

Principal's Leadership in Improving Teacher Professionalism and Graduate Quality

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Abstract

This study examines the role of the school principal as a manager in developing teacher professionalism and improving the quality of graduates at State Elementary School 2 Purwokerto Wetan. The research addresses the growing need for effective educational leadership in responding to the increasing demands of teacher competence and institutional quality. A qualitative case study approach was employed to explore leadership practices in a real educational setting. Data were collected through in-depth interviews, participatory field findings, and document analysis, and were analyzed using an interactive model involving data reduction, data display, and conclusion drawing. The findings reveal that the principal implements an integrated leadership strategy through training programs, learning supervision, specialized training, role modeling, and continuous professional development. These strategies contribute to improving teachers' pedagogical competence, discipline, and professional commitment. The study also identifies several challenges, including limited resources, policy constraints, and varying levels of teacher motivation, which influence the effectiveness of professional development efforts. The findings highlight that teacher professionalism is most effectively developed through a continuous and systemic approach rather than isolated interventions. This study contributes to educational management by proposing an integrated model of principal leadership that emphasizes the combination of managerial practices and value internalization in fostering sustainable teacher professionalism and improving educational quality.

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INTRODUCTION

Education plays a fundamental role in shaping human resources and determining the quality of societal development (alsumaidae, 2023; Solarin, 2024; et al., 2024). In contemporary educational contexts, the increasing complexity of global challenges such as technological advancement, knowledge expansion, and the demand for both hard and soft skills has intensified the need for effective educational leadership (Abbas & Sarwar, 2024; Hannan et al., 2025). Educational institutions are no longer solely responsible for knowledge transmission but are also expected to develop students' competencies holistically. Within this context, leadership emerges as a critical factor

influencing institutional effectiveness and educational quality. Leadership in education is not merely administrative but involves the ability to influence, guide, and mobilize human resources toward achieving institutional goals (Suherni et al., 2023; Tsuma, 2022). Consequently, the role of school principals has become increasingly strategic, particularly in ensuring that educational processes are managed systematically and aligned with evolving demands.

Recent studies on educational leadership highlight that principals play a pivotal role in improving teacher professionalism and institutional performance (Irasari, 2025; Rahayu et al., 2024). Research in educational management emphasizes that effective leadership integrates managerial, instructional, and transformational dimensions to support teacher development (Bellibaş et al., 2021; Lin & Hu, 2025; Shava, 2021). Similarly, Kaur (2025) argues that principals must function as educators, managers, supervisors, and motivators to enhance teaching quality. In addition, studies on teacher professionalism indicate that continuous professional development supported by leadership practices such as supervision and training significantly influences instructional effectiveness (Yoon & Goddard, 2023). However, existing literature tends to focus predominantly on formal professional development mechanisms such as training programs and workshops, while paying limited attention to the integration of daily leadership practices such as role modeling and continuous guidance in shaping teacher professionalism. This indicates that leadership is often examined in fragmented ways rather than as an integrated system.

Despite the growing body of research, there remains a gap in understanding how principal leadership operates as a comprehensive and continuous system in developing teacher professionalism within specific institutional contexts. Previous studies have largely emphasized isolated leadership functions or generalized frameworks without deeply exploring how multiple leadership strategies such as training, supervision, mentoring, and value internalization interact in practice. Furthermore, limited attention has been given to contextual factors that influence the effectiveness of these strategies, particularly in schools with strong community trust and institutional reputation. This study addresses this gap by examining how the principal's role as a manager is implemented holistically in developing teacher professionalism and improving graduate quality. The novelty of this research lies in its integrative perspective, which positions leadership not as a set of separate functions but as a continuous and interconnected process embedded in daily school practices.

Based on this gap, the present study aims to explore the role of the school principal as a manager in developing teacher professionalism and enhancing the quality of graduates at State Elementary School 2 Purwokerto Wetan. Specifically, this research seeks to analyze how leadership strategies are implemented through training programs, learning supervision, specialized training, and continuous professional development practices. In doing so, the study contributes to a deeper understanding of how leadership practices can be systematically organized to support teacher competence. The findings are expected to provide both theoretical and practical insights, particularly in strengthening leadership models within educational management and improving the effectiveness of professional development initiatives in schools.

