and made a commitment to work together in performing each task. Communication among the principal, teachers and staff has always been well established(Ardiansyah, Waston, et al. 2024). They also showed a good sense of sympathy by always contributing to employees who were hit by a disaster, providing compassion, praying for and giving advice to employees who had just recovered from illness to always maintain good health(An et al. 2025). The principal also always invited parents to discuss various

problems faced by students to find the best solution(AN et al. 2024). The principal also participates in activities carried out in the school environment, takes the time to just chat with administrative staff and conducts training for teachers and administrative staff so that there is good cooperation and communication between them(Sukisno et al. 2024). The principal's communication with students was fairly interactive and aspirational, the principal was very friendly and warm with students at school(Suwarsono et al. 2024).

In order to strengthen social competence, the principal needs to have two important things, first, it lies in the personal role of the principal who lives in the community (Rimawati, 2019). For this reason, a principal needs to have; 1) The ability to communicate effectively in order to convey all school information well and clearly to school members, committees and community members at large. He is also able to mobilize and contribute to the welfare of the school environment (Stronge & Xu Xu, 2021; Amin, 2022). 2) Having high soft skills to be able to get along with people with a diverse range of educational, social, character, age, gender and organizational backgrounds (Oguejiofor, Igbokwe, & Amaeze, 2022). The competence covers the ability to get along in a polite, flexible, and tolerant manner with the community (Oguejiofor, Igbokwe, & Amaeze, 2022). It could be carried out through sports, social, religious and youth activities, arts and culture and other competitions (Ferdinan, et al., 2024). Sociable flexibility must be acquired by the principal of a boarding school in addition to being the principal as well as a role model as a religious figure. Research by Warman, Sumantri & Soeoed (2014) showed that boarding school principals who have strong and high social competence will more easily resolve differences in values with the community well so as not to hinder the educational process and the development of educational institutions they lead(Sukisno et al. 2024). With good relationships with the community, school principals can accelerate efforts to develop the quality of education easily because they always get support from the community and are able to accelerate the economic movement of the community so that it affects the improvement of the welfare of the school environment.

In leading a boarding school-based institution, the principal establishes good relations with all school members, both teachers, education personnel and all other existing employees. So that educators, education personnel and employees become more active both in carrying out their main duties as teachers and other additional duties(Marthoenis, Nirwana, and Fathiariani 2019). The impact is that the school develops more progressively because of the good cooperation of the principal, teachers and education personnel (Ayunisyah, Harmi, & Asha, 2022; Daud, 2023). Cooperating with other stakeholders is closely related to social competence because any principal needs to be able to establish good relationships with all communities related to the school for the progress of the school(Wahid et al. 2023). So, the social competencies that principals must have include cooperation, participating in social community activities, having social sensitivity to other people or groups (Firman & Santoso, 2023)

School cooperation is a form of relationship between the school as an organization and the community within the organization and also the community outside the organization. Within the school there is an organizational structure, starting from the principal, vice principal, teachers, staff, school committee and students(Mahmudulhassan et al. 2024). Inside the school there are curriculum and lessons, costs, facilities and other things that must be planned, implemented, led, and supervised (Amini, Pane, Akrim, 2023). Rimawati's research (2019) showed that the social competence possessed by the principal was evident in community participation. Community participation is closely related to cooperation with several stakeholders. Cooperation with several stakeholders is not only with educational institutions but also with many agencies to support activities at school(Anwar et al. 2024). A boarding school-based principal is also required not only to participate in office activities, but also to be actively involved in various activities outside of office hours and affairs(Waston, Wiranto, et al. 2024). It is intended that the principal can build familiarity with the surroundings. Principal participation in social activities is the involvement of the principal in a particular group (Ridho, 2019)

