

THE ROLE OF SCHOOL LEADERSHIP IN DEVELOPING TEACHER PROFESSIONALISM

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ABSTRACT

The role of school leadership is pivotal in fostering teacher professionalism, which directly influences the quality of education. However, challenges such as teacher resistance to change and limited motivation often hinder this effort. This study aims to explore effective school leadership practices in enhancing teacher professionalism through a literature review of four Scopus-indexed articles from 2020-2025. The study follows the PRISMA framework for article selection. Findings reveal that effective leadership is characterized by transformational, participative, transactional, and relationship-oriented styles. Among these, transformational leadership is the most dominant, as it aligns with the principal's vision to motivate and empower teachers. Strategies such as providing ongoing training, involving teachers in decision-making, offering performance-based rewards, and fostering emotional commitment were frequently applied. The study concludes that adaptive and collaborative leadership styles play a significant role in overcoming challenges and enhancing teacher professionalism, thus improving the overall quality of education.

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INTRODUCTION

Leadership in the world of education is something crucial and needs to be possessed by every individual involved in it. At the very least, each individual is able to be responsible for becoming his own leader in carrying out his duties and roles. As in the Islamic view, every individual is a leader, and every leader will later be held accountable (Taufik, 2020). If every individual in the world of education were like; school principals, teachers, students and others are able to interpret and understand the importance of leadership, so that all tasks and roles can be carried out well.

In general, leaders in the field of education are often associated with school principals as the highest leaders in the educational unit. School principals have an essential role in developing effective education in the school environment they manage

(Ridho, 2019). Kusmiati et al. (2022) states that school principals should not only focus on the curriculum, facilities and infrastructure, but must also focus on human resources including developing the professionalism of teachers who are expected to be able to produce output that is in accordance with the school's vision and mission.

Developing teacher professionalism is very important because it has a direct impact on improving the quality of education (Risdiyany, 2021). This is in line with Abdollah (2020) that the professionalism of a teacher will have an impact on graduates who are quality and experts in their field. A professional teacher not only has in-depth knowledge of teaching materials, but is also able to manage the class well, understand students' needs, and continue to develop skills through training and further education (Akhyar et al., 2024). So, to support the realization of teacher professionalism, an effective leadership role of the school principal is needed.

However, the reality on the ground shows that school principals often face various obstacles in developing teacher professionalism. Budget limitations, minimal human resources, inadequate facilities and infrastructure, and administrative burdens are the main obstacles (Hallinger, 2011; Jamilah et al., 2024; Fahmi, 2025). In addition, resistance to change and lack of motivation on the part of some teachers is also a significant challenge (Fullan, 2007; Husniza & Yacob, 2023). The rapid development of technology in this day and age requires teachers to continue to adapt, but several schools in Indonesia still have not optimized teacher professionalism development programs (Khonsa et al., 2025). These problems indicate that up to now, it is still found that the leadership role of school principals, especially in developing teacher professionalism, has not been carried out effectively.

Effective School Leadership has a significant impact on the quality of education. A conducive work environment can be created through a collaborative and inspiring leadership approach. Apart from that, through effective leadership it will certainly be able to encourage innovation, increase teacher motivation, and facilitate competency development through ongoing training, mentoring and evaluation programs (Sergiovanni, 2001). Motivated and skilled teachers will provide quality learning, which ultimately improves student learning outcomes. On the other hand, weak leadership can cause stagnation, low teacher performance, and a decline in the overall quality of education.

In the midst of increasingly complex educational dynamics, the implementation of an effective leadership style by school principals is very important to increase teacher

professionalism. According to Bass & Riggio (2006), transformational leadership can inspire and motivate teachers through a clear vision, open communication, and examples of consistent behavior. This leadership style not only focuses on achieving academic targets, but also supports the development of overall personal and professional competencies. Research Yukl (2010) confirms that leaders who focus on individual development are able to increase teacher performance and dedication in implementing innovative learning strategies. In addition, an inclusive leadership approach creates an atmosphere of mutual respect, so that teachers are encouraged to actively contribute to the formulation of educational policies.

