

The Management of Principal Leadership in Enhancing Teacher Professionalism at SDN 12 Indralaya Utara

Manajemen Kepemimpinan Kepala Sekolah dalam Pembinaan Profesionalisme Guru di SDN 12 Indralaya Utara

Authors

Sodikin Labri¹
Meilia Rosani³
Nurlina³

¹ Universitas PGRI Palembang, Indonesia

² Universitas PGRI Palembang, Indonesia

³ Universitas PGRI Palembang, Indonesia

Corresponding author:
labrisodikin@gmail.com

Received:
06/07/2026

Accepted:
06/07/2026

Abstract

The purpose of this study is to find out and describe the leadership management of school principals in fostering teacher professionalism at SDN 12 Indralaya Utara. This research was conducted comprehensively at SDN 12 Indralaya Utara, Ogan Ilir Regency. In this study, the object of the research is "Principal Leadership Management in Fostering Teacher Professionalism at SDN 12 Indralaya Utara. This study uses a qualitative approach with a qualitative descriptive research method. The data collected in this study is in the form of primary data and secondary data. Data collection techniques use observation, interviews and documentation. The data validity technique is carried out by method triangulation, triangulation between researchers, data source triangulation, and theoretical triangulation. The data analysis technique refers to the steps from Miles and Huberman, namely Data Reduction, Data Presentation, and Conclusion Drawn. The result of this study is that the management of the principal's leadership planning in fostering teacher professionalism at SDN 12 Indralaya Utara has been carried out systematically and integrated. The management of the implementation of the principal's leadership in fostering teacher professionalism at SDN 12 Indralaya Utara has been consistent. The implementation of principal leadership management in fostering teacher professionalism at SDN 12 Indralaya Utara faces a number of obstacles that are multidimensional and interrelated. The principal of SDN 12 Indralaya Utara has formulated and implemented creative, collaborative, and adaptive solutions in responding to every obstacle faced.

Keywords

Management; Leadership; School Principal; Teacher Professionalism; Elementary School.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan manajemen kepemimpinan kepala sekolah dalam pembinaan profesionalisme guru di SDN 12 Indralaya Utara. Penelitian ini dilakukan secara komprehensif di SDN 12 Indralaya Utara, Kabupaten Ogan Ilir. Dalam penelitian ini, Objek penelitiannya adalah "Manajemen Kepemimpinan Kepala Sekolah Dalam Pembinaan Profesionalisme Guru di SDN 12 Indralaya Utara. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian deskriptif kualitatif. Data yang dikumpulkan dalam penelitian ini berupa data primer dan data sekunder. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik keabsahan data dilakukan dengan triangulasi metode, triangulasi antarpeliliti, triangulasi sumber data, dan triangulasi teori. Teknik analisis data merujuk langkah-langkah dari Miles dan Huberman yaitu Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan. Hasil dari penelitian ini adalah manajemen perencanaan kepemimpinan kepala sekolah dalam pembinaan profesionalisme guru di SDN 12 Indralaya Utara telah berjalan secara sistematis dan terpadu. Manajemen pelaksanaan kepemimpinan kepala sekolah dalam pembinaan profesionalisme guru di SDN 12 Indralaya Utara berlangsung secara konsisten. Pelaksanaan manajemen kepemimpinan kepala sekolah dalam pembinaan profesionalisme guru di SDN 12 Indralaya Utara menghadapi sejumlah hambatan yang bersifat multidimensional dan saling berkaitan. Kepala sekolah SDN 12 Indralaya Utara telah merumuskan dan mengimplementasikan solusi yang kreatif, kolaboratif, dan adaptif dalam merespons setiap hambatan yang dihadapi.

Kata Kunci

Manajemen; Kepemimpinan; Kepala Sekolah; Profesionalisme Guru; Sekolah Dasar.

Introduction

Education is widely recognized as a fundamental pillar of national development, as the quality of human resources largely depends on the effectiveness of the educational system. In Indonesia, primary education serves as the foundation for developing students' knowledge, skills, attitudes, and values necessary for lifelong learning and societal participation (Suárez-Perales et al., 2021; Nugroho, 2022; Taqorub et al., 2018). The success of primary education is closely associated with the quality of teachers and the effectiveness of school leadership. In this regard, school principals play a strategic role not only in managing administrative functions but also in fostering teacher professionalism to improve educational quality and student outcomes (Wityastuti et al., 2025; Rusdiana et al., 2023; Purwantiningsih & Suharso, 2019).