This study focuses on examining the dynamics of principal leadership in fostering teacher professionalism through an integrated and context-based approach. Rather than viewing professionalism as an outcome of isolated interventions, this research

explores it as a continuous process shaped by leadership practices, institutional culture, and collaborative interactions among stakeholders. By adopting a qualitative approach, the study aims to capture the lived experiences of teachers and school leaders, providing a nuanced understanding of how professionalism is developed and sustained within the school environment. This focus provides a foundation for understanding the complexity of educational leadership and directs the discussion toward the methodological approach employed in this research.

RESEARCHS METHOD

This study employed a qualitative research design with a case study approach to explore the role of the school principal in developing teacher professionalism and improving the quality of graduates at State Elementary School 2 Purwokerto Wetan. The qualitative approach was selected as it enables an in-depth understanding of complex social phenomena within their natural setting, particularly in capturing leadership practices and their implications for teacher development (Nugroho et al., 2024; Smith, 2025; Zulfaida & Puspitasari, 2025). The case study design allows for a detailed examination of a specific educational context, making it possible to uncover contextual dynamics that influence the implementation of professional development strategies. The selection of the research site was based on its strong institutional reputation and high level of public trust, as well as the limited availability of prior studies focusing on this particular setting. This context provides a relevant and meaningful basis for examining how leadership practices are enacted and how they contribute to improving teacher competence and educational quality in a real-world educational environment.

Data were collected through multiple qualitative techniques, including in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted using an unstructured approach to allow participants to freely express their experiences, perceptions, and insights regarding the principal's role in enhancing teacher professionalism (Amelia et al., 2022; Mariani et al., 2022; Tri Ani Setiorini et al., 2025). Participatory observation was carried out to gain a direct understanding of leadership practices and teacher activities within the school setting. In addition, document analysis was used to examine institutional records, such as training programs, supervision reports, and school policies related to teacher development. The researcher acted as the primary instrument, engaging directly with participants and the research setting to ensure rich and contextual data collection. The study was conducted at State Elementary School 2 Purwokerto Wetan over a defined period to capture consistent patterns of practice. To ensure the credibility of the findings, data triangulation was applied by comparing information obtained from different sources and methods.

The data analysis in this study followed an interactive model involving data reduction, data display, and conclusion drawing, as proposed by Miles and Huberman (Asipi et al., 2022; Lyublinskaya & Du, 2023; Qomaruddin & Sa'diyah, 2024). Data reduction was conducted by selecting, focusing, and organizing relevant information obtained from interviews, observations, and documents. This process allowed the researcher to identify key patterns related to the principal's role in teacher professional development. Subsequently, data were presented in a structured manner to facilitate interpretation and to highlight relationships between emerging themes. Thematic analysis was applied to categorize findings into meaningful themes, such as training programs, supervision, and professionalism development. The process of drawing

conclusions was carried out continuously throughout the analysis, ensuring that interpretations remained grounded in the data. To enhance the credibility of the findings, triangulation techniques were employed by comparing data across sources and methods (Bansal, 2024; Cieniąta et al., 2021; Isgandarova, 2025). This analytical approach ensured that the results reflected a comprehensive and well-substantiated understanding of the research phenomenon.

RESULT AND DISCUSSION

Result

Development of Training Programs

The development of training programs refers to a systematic effort undertaken by school leadership to enhance teachers' competencies through structured educational and professional activities. These programs encompass both externally organized training, such as government-sponsored workshops, and internally designed initiatives tailored to the specific needs of the school. In practice, training programs function not only as a medium for knowledge transfer but also as a strategic instrument to strengthen pedagogical, professional, and managerial capacities among teachers. Within the context of this study, the development of training programs reflects the principal's proactive role in identifying competency gaps and facilitating continuous professional growth. This theme highlights how training initiatives are aligned with evolving educational demands, ensuring that teachers remain adaptive and responsive to instructional challenges. Furthermore, it emphasizes the integration of formal and informal learning opportunities as a means to cultivate sustainable professional improvement within the school environment.