By providing space for constructive dialogue and constructive feedback, school principals can more precisely identify the needs and potential of each teacher. The integration of technology in the learning process is an important aspect to face advances in times that demand rapid adaptation. School principals who apply an adaptive leadership style will strive for continuous training, so that teachers are always ready to face the challenges of modern education. This holistic approach not only improves individual performance, but also strengthens the collective performance of schools which contributes to improving the quality of national education. Implementing adaptive leadership strategies requires high commitment from all stakeholders, including government, society and other educational elements. With optimal synergy between leaders, teachers and all school elements, strategic initiatives can produce sustainable positive change and create an innovative and productive learning culture. This synergy not only creates a significant increase in the quality of education, but also motivates all parties to continue to innovate in every aspect of learning.

Research Zulaikah (2020) reveals that effective School Leadership in increasing teacher professionalism includes: managerial abilities to create a vision and harmonious cooperation, the ability to manage educational resources, as well as the ability to develop mentally, morally, physically and artistically in a programmatic manner. Research Irawati (2021) reveals that human resources are an important and main part in improving quality in schools which can advance the nation, therefore improving human resources needs to be carried out continuously and sustainably. Research Azis & Pratama (2024) reveals that principal supervision has proven to be effective in increasing teacher professional competence through implementation stages that support teachers to become more professional in teaching. Research Lubis & Fadhli (2024) reveals that effective School Leadership in fostering teacher professionalism involves communication, collaboration

and responsibility, as well as efforts to resolve teacher commitment problems through guidance, incentives and supervision to support quality and productive learning. Meanwhile, research Pesta (2024) reveals that good School Leadership plays an important role in increasing teacher professionalism, even though there are obstacles such as limited time for monitoring and inadequate facilities.

This study uses a holistic approach which provides added value, especially in exploring the role of school School Leadership in fostering teacher professionalism. Not only does it identify the roles and obstacles faced by school principals, but also offers concrete solutions to overcome these various challenges. This study is designed to be relevant to current developments, especially in the last five years, by considering the dynamics of education in the digital era.

RESEARCH METHODS

This research employs a systematic literature review (SLR) approach aimed at synthesizing various findings from recent studies on school leadership in relation to teacher professionalism. The systematic review allows researchers to identify patterns, strategies, and gaps within the selected studies to strengthen the theoretical framework of the research (Pandey et al., 2024).

The data collection was carried out using the Publish or Perish application by searching articles in the Scopus database, which is known for its quality and comprehensive peer-reviewed content (Shaffira et al., 2024). The search period was limited to studies published from 2020 to 2025, to ensure the relevance and currency of the findings in relation to the development of educational leadership in the digital era. The keywords used in the search process included: School Leadership, School Principal, Teacher Professionalism, and Developing Teacher Professionalism.

To maintain quality and transparency, this study followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework (Zahra et al., 2024). The PRISMA stages followed in this review are:

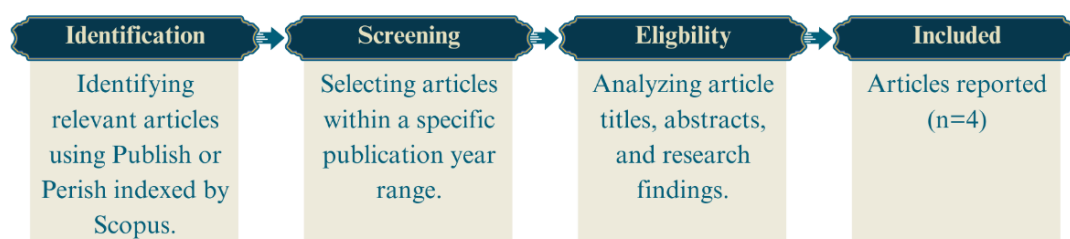


Figure 1. Four Stages of the PRISMA Method

The inclusion criteria were:

- 1) Articles