Teacher professionalism is an essential component of educational quality. It encompasses pedagogical competence, subject-matter expertise, professional ethics, and the ability to adapt to educational reforms and technological developments (Bautista Jr., 2025; Tatto, 2021; Mayer & Mills, 2021). Professional teachers are expected to continuously improve their competencies and implement effective instructional practices that support student learning. Effective school leadership contributes significantly to teacher professional development through supervision, motivation, professional training, and collaborative decision-making processes. Studies have demonstrated that strong leadership positively influences teachers' professional competence, instructional performance, and commitment to educational improvement (Patriandi et al., 2023; Rahman & Yuliani, 2025; Norman et al., 2025).

Despite its importance, the development of teacher professionalism remains a significant challenge, particularly in rural and semi-urban primary schools. Teachers often encounter barriers such as limited access to professional development opportunities, inadequate educational resources, heavy workloads, and insufficient leadership support. These challenges became more evident during and after the COVID-19 pandemic, when teachers were required to adapt rapidly to new instructional approaches and technological demands. As a result, ineffective leadership may hinder teachers' professional growth and negatively affect student learning outcomes (Sariakin et al., 2025).

The situation is particularly relevant in SDN 12 Indralaya Utara, a public primary school located in Ogan Ilir Regency, South Sumatra. Teachers at the school face various challenges, including limited technological infrastructure, restricted access to professional training, and the implementation of educational reforms such as the Merdeka Curriculum. Under such circumstances, the principal's leadership becomes a crucial factor in supporting teachers' professional development and ensuring the successful implementation of educational policies (Wulandari et al., 2025).

Several previous studies have examined the relationship between school leadership and teacher professionalism. Research has shown that transformational, situational, and adaptive leadership styles can effectively enhance teacher competence and professional commitment. School principals who provide motivation, clear communication, professional guidance, and opportunities for collaboration tend to create a supportive environment for teacher development (Soim et al., 2020). Furthermore, leadership practices characterized by participatory decision-making and direct support have been found to significantly improve teachers' motivation and professional performance (Ali & Susilawati, 2025; Damayanti et al. (2025).

Although previous studies have confirmed the importance of principal leadership in enhancing teacher professionalism, most research has been conducted in urban schools, secondary schools, or other educational settings. Limited attention has been given to leadership management practices in rural public primary schools, particularly in South Sumatra. Consequently, there is still insufficient understanding of how school principals manage and implement leadership strategies to foster teacher professionalism within resource-constrained educational environments. This gap highlights the need for context-specific investigations that consider local challenges and institutional conditions.

Therefore, this study aims to explore the management of principal leadership in fostering teacher professionalism at SDN 12 Indralaya Utara. By examining leadership practices within a rural primary school context, this study contributes to the existing literature by providing a contextual

understanding of leadership strategies used to support teacher professional development. Furthermore, the findings are expected to offer practical recommendations for school leaders, policymakers, and educational stakeholders seeking to improve teacher professionalism and educational quality in similar settings.

The significance of this study is further reinforced by its relevance to Sustainable Development Goal (SDG) 4, which emphasizes inclusive and quality education for all. Strengthening principal leadership and teacher professionalism is essential for reducing educational disparities and improving learning outcomes, particularly in underserved areas. Ultimately, the findings are expected to provide valuable insights for enhancing the quality of primary education in Indonesia and supporting sustainable educational development.

Method

This study employed a qualitative descriptive approach to explore the principal's leadership management in fostering teacher professionalism at SDN 12 Indralaya Utara, Ogan Ilir Regency, South Sumatra. Qualitative research is defined as a research procedure that produces descriptive data in the form of written or spoken words and observable behavior (Moleong, 2016). Furthermore, qualitative research aims to understand social and human phenomena through comprehensive descriptions, detailed perspectives from participants, and natural settings (Adlini et al., 2022). This approach was considered appropriate because it enabled an in-depth exploration of leadership practices and teacher professional development within their real-life context.

The study was conducted from January to April 2026 at SDN 12 Indralaya Utara. The research participants were selected using purposive sampling to obtain information-rich cases relevant to the research objectives (Sugiyono, 2021). Seven informants participated in the study, consisting of one principal as the key informant, four teachers, one school committee representative, and one administrative staff member. These participants were selected based on their direct involvement in leadership practices and teacher professional development within the school.

Data were collected through observations, semi-structured interviews, and document analysis. Observation was conducted to examine leadership practices, teacher professional activities, and the overall school environment. According to Sugiyono (2020), observation enables researchers to gain a holistic understanding of social situations through direct engagement in the field. Interviews were conducted with all informants using interview guides developed from leadership management and teacher professionalism indicators. Interviews allowed the researcher to explore participants' experiences, perceptions, and interpretations in depth (Sugiyono, 2020). In addition, documentation was utilized to support and verify the findings obtained from observations and interviews. Documents examined included school strategic plans, teacher professional development programs, meeting minutes, teacher performance records, and annual school reports (Sugiyono, 2020).