The findings from interviews reveal that training programs are positioned as a central strategy in improving teacher competence within the school. Informants consistently emphasized the role of the principal in facilitating access to both internal and external professional development opportunities. These initiatives are perceived not merely as routine activities, but as structured efforts to strengthen instructional quality.

As expressed by one teacher: "Training activities are regularly provided, both from the government and internally by the school. These programs really help us understand new teaching methods and adjust to curriculum changes." This view is reinforced by another informant who stated: "The principal often encourages us to join workshops and MGMP forums, so we can share experiences and improve our teaching practices."

The interview data demonstrate that training programs are implemented as a deliberate and continuous strategy rather than incidental activities. Through the statements provided by informants, it is evident that the principal actively facilitates teacher participation in various professional development platforms, including formal training and collaborative forums. This indicates a structured approach in which capacity building is prioritized as part of school management practices. Furthermore, the emphasis on both external and internal training suggests that the school does not rely solely on government initiatives but also adapts programs to its specific needs. The involvement in MGMP and workshops reflects an effort to create peer-based learning environments where teachers can exchange experiences and refine their instructional approaches. This pattern highlights that professional development is embedded within

daily educational practices. Consequently, training programs function as a mechanism to ensure that teachers continuously update their competencies in response to evolving educational demands.

The implementation of training programs is carried out through a combination of structured and routine activities. Teachers are regularly assigned to participate in external training sessions organized by government institutions, while internal programs such as in-house training (IHT) are conducted to address specific instructional needs within the school. In addition, participation in subject teacher forums (MGMP) is actively encouraged as a platform for collaborative learning. The principal also organizes periodic coaching sessions and meetings that focus on improving teaching strategies, lesson planning, and classroom management. Supporting evidence from school documents shows the existence of scheduled training agendas and records of teacher participation in professional development activities. These findings confirm that training programs are systematically planned and implemented. The alignment between interview results and field findings demonstrates that training initiatives are consistently integrated into school practices as a means of strengthening teacher professionalism. The form of training program development strategy is presented in Table 1.

Table 1. Development of Training Programs

Training Strategy	Implementation	Impact on Teacher Professionalism
Government training programs	Teachers participate in externally organized workshops	Improved understanding of curriculum and teaching standards
In-house training (IHT)	Internal training conducted within the school	Enhanced context-based teaching skills
MGMP participation	Teachers engage in subject-based discussion forums	Strengthened collaboration and sharing of best practices
Short courses and workshops	Participation in academic and professional training	Improved lesson planning and evaluation skills
Principal guidance	Coaching and supervision by the principal	Increased discipline and professional commitment

The development of training programs constitutes a central strategy in strengthening teacher professionalism within the school. The findings demonstrate that the principal plays a proactive and managerial role in designing, facilitating, and sustaining various professional development initiatives. These programs are implemented through a combination of external training, internal workshops, and collaborative learning platforms, ensuring both standardization and contextual relevance. The alignment between interview data and findings in the field indicates that training programs are systematically integrated into the school's operational practices. Moreover, the diversity of training formats enables teachers to develop competencies across pedagogical, professional, and social dimensions. The consistent implementation of these initiatives reflects a long-term commitment to capacity building rather than short-term interventions. Overall, the study highlights that well-structured and continuously managed training programs serve as an effective mechanism for enhancing teacher professionalism and supporting the improvement of educational quality.

Role Modeling by the Principal

Role modeling refers to the principal's deliberate effort to demonstrate exemplary behavior that can be observed, imitated, and internalized by teachers in their

professional practices. Conceptually, it is not limited to symbolic leadership but involves consistent actions that reflect discipline, responsibility, and ethical conduct. In the context of this study, role modeling becomes a practical strategy through which the principal influences teacher behavior indirectly yet effectively. The principal's daily conduct—such as punctuality, commitment to duties, and professional appearance—serves as a reference point for teachers in shaping their own attitudes and work ethics. This sub-theme highlights how behavioral leadership contributes to the formation of a professional culture within the school environment. It emphasizes that professionalism is not only developed through formal training but also through continuous exposure to exemplary practices demonstrated by leadership in everyday institutional activities.