The relationship between school and community are: 1) The school is a partner of the community in carrying out its educational function. In this context, both school and the community are recognized as potential centers of education and have a functional relationship; 2) School as a procedure that serves the impression of educational messages from its surroundings; 3) The community participates in establishing and financing schools, providing school needs through community production efforts so that there are cross-profit subsidies; 4) The community plays a role in overseeing education so that schools continue to help and support the ideals and needs of the community (Maimunah & Mardinah, 2019); Communities that participate in providing educational venues such as museum buildings, libraries, art stages and so on; Communities that provide various resources for schools; Community as a source of lessons or laboratories where learning such as natural aspects, industry, housing, transportation, gardening, mining, and so on (Kompri, 2017). Principals as social beings must also have social sensitivity to others, meaning that the principal acts as a problem finder in the school environment, creative and able to offer solutions, involving religious, community and government leaders, being objective and impartial in resolving internal conflicts, being able to be sympathetic / tolerant of others and being able to be empathetic to others(Nirwana, Suri, et al. 2024). Principals who have social sensitivity must be responsive to the problems faced by themselves and others for whom they are responsible. To be sensitive to other people's problems, principals must instill empathy in themselves (Rahmadani, 2020). Based on Permendiknas No. 13 of 2007 concerning School/Madrasah Principal Standards, having social sensitivity to other people or groups, among others: Able to explore problems from the school environment (acting as a problem finder); Able and creative to offer solutions (as a problem solver); Able to involve religious, community, and government leaders in solving institutional

problems; Able to be objective/ impartial in resolving internal school conflicts; Able to be sympathetic/ tolerant towards others; Able to be sympathetic/ tolerant towards others

Social competence of the boarding school-based principal was very influential in improving the welfare of the school environment both at Al Abidin Islamic Junior High School in Surakarta and at Insan Cendekia Mujtaba' Junior High School in Sukoharjo. It was characterized by the many economic activities of the surroundings, such as the growth of food stalls, grocery stores, photocopying, stationery stores, rental house services, loundries, and street vendors around schools(Waston, Muthoifin, et al. 2024). The local community was also prioritized in the recruitment of teachers, education personnel, and employees along with principle of professionalism, so that the schools provided employment opportunities for local residents, which directly improved school environment welfare. Likewise, there was scholarship program services for underprivileged surrounding communities, namely a 50 percent discount on school fees. Orphans would get a 100 percent scholarship by being accommodated to the location at the special Tahfidz Al Abidin Islamic Boarding School in Kalijambe, Sragen, Central Java. With the increase school environment welfare, a good working environment was created, full of transparency, harmony and kinship, so that all work programs could be carried out well. Public trust in the quality of education at Al Abidin Islamic Junior High School in Surakarta and at Insan Cendekia Mujtaba' Junior High School in Sukoharjo was quite high, which was indicated by the increasing interest of incoming consumers in both junior high schools, thus making the two junior high schools one of the well-known schools in the city of Surakarta and in Sukoharjo Regency(Yahya, Hasan, and AN 2022).

The findings are in line with Ritonga, et al (2022), principals are successful if they understand the existence of the school as an organization, and are able to carry out the role of the principal as a person who is given the responsibility to lead the school. Principals are depicted as persons who have high expectations for staff and students(Andri Nirwana et al. 2024). Principals serve as the central force that is the driving force of school life and principals must understand their duties and functions for the success of the school, and have concern for staff and students (Jailis, 2022). Educational leadership is concerned with the principal's problem of increasing opportunities to meet effectively with teachers in a conducive situation (Day, Sammons, Gorgen, 2020; Stronge & Xu Xu, 2021). In this case, the principal's behavior should be able to encourage teachers' performance by showing a sense of friendship, closeness and consideration towards teachers, both as individuals and as a group. Research by Lee, Nie & Bai (2020) states that the instrumental behavior of the principal is tasks that are oriented and directly clarified in the roles and tasks of the teachers, as individuals and as a group. Positive principal behavior can encourage, direct and motivate all school members to work together in realizing the vision, mission and school objectives, as well as the school's goals

5. CONCLUSION

The social competence of principals at Al Abidin Islamic Junior High School in Surakarta and Insan Cendekia Junior High School in Sukoharjo is in line with the national standard, which includes the ability to work together, engage in social activities, and be sensitive to school and community members. Principals used several approaches to develop this social competence, including understanding the problems of the school community, involving the community and school committee in social programs, and establishing open communication. The effectiveness of the principal's social competence has a positive impact on the well-being of the neighborhood. Schools contribute to the local economy by creating employment and business opportunities and providing scholarships for students from disadvantaged families. This not only improves the community's welfare but also increases the community's trust in the school.

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