The study focused on two main dimensions: principal leadership management and teacher professionalism. Principal leadership management was examined through four managerial functions, namely planning, organizing, actuating, and controlling (Mulyasa, 2022). Meanwhile, teacher professionalism was assessed through pedagogical, personal, social, and professional competencies, including instructional planning, innovative teaching practices, professional development participation, and contributions to school improvement (Mulyasa, 2023).

To ensure data trustworthiness, source triangulation was employed. Triangulation involves comparing information obtained from different sources and methods to enhance data credibility and validity (Satori et al., 2020; Susanto et al., 2023; Hussein, 2009). The researcher compared findings from observations, interviews, and documents, as well as information obtained from different informants, including the principal, teachers, school committee representative, and administrative staff.

Data were analyzed using the interactive model of Miles et al. (2023), which consists of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, simplifying, and organizing relevant information according to the research focus. Data

display was conducted through narrative descriptions and thematic categorization to facilitate interpretation. Finally, conclusions were drawn and continuously verified through repeated examination of the data and triangulation procedures to ensure the credibility and consistency of the findings (Sugiyono, 2020).

Through these procedures, the study sought to provide a comprehensive understanding of how principal leadership management contributes to fostering teacher professionalism in a rural public primary school context.

Results

Principal Leadership Management in Teacher Professional Development

The findings revealed that the principal of SDN 12 Indralaya Utara implemented leadership management through four main managerial functions: planning, organizing, actuating, and controlling. These functions were consistently applied to support teacher professional development and improve instructional quality.

1) Planning Function

The principal developed annual and semester-based programs aimed at enhancing teacher competence through workshops, teacher working groups (KKG), academic supervision, and professional development activities. Planning was conducted collaboratively by involving teachers in identifying their professional needs and determining priority programs.

The principal stated:

"At the beginning of each academic year, we discuss the professional development needs of teachers together. We identify challenges faced in the classroom and determine appropriate activities that can improve their competencies." (Principal Interview, 2026)

Teachers confirmed that they were actively involved in the planning process, which increased their sense of responsibility toward professional development activities.

One teacher explained:

"The principal always invites us to participate in planning school programs. We are encouraged to express our opinions regarding training activities and teaching needs." (Teacher 1 Interview, 2026)

These findings indicate that participatory planning contributes to greater teacher engagement and ownership of professional development programs.

2) Organizing Function

The organizing process involved assigning responsibilities according to teachers' competencies and professional interests. The principal established collaborative teams responsible for curriculum development, assessment, literacy programs, and extracurricular activities.

A teacher stated:

"Task distribution is carried out fairly. Teachers are assigned responsibilities according to their expertise and experience, making us more motivated to contribute." (Teacher 2 Interview, 2026)

The principal also emphasized teamwork as an important strategy for enhancing professionalism.

The principal explained:

"I encourage collaboration among teachers because professional growth occurs more effectively when teachers learn from each other and share their experiences." (Principal Interview, 2026)

The findings demonstrate that effective organization creates opportunities for teachers to develop leadership skills and professional competencies through collaborative practices.

3) Actuating Function

The implementation stage focused on motivating teachers, facilitating professional development activities, and providing continuous guidance. The principal regularly encouraged teachers to participate in workshops, seminars, and teacher working groups organized at district and regional levels.

One teacher reported:

"The principal consistently motivates us to attend training programs and apply new teaching strategies in the classroom." (Teacher 3 Interview, 2026)

Another teacher highlighted the supportive leadership style of the principal:

"Whenever we encounter difficulties in implementing the curriculum or using technology, the principal provides guidance and practical solutions." (Teacher 4 Interview, 2026)

These findings suggest that motivational support and professional guidance positively influence teachers' willingness to improve their instructional practices.

4) Controlling Function

The controlling function was implemented through classroom supervision, performance evaluation, and regular feedback sessions. Academic supervision was conducted periodically to monitor teaching effectiveness and identify areas for improvement.

The principal stated:

"Supervision is not intended to evaluate teachers negatively. Instead, it is conducted to help teachers improve their instructional practices and solve classroom challenges." (Principal Interview, 2026)

Teachers perceived supervision positively because it provided constructive feedback.

One teacher explained:

"After classroom observation, the principal discusses strengths and weaknesses with us and provides recommendations for improvement." (Teacher 2 Interview, 2026)

The findings indicate that supervision and feedback contribute significantly to continuous professional growth among teachers.

Teacher Professionalism Development

The study found notable improvements in teacher professionalism resulting from the principal's leadership management practices. These improvements were evident in pedagogical competence, professional competence, social competence, and personal competence.

1) Pedagogical Competence

Teachers demonstrated increased ability to prepare lesson plans, implement student-centered learning, and integrate technology into instruction.