The interview results show that role modeling functions as an implicit yet influential strategy in improving teacher professionalism. The principal's consistent demonstration of discipline and responsibility creates a behavioral standard that is gradually adopted by teachers. Through the statements of informants, it can be understood that teachers do not merely receive instructions but observe and internalize the principal's actions in their daily routines. This indicates that behavioral influence operates through example rather than formal regulation. Furthermore, the emphasis on punctuality and commitment suggests that professional values are reinforced through repeated exposure to consistent leadership practices. This pattern reflects a process in which leadership behavior becomes a reference point for shaping teacher attitudes. As a result, professionalism is developed not only through structured programs but also through the daily interaction between the principal and teachers within the school environment.

Role modeling by the principal emerges as a critical factor in shaping teacher professionalism within the school context. The findings indicate that consistent and observable leadership behavior has a direct influence on teachers' attitudes and work ethics. Unlike formal training programs, role modeling operates through daily interactions and repeated exposure to exemplary practices. The alignment between interview data and findings in the field demonstrates that teachers gradually internalize the values demonstrated by the principal, leading to measurable improvements in discipline, responsibility, and professional commitment. This suggests that leadership effectiveness is not solely determined by managerial actions but also by behavioral consistency. Furthermore, the presence of a disciplined and responsible leader contributes to the formation of a professional school culture. Overall, this sub-theme highlights that role modeling serves as a sustainable and influential approach in enhancing teacher professionalism through everyday leadership practices.

Learning Supervision

Learning supervision refers to a systematic process carried out by the principal to monitor, assess, and improve the quality of teaching practices within the classroom. It involves direct observation, evaluation, and feedback aimed at identifying strengths and areas for improvement in teachers' instructional performance. In this study, learning supervision is positioned as a strategic mechanism that connects planning, implementation, and evaluation of teaching activities. Practically, supervision enables the principal to ensure that instructional practices align with curriculum standards and institutional expectations. It also provides an opportunity for reflective dialogue between the principal and teachers, fostering continuous improvement. This sub-theme

emphasizes that supervision is not merely evaluative but developmental, as it supports teachers in refining their teaching approaches. Through structured supervision processes, the principal contributes to building consistency, accountability, and effectiveness in classroom instruction, which ultimately strengthens teacher professionalism.

Learning supervision is implemented as a structured and continuous evaluative process. The principal's involvement in observing classroom instruction and providing feedback demonstrates an active approach to monitoring teaching quality. From the informants' statements, it can be understood that supervision creates an opportunity for teachers to reflect on their instructional practices. This reflection is not imposed but emerges through guided feedback provided after classroom observation. The presence of evaluation followed by feedback suggests that supervision is oriented toward improvement rather than judgment. Furthermore, the process allows teachers to identify specific aspects of their teaching that require adjustment, such as instructional methods and classroom management. This indicates that supervision functions as a bridge between evaluation and professional development. As a result, teachers are able to make gradual improvements in their teaching practices based on concrete input received during the supervision process.

The findings in the field show that learning supervision is conducted through scheduled and unscheduled classroom observations by the principal. During these sessions, the principal observes teaching methods, classroom interaction, and the use of learning media. After observation, feedback is provided either individually or through follow-up meetings. Documentation data indicate that supervision activities are recorded, including observation notes and evaluation results. Teachers are also given recommendations for improving their instructional practices, which are then reviewed in subsequent supervision sessions. In addition, supervision is often integrated with regular meetings, allowing teachers to discuss common challenges and solutions. These findings demonstrate that supervision is carried out systematically and includes clear stages of observation, evaluation, and follow-up. The consistency between interview data and findings in the field confirms that learning supervision is implemented as an ongoing process that supports the improvement of teacher professionalism. The learning supervision strategies and results achieved are presented in Table 2.