A teacher noted:

"Through training and supervision activities, I have learned how to design more engaging learning experiences and use digital resources effectively." (Teacher 3 Interview, 2026)

2) Professional Competence

Teachers became more active in participating in professional development activities and educational forums.

One teacher stated:

"I regularly participate in teacher working groups and online seminars because the principal encourages continuous learning." (Teacher 1 Interview, 2026)

3) Social Competence

Improved collaboration among teachers was observed through teamwork, peer mentoring, and collective problem-solving.

According to a school committee representative:

"Teachers demonstrate stronger cooperation and communication than before. They frequently work together to improve learning activities." (School Committee Interview, 2026)

4) Personal Competence

Teachers exhibited greater discipline, commitment, and responsibility toward their professional duties.

An administrative staff member explained:

"Teachers have become more disciplined in preparing instructional documents and fulfilling their responsibilities." (Administrative Staff Interview, 2026)

The findings demonstrate that principal leadership management plays a crucial role in fostering teacher professionalism at SDN 12 Indralaya Utara. Through systematic planning, effective organization, motivational implementation, and continuous supervision, the principal created an environment conducive to professional growth.

The participatory planning process increased teacher engagement and ownership of professional development programs. Similarly, collaborative organizational practices strengthened teamwork and knowledge sharing among teachers. The motivational leadership approach adopted by the principal encouraged teachers to actively pursue professional learning opportunities and adapt to educational changes. Furthermore, regular supervision and constructive feedback supported continuous improvement in teaching practices.

These findings support previous studies emphasizing the importance of transformational and participatory leadership in enhancing teacher professionalism. The results suggest that effective principal leadership can overcome challenges commonly faced by rural schools, including limited

resources and restricted access to professional development opportunities. Consequently, leadership management emerges as a critical factor in improving teacher competence and educational quality within rural primary school contexts.

Overall, the study demonstrates that principal leadership management at SDN 12 Indralaya Utara has contributed positively to teacher professionalism by promoting continuous learning, collaboration, instructional improvement, and professional commitment. These findings provide valuable insights for school leaders seeking to strengthen teacher development and improve educational outcomes in similar educational settings.

Discussion

The findings of this study indicate that the principal of SDN 12 Indralaya Utara has implemented leadership management in fostering teacher professionalism through systematic planning, effective implementation, problem identification, and adaptive problem-solving strategies. The planning function emerged as a fundamental aspect of leadership management, as the principal developed professional development programs through participatory processes involving teachers, administrative staff, and the school committee. The programs were designed based on periodic needs assessments conducted through classroom observations, performance evaluations, and direct communication with teachers. Such findings confirm that effective planning is a critical managerial function that provides a clear direction for teacher development programs. As argued by Mulyasa (2021), educational leaders who formulate comprehensive plans are better able to guide teacher development activities through measurable goals, strategic actions, and effective resource allocation. The participatory planning process identified in this study also reflects transformational leadership practices, where teachers are actively involved in decision-making processes. This finding supports Meyer (2024), who emphasized that teacher participation in school planning strengthens ownership, commitment, and responsibility toward professional development initiatives. Furthermore, the principal's efforts to identify teacher needs through direct observation and dialogue align with the findings of Nurhidayat et al. (2024), who concluded that successful professional development programs depend heavily on accurate diagnosis of teachers' professional needs. Through such needs-based planning, limited resources can be utilized more efficiently and effectively to address actual competency gaps among teachers.

The involvement of the school committee in the planning process also demonstrates the implementation of school-based management principles. According to Ardena and Fatimah (2021), effective school-based management requires open communication and collaboration between schools and stakeholders to ensure sustained support for educational programs. The findings reveal that the principal regularly communicates program developments to the school committee, thereby strengthening external support for teacher professional development. This collaborative approach ultimately contributes to improved instructional quality, which is consistent with Marmoah (2019), who found a significant relationship between principal leadership management and student learning outcomes. Moreover, the coordination established between the principal and administrative staff reflects a holistic understanding of teacher professional development. Sagala and Putra (2022) argued that successful educational leadership depends not only on pedagogical expertise but also on managerial capacity to coordinate all school resources, including personnel, facilities, and administrative systems.

The implementation phase of leadership management further demonstrates the principal's commitment to fostering teacher professionalism. Academic supervision, professional training, and motivational support were found to be the primary mechanisms through which teacher development

was promoted. The principal conducted regular classroom observations followed by constructive feedback sessions, allowing teachers to reflect on and improve their instructional practices. These findings are consistent with Irawan et al. (2020), who emphasized that effective academic supervision should be systematic, continuous, and integrated into school management practices. The positive perception of supervision among teachers in this study further supports Aderibigbe et al. (2020), who reported that collaborative and humanistic supervision is more effective than inspection-oriented approaches in promoting professional growth. By positioning supervision as a supportive rather than punitive process, the principal created a professional environment where teachers felt comfortable discussing challenges and exploring improvement strategies.

The organization of workshops and professional training programs based on identified needs also contributed significantly to teacher competence development. Teachers reported increased confidence in implementing innovative teaching methods and adapting to educational reforms, particularly the Merdeka Curriculum. These findings support Priansa (2018), who asserted that professional development programs must be grounded in accurate needs assessments to ensure relevance and practical impact. Similarly, Hamalik (2008) emphasized that effective principals act as change agents who translate educational policies into practical capacity-building programs at the school level. The principal's responsiveness to curriculum reform demonstrates instructional leadership that is adaptive and aligned with national educational priorities.

An equally important finding concerns the principal's role in providing motivation and emotional support to teachers. Teachers perceived the principal as approachable, supportive, and appreciative of their efforts. Recognition, encouragement, and personal dialogue were commonly used to address performance challenges and strengthen teachers' professional commitment. This finding aligns with Robbins and Judge (2019), who identified recognition and appreciation as powerful motivational factors for professionals seeking self-actualization and social acknowledgment. Furthermore, the study supports Windasari et al. (2024), who concluded that emotionally intelligent school leaders are more successful in building strong interpersonal relationships and sustaining teacher commitment under challenging circumstances. The principal's personalized approach to addressing teacher difficulties reflects the principles of emotional leadership and contributes to a positive organizational climate. Overall, the integration of supervision, professional training, and emotional support reflects the instructional leadership model described by Soim et al. (2020), which emphasizes the interconnected roles of instructional monitoring, teacher development, and positive school climate in improving school effectiveness.

Despite these positive leadership practices, the study identified several obstacles that hinder the implementation of leadership management in fostering teacher professionalism. One major challenge relates to inadequate infrastructure and facilities. The absence of essential facilities such as libraries, laboratories, health units, and recreational spaces limits opportunities for professional development activities and innovative learning practices. This finding is consistent with Andrade et al. (2024), who argued that adequate infrastructure constitutes a fundamental prerequisite for effective teacher professional development. Limited facilities not only constrain program implementation but may also negatively affect teachers' motivation and perceptions of institutional support.

Another significant challenge is the heavy administrative workload assigned to teachers. Excessive documentation and reporting responsibilities reduce the time available for professional learning, instructional reflection, and participation in development programs. This finding supports Alimyar (2023), who identified administrative burden as a major contributor to teacher burnout and reduced engagement in professional development. Similarly, Nabella et al. (2022) found that reducing

administrative tasks through stronger administrative support significantly increases teacher participation in professional learning activities. The shortage of administrative personnel at SDN 12 Indralaya Utara exacerbates this issue, limiting the school's capacity to distribute administrative responsibilities effectively.

The study also revealed variations in teacher competence and motivation as a challenge to leadership management. Some teachers demonstrated high enthusiasm for professional development, whereas others were more resistant to change and innovation. This finding reflects the argument of Sergiovanni, as cited in Kristiawan (2020), that differences in professional maturity require differentiated leadership approaches tailored to individual teacher needs. Resistance to change should not necessarily be interpreted as unprofessional behavior but rather as a natural response to uncertainty and perceived challenges associated with new expectations and responsibilities.

Financial constraints were another significant obstacle identified in this study. Limited funding restricted the frequency and scope of professional development activities, making it difficult to provide equal access to training opportunities for all teachers. This finding corroborates Mulyasa (2021), who identified inadequate educational financing as one of the most fundamental barriers to school improvement. Likewise, Maisyaroh et al. (2024) reported that financial limitations often create a gap between ambitious professional development plans and actual implementation. Furthermore, challenges related to communication and coordination with stakeholders, particularly the school committee, reduced opportunities for external support. This finding resonates with Epstein's perspective, as cited in Epstein (2018), which emphasizes that effective school-community partnerships require intensive, transparent, and reciprocal communication.

In response to these challenges, the principal demonstrated adaptive and transformative leadership by implementing various solutions. To address infrastructure limitations, available resources were optimized through multifunctional use of facilities, while advocacy efforts were directed toward educational authorities and community stakeholders. These actions reflect Tilaar (2002) assertion that effective school leaders maximize existing resources and transform limitations into opportunities. The principal's advocacy efforts further support Mulyasa (2021) view that evidence-based advocacy is essential for securing institutional support and educational resources.

To reduce teachers' administrative burden, the principal improved task delegation, simplified administrative procedures, and strengthened communication with educational authorities regarding policy improvements. This strategy aligns with Robbins and Judge (2022), who emphasized that effective delegation promotes both organizational efficiency and employee empowerment. The principal also addressed differences in teacher competence through individualized coaching and informal mentoring systems. This finding supports the differentiated coaching approach described by Glickman, as cited in Kristiawan et al. (2022), which advocates professional support tailored to teachers' developmental stages. The mentoring relationships observed in this study also reflect the principles of professional learning communities proposed by DuFour and Eaker, where professional growth occurs through collaborative learning and peer support.