Table 2. Learning Supervision Strategies and Their Outcomes

Supervision Strategy	Implementation Process	Result
Classroom observation	Principal observes teaching practices directly in the classroom	Teachers become aware of strengths and weaknesses in instruction
Feedback and evaluation	Post-observation discussions and performance review	Improved teaching methods and classroom management
Individual coaching	One-on-one guidance based on supervision results	More targeted improvement in specific teaching skills
Follow-up supervision	Re-observation to assess progress	Continuous improvement and consistency in teaching practices
Integration with teacher meetings	Discussion of supervision findings in regular meetings	Shared understanding and collective improvement among teachers

Learning supervision is a key strategy in improving teacher professionalism through a structured process of observation, evaluation, and follow-up. The findings indicate that the principal actively engages in supervising classroom instruction,

providing constructive feedback that supports teachers' professional growth. The alignment between interview data and findings in the field shows that supervision is implemented consistently and systematically. Teachers benefit from this process by gaining a clearer understanding of their instructional strengths and areas that require improvement. Furthermore, the inclusion of follow-up supervision ensures that improvements are sustained over time rather than being temporary adjustments. The integration of supervision results into teacher discussions also contributes to collective learning within the school. Overall, this sub-theme demonstrates that learning supervision functions as an effective mechanism for enhancing teaching quality and strengthening teacher professionalism through continuous evaluation and guided improvement.

Specialized Training

Specialized training refers to targeted professional development activities designed to enhance specific competencies required by teachers in carrying out their instructional duties. Unlike general training programs, specialized training focuses on particular skill areas such as lesson planning, instructional media utilization, and subject-specific teaching strategies. In this study, specialized training is positioned as a complementary approach to broader professional development efforts, allowing teachers to deepen their expertise in certain aspects of teaching. Practically, these trainings are organized based on identified needs, ensuring relevance to classroom challenges and curriculum demands. This sub-theme highlights the importance of focused and need-based training in improving instructional effectiveness. It also reflects the principal's role in facilitating opportunities that address specific gaps in teacher competence. Through specialized training, teachers are expected to refine their technical skills and apply them directly in their teaching practices, thereby strengthening overall professionalism.

Specialized training is implemented as a targeted approach to improving specific teaching competencies. The informants' statements indicate that these trainings are designed based on practical classroom needs rather than general professional development goals. This suggests that the principal adopts a need-based strategy in organizing training activities. The focus on lesson planning and instructional media demonstrates that the training content is directly linked to daily teaching responsibilities. Furthermore, the perceived usefulness of these trainings reflects their relevance and applicability in real classroom situations. Teachers are able to immediately apply the knowledge and skills gained, which contributes to more effective teaching practices. This pattern indicates that specialized training functions as a direct intervention in improving instructional quality. As a result, teachers experience tangible improvements in their ability to design and deliver learning activities, which supports the development of their overall professionalism.

Specialized training is conducted through structured sessions focusing on specific instructional competencies. The principal organizes training related to lesson plan preparation, the use of learning media, and subject-specific teaching strategies. These activities are carried out either internally by experienced teachers or through external facilitators. Documentation shows that training materials, attendance records, and follow-up evaluations are maintained as part of the implementation process. Teachers actively participate in these sessions and are encouraged to apply the outcomes in their

classroom practices. In addition, follow-up discussions are conducted to evaluate the effectiveness of the training. The school environment reflects the application of these trainings, as seen in improved lesson planning and more varied use of instructional media. These findings confirm that specialized training is implemented systematically and is closely aligned with teachers' instructional needs, contributing to the enhancement of teacher professionalism. The specific forms of training and their benefits are presented in Table 3.

Table 3. Forms of Specialized Training and Their Benefits

Form of Specialized Training	Focus Area	Benefit for Teachers
Lesson plan (RPP) training	Instructional planning	Teachers are able to design structured and effective learning activities
Training on learning media usage	Instructional media and technology	Teachers utilize varied and engaging media in teaching
Subject-specific training	Content mastery and teaching strategies	Teachers improve depth of subject understanding and delivery methods
Classroom management workshops	Managing student behavior and interaction	Teachers create more conducive and organized learning environments
Instructional evaluation training	Assessment and feedback techniques	Teachers conduct more accurate and meaningful student evaluations