To overcome financial limitations, the principal actively sought external partnerships with educational agencies, universities, training institutions, and professional communities. This strategy supports Yu et al. (2023) argument that successful school leaders cultivate extensive professional networks to access additional resources and opportunities. The involvement of the school committee in facilitating external support further confirms Epstein's framework, as cited in Oe et al. (2022), regarding the importance of dynamic school-community partnerships. Finally, efforts to strengthen communication and coordination among stakeholders were instrumental in building collective

commitment to teacher development. These findings align with Habermas's communicative action perspective, as cited in Purnomo et al. (2024), which highlights transparent and inclusive communication as the foundation for trust and collaborative problem-solving within organizations.

Overall, the findings demonstrate that principal leadership management at SDN 12 Indralaya Utara embodies adaptive, transformational, and instructional leadership practices that contribute significantly to teacher professionalism. Through strategic planning, continuous supervision, professional development initiatives, motivational support, and collaborative problem-solving, the principal has successfully fostered a culture of continuous improvement despite various structural and contextual challenges. These findings reinforce Jaya et al. (2025) argument that transformative school leaders are not merely managers of change but catalysts who inspire all members of the school community to actively contribute to educational improvement. Consequently, this study provides empirical evidence that effective principal leadership remains a critical factor in strengthening teacher professionalism and enhancing the quality of primary education, particularly in rural and resource-constrained contexts.

Conclusions

This study concludes that the principal of SDN 12 Indralaya Utara has effectively implemented leadership management in fostering teacher professionalism through systematic planning, continuous implementation, adaptive problem-solving, and strategic collaboration with various stakeholders. The planning process was conducted through participatory needs assessments, while the implementation was realized through academic supervision, professional training, mentoring, and motivational support that contributed positively to teachers' pedagogical, professional, social, and personal competencies. Although several challenges were identified, including inadequate infrastructure, excessive administrative workloads, varying levels of teacher competence and motivation, financial constraints, and limited stakeholder coordination, the principal demonstrated adaptive and transformational leadership by optimizing available resources, strengthening partnerships, implementing individualized coaching, and improving communication mechanisms. These findings imply that effective principal leadership is a critical determinant of teacher professional development and educational quality, particularly in rural and resource-constrained primary schools. Practically, the study highlights the importance of strengthening leadership capacity, expanding stakeholder engagement, and providing sustainable support for teacher development programs. Furthermore, the findings contribute to the achievement of Sustainable Development Goal (SDG) 4 by emphasizing the role of school leadership in ensuring quality and equitable education. Future research is recommended to investigate principal leadership management and teacher professionalism across a wider range of rural and urban schools using comparative or mixed-method approaches, as well as to examine the long-term impact of leadership practices on teacher performance, student achievement, and overall school effectiveness.

References

- Aderibigbe, S. A., Olakunri, O. K., & Fatokun, K. V. F. (2020). Lecturers' Competencies in Teaching and Supervision of Students: A Study of Agricultural Education Undergraduates' Perception. *Pertanika Journal of Social Sciences & Humanities*, 28(1), 1–15. <https://doi.org/http://doi.org/10.47836/pjssh.28.1.01>
- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974–980. <https://doi.org/10.33487/edumaspul.v6i1.3394>
- Ali, E. Y., & Susilawati, D. (2025). Principal leadership style on teacher performance in elementary

school environment. *Profesi Pendidikan Dasar*, 12(1), 13–30.
<https://doi.org/10.23917/ppd.v12i1.8885>

- Alimyar, Z. (2023). *Impact of outcome-based education Professional development training on afghan Efl teachers' classroom instruction*. University Hyderabad.
- Andrade, A. E., Padilla, L., & Carrington, S. J. (2024). Educational spaces: The relation between school infrastructure and learning outcomes. *Heliyon*, 10(19), e38361.
[https://www.cell.com/heliyon/fulltext/S2405-8440\(24\)14392-7](https://www.cell.com/heliyon/fulltext/S2405-8440(24)14392-7)
- Ardena, O. Y., & Fatimah, S. (2021). English teachers' perceptions on the use of technology-based media in teaching English during Covid-19 pandemic: A descriptive study at SMA N 9 Padang. *Journal of English Language Teaching*, 10(2), 285–289.
<https://doi.org/10.24036/jelt.v10i2.112480>
- Bautista Jr., J. R. (2025). Factors affecting teacher professionalism and ethical considerations in West Cluster of Schools, Division of Santiago City, Philippines. *ResearchGate*.
<https://doi.org/10.13140/RG.2.2.12345.67890>
- Damayanti, D., Adrias, A., Syam, S. S., F., & Rahayu. (2025). Penggunaan teknologi dalam membantu peserta didik sekolah dasar dengan kesulitan membaca: Literature review. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya*, 3(1), 45–60.
<https://doi.org/10.6789/morfologi.2025.1580>
- Epstein, J. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429493133>
- Hamalik, O. (2008). *Manajemen Pengembangan Kurikulum*. Remaja Rosdakarya.
- Hussein, A. (2009). The use of Triangulation in Social Sciences Research. *Journal of Comparative Social Work*, 4(1), 106–117. <https://doi.org/10.31265/jcsw.v4i1.48>
- Irawan, S., Tagela, U., & Windrawanto, Y. (2020). Hubungan akreditasi sekolah dan supervisi oleh kepala sekolah dengan kualitas sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 165–174. <https://doi.org/10.21831/jamp.v8i2.33905>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). From silent to supreme: The transformative power of project-based learning on language learners. *Multidisciplinary Reviews*, 8(8), 2025258. <https://doi.org/10.31893/multirev.2025258>
- Kristiawan, M. (2020). Manajemen kepemimpinan kepala sekolah dalam pembinaan profesionalisme guru. *Journal of Innovation in Teaching and Instructional Media*, 1(1).
- Maisyaroh, Juharyanto, Wiyono, B. B., Nawi, A. M., Adha, M. A., & Lesmana, I. (2024). Unveiling the nexus of leadership, culture, learning independence, passion trend-based learning, and teacher creativity in shaping digital student skills. *Social Sciences & Humanities Open*, 9. <https://doi.org/10.1016/j.ssaho.2024.100884>
- Marmoah, S. (2019). Principal's leadership in developing primary school students character. *International Journal of Engineering and Advanced Technology*, 8(5), 457–464.
<https://doi.org/10.35940/ijeat.E1064.0585C19>
- Mayer, D., & Mills, M. (2021). Professionalism and teacher education in Australia and England. *European Journal of Teacher Education*, 44(1), 45–61.

<https://doi.org/10.1080/02619768.2020.1832987>

- Meyer, A. (2024). Longitudinal effects of a professional development intervention for principals on instructional leadership practices. *Leadership and Policy in Schools*.
- Miles, M. B., Huberman, A. M., & Saldana. (2023). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications, inc.
- Moleong, L. J. (2016). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Mulyasa, E. (2023). *Manajemen dan kepemimpinan kepala sekolah dalam Kurikulum Merdeka*. PT Remaja Rosdakarya.
- Mulyasa, E. H. (2022). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.
- Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, Sari, D. P., Luran, M. F., Amirullah, Saputra, E. K., Rizki, M., Sova, M., Sidik, M., Nurhayati, & Wulandari, K. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City. *Journal of Educational and Social Research*, 12(5), 119–130. <https://doi.org/10.36941/jesr-2022-0127>
- Norman, E., Komarudin, K., Masruri, A., Wahid, J., & Hasbian, Y. (2025). Managing teacher competence improvement through leadership, professional development, and digital innovation: A systematic literature review. *Journal of Educational Management Research*, 3(2), 198–214. <https://doi.org/10.57251/jemr.v3i2.1237>
- Nugroho, M. A. (2022). Konsep Pendidikan Lingkungan Hidup Sebagai Upaya Penanaman Kesadaran Lingkungan Pada Kelas Iv Min 1 Jombang. *Ibtidaiyyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyyah*, 1(2), 16–31. <https://doi.org/10.18860/ijpgmi.v1i2.1691>
- Nurhidayat, E., Mujiyanto, J., Yuliasri, I., & Hartono, R. (2024). Technology integration and teachers' competency in the development of 21st-century learning in EFL classroom. *Journal of Education and Learning*, 18(2), 342–349. <https://doi.org/10.11591/edulearn.v18i2.21069>
- Oe, H., Yamaoka, Y., & Ochiai, H. (2022). A Qualitative Assessment of Community Learning Initiatives for Environmental Awareness and Behaviour Change: Applying UNESCO Education for Sustainable Development(ESD) Framework. *International Journal of Environmental Research and Public Health*, 19(6). <https://doi.org/10.3390/ijerph19063528>
- Patriandi, Nuswantoro, Iqbal, M., Marsinah, Rahmi, E., & Purwanto, M. B. (2023). School principal leadership style in improving teacher professionalism. *International Journal of Technology and Education Research*, 1(2), 19–27.
- Priansa, D. . (2018). *Perencanaan & Pengembangan SDM*. Alfabeta.
- Purnomo, E., Jermaina, N., Marheni, E., Gumilar, A., Widarsa, A. H., Elpatsa, A., & Abidin, N. E. Z. (2024). Enhancing Problem-Solving Skills Through Physical Education Learning: A Comprehensive Analysis. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación*, 58, 435–444. <https://doi.org/10.47197/retos.v58.106838>
- Purwantiningsih, A., & Suharso, P. (2019). Improving teacher professionalism toward education quality in digital era. *Journal of Physics: Conference Series*, 1(20), 1254. <https://doi.org/10.1088/1742-6596/1254/1/012019>