Specialized training plays a significant role in enhancing teacher professionalism by focusing on specific competencies required in classroom practice. The findings indicate that these trainings are designed based on actual instructional needs, making them highly relevant and applicable. The consistency between interview results and findings in the field shows that specialized training contributes directly to improving teachers' technical skills, particularly in lesson planning, instructional media usage, and classroom management. Unlike general training programs, specialized training provides more focused and practical learning experiences, enabling teachers to apply new knowledge immediately. Furthermore, the structured implementation and follow-up of these trainings ensure that improvements are sustained over time. This sub-theme highlights that targeted professional development is essential in addressing specific competency gaps. Overall, specialized training serves as an effective approach to strengthening teacher professionalism through practical and need-based capacity building.

Professionalism Development

Professionalism development refers to a continuous and integrated process aimed at strengthening teachers' competencies, work ethics, and commitment to educational standards. Unlike isolated training activities, professionalism development encompasses a broader system that includes guidance, mentoring, supervision, and participation in professional learning communities. In this study, professionalism development is understood as a sustained effort facilitated by the principal to ensure that teachers consistently improve their instructional practices. This process involves not only the acquisition of new knowledge and skills but also the internalization of professional values such as discipline, responsibility, and commitment. Furthermore, professionalism development is closely linked to the institutional culture, where continuous improvement becomes a shared norm among teachers.

The interview data show that professionalism development is implemented as a continuous and integrated process rather than a series of separate activities. The principal's role is evident in providing consistent guidance, motivation, and reinforcement of professional values. From the informants' statements, it can be understood that teachers experience professionalism development through both formal and informal interactions within the school environment. This indicates that professional growth is not only driven by structured programs but also by daily leadership practices. The emphasis on discipline and commitment suggests that professionalism is strengthened through repeated reinforcement of values. Furthermore, the integration of various development activities, such as training, supervision, and mentoring, reflects a systemic approach to improving teacher competence. This pattern demonstrates that professionalism development functions as a continuous cycle, where teachers gradually improve their competencies while internalizing professional standards in their daily practices.

Professionalism development is implemented through a combination of structured programs and routine activities within the school. The principal actively conducts coaching sessions, supervises teaching practices, and facilitates teacher participation in professional forums such as MGMP. In addition, regular meetings are used as a platform to reinforce professional values and discuss instructional challenges. Documentation data indicate that these activities are conducted consistently and involve all teaching staff. Teachers demonstrate improved discipline, punctuality, and commitment in carrying out their duties. The school environment reflects a culture of continuous improvement, where professional behavior is both expected and practiced. Furthermore, follow-up activities, such as evaluation and feedback, are integrated into daily routines to ensure sustained development. These findings confirm that professionalism development is not implemented as a one-time initiative but as an ongoing process embedded within the school's operational system. Teacher professionalism development as an integrated system is visualized in Figure 1.



Figure 1. Conceptual Framework of Teacher Professionalism Development

Professionalism development emerges as a comprehensive and continuous process that integrates various strategies to enhance teacher competence. The findings indicate that the principal plays a central role in sustaining this process through

guidance, motivation, and structured professional development activities. The alignment between interview data and findings in the field shows that professionalism is developed not only through formal training but also through daily practices and interactions within the school environment. The presence of a systematic approach, combining training, supervision, and mentoring, ensures that professional growth is maintained over time. Furthermore, the internalization of professional values contributes to consistent improvements in teachers' performance and commitment. This sub-theme highlights that sustainable teacher professionalism is achieved through an integrated system rather than isolated efforts. Overall, professionalism development functions as a continuous cycle that supports long-term improvement in teaching quality and educational outcomes.

Discussion

This study reveals that the principal plays a central and strategic role in enhancing teacher professionalism through a combination of structured and continuous managerial practices. The findings indicate that teacher competence at State Elementary School 2 Purwokerto Wetan has developed positively, as reflected in improved discipline, the use of varied instructional methods, and alignment with lesson planning standards. These improvements are not incidental but are the result of deliberate leadership strategies, including training programs, learning supervision, specialized training, and continuous professional guidance. Furthermore, the study highlights that professionalism is strengthened not only through formal development activities but also through daily leadership practices such as role modeling and consistent monitoring. However, the findings also reveal several challenges, including limited resources, inconsistencies in policy implementation, and varying levels of teacher motivation. These constraints indicate that while progress has been achieved, the development of teacher professionalism remains a dynamic and ongoing process that requires continuous adjustment and support from school leadership.