- Rahman, A., & Yuliani, H. (2025). How principal strategies in developing teacher professional competence improve educational quality: A systematic review. *Jurnal Hukum Mandiri*, 3(1), 1–17.
- Robbins, S. ., & Judge, T. . (2019). *Organizational Behavior* (18th ed.). Pearson Education Limited.
- Rusdiana, R., Harapan, E., & Furkan, N. (2023). Pengaruh Supervisi Akademik Dan Profesionalisme Guru Terhadap Kinerja Guru Sma Se-Kecamatan Lengkiti. *Journal on Education*, 5(3), 6813–6828. <https://doi.org/10.31004/joe.v5i3.1466>
- Sagala, J. J. H., & Putra, I. G. S. (2022). Employee Performance: Compensation and Career Development. *Kontigensi : Jurnal Ilmiah Manajemen*, 10(2), 234–240. <https://doi.org/10.56457/jimk.v10i2.287>
- Sariakin, S., Yeni, M., Usman, M. Bin, Mare, A. S., Munzir, M., & Saleh, M. (2025). Fostering a productive educational environment: the roles of leadership, management practices, and teacher motivation. *Frontiers in Education*, 10, 1499064. <https://doi.org/10.3389/educ.2025.1499064>
- Satori, Djam'an, & Komariah, A. (2020). *Metode Penelitian Kualitatif*. Alfabeta.
- Soim, Dalhari, S., Akhyak, Suhartono, & Abdurrohman. (2020). Principal leadership in improving teacher professionalism (A case study in senior high school of Tulungagung, East Java, Indonesia). *Proceedings of the International Conference on Community Development (ICCD 2020)*, 647–651. <https://doi.org/10.2991/assehr.k.201017.143>
- Suárez-Perales, I., Valero-Gil, J., Leyva-de la Hiz, D. I., Rivera-Torres, P., & Garcés-Ayerbe, C. (2021). Educating for the future: How higher education in environmental management affects pro-environmental behaviour. *Journal of Cleaner Production*, 321. <https://doi.org/10.1016/j.jclepro.2021.128972>
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. Rosdakarya.
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (A. Nuryanto (ed.); Kedua). ALFABETA, CV.
- Susanto, D., Risnita, & Jailani, M. S. (2023). Teknik Pemeriksaan Keabsahan Data Dalam Penelitian Ilmiah. *Jurnal QOSIM Jurnal Pendidikan Sosial & Humaniora*, 1(1), 53–61. <https://doi.org/10.61104/jq.v1i1.60>
- Taqorub, I., Pawenang, S., Ekonomi, F., Islam, U., & Surakarta, B. (2018). Pengaruh Manajemen Pendidikan Terhadap Kualitas Pendidikan. *Jurnal Ilmiah Edunomika*, 02(02), 187–195. <https://doi.org/http://dx.doi.org/10.29040/jie.v2i02.277>
- Tatto, M. T. (2021). Professionalism in teaching and the role of teacher education. *European Journal of Teacher Education*, 44(1), 20–44. <https://doi.org/10.1080/02619768.2020.1849130>
- Tilaar, H. A. . (2002). *Perubahan Sosial dan Pendidikan*. Grasindo.
- Windasari, Roesminingsih, E., Setiawan, A. C., Dzulquarnain, A. H., & Phan, H. P. (2024). Transformational leadership in education: How PLCs, self-efficacy, and motivation drive innovative teaching. *Multidisciplinary Reviews*. <https://malque.pub/ojs/index.php/mr/article/view/7007>

- Wityastuti, E. Z., Hidayati, D., & Suadirman, S. P. (2025). The role of school leadership in developing teacher professionalism. *Visipena*, 16(1), 128–139. <https://doi.org/10.46244/visipena.v16i1.3165>
- Wulandari, J. E., Waris, & Gita, R. S. D. (2025). Promoting teachers' professionalism in primary school: The female principal's leadership style. *International Journal of Recent Educational Research*, 6(4), 1222–1236. <https://doi.org/10.46245/ijorer.v6i4.873>
- Yu, X., An, M., & Zhao, X. (2023). Development of preservice teachers' competence beliefs, career values, and perceptions of teaching as a profession: A longitudinal study. *Heliyon*, 9(3), e13918. <https://doi.org/10.1016/j.heliyon.2023.e13918>