The findings of this study align with previous research emphasizing the critical role of school leadership in improving teacher professionalism and educational quality. Consistent with Hardiyanti & Madjid (2024), the study confirms that principals who actively engage in training facilitation, supervision, and motivation contribute significantly to enhancing teacher competence. Moreover, the results support Yamin (2022), who highlights that teacher competence involves not only technical skills but also reflective and adaptive capacities in responding to educational changes. However, this study extends existing literature by demonstrating that professionalism development is most effective when it is implemented as an integrated system rather than as isolated interventions. Unlike prior studies that focus primarily on formal training, this research shows that daily leadership practices, such as role modeling and continuous guidance, play an equally important role in shaping professional behavior. In addition, the study addresses a gap in the literature by highlighting contextual challenges, such as policy dependency and resource limitations, which may hinder the full implementation of leadership strategies in school settings.

This study contributes to the field of educational management, particularly within the context of Islamic education management, by offering a comprehensive understanding of how principal leadership functions as an integrated system in developing teacher professionalism. The research expands previous studies by

demonstrating that effective leadership is not limited to administrative or managerial roles but also involves continuous behavioral and cultural influence within the school environment. Specifically, this study introduces a conceptual framework that integrates training programs, supervision, mentoring, and value internalization into a single continuous development cycle. This contribution is significant as it provides a more holistic perspective on teacher professional development, moving beyond fragmented approaches commonly discussed in previous research. Furthermore, within the context of Islamic education management, the study highlights the importance of ethical values, discipline, and responsibility as integral components of professionalism. This reinforces the idea that professionalism is not solely competence-based but also value-driven. Thus, the findings offer both theoretical and practical contributions by providing a model that can be adapted in similar educational institutions.

This study underscores the importance of principal leadership as a key determinant in the development of teacher professionalism and the improvement of educational quality. The findings demonstrate that professionalism is most effectively enhanced through a combination of structured programs and continuous leadership practices. The integration of training, supervision, and mentoring creates a sustainable system that supports long-term professional growth. At the same time, the study highlights the need to address existing challenges, particularly in terms of resource availability, policy alignment, and teacher motivation. These factors must be considered to ensure that leadership strategies can be implemented more effectively. The broader implication of this study is that educational institutions should adopt a systemic approach to professional development, where leadership, organizational culture, and continuous learning are interconnected. Future research is recommended to explore how this integrated model can be adapted in different educational contexts and to examine its long-term impact on student outcomes and institutional performance.

CONCLUSION

Efforts to improve teacher professionalism and the quality of graduates remain a central challenge in educational institutions, particularly in ensuring that leadership practices are effectively translated into sustainable instructional improvements. This study demonstrates that the principal at State Elementary School 2 Purwokerto Wetan plays a strategic managerial role in addressing this challenge through structured and continuous efforts. The findings show that teacher professionalism is strengthened through direct performance monitoring, systematic training programs, and the alignment of teaching practices with curriculum standards. In addition, the principal ensures that teachers possess adequate qualifications and readiness by emphasizing lesson planning, subject mastery, and ethical conduct. These integrated efforts indicate that professionalism is not developed through isolated actions but through a combination of supervision, capacity building, and organizational management that collectively supports the improvement of teaching quality.

The broader implications of these findings highlight that effective school leadership is essential in creating a sustainable system of professional development. The principal's role extends beyond administrative functions to include fostering collaboration, facilitating continuous learning, and ensuring the optimal use of educational resources. These practices contribute not only to teacher competence but also to the overall quality of educational outcomes. Therefore, educational institutions

are encouraged to adopt a comprehensive leadership approach that integrates training, supervision, and professional support as part of their management strategies. Future research may further explore how such leadership models can be adapted across different educational contexts and examine their long-term impact on student achievement and institutional performance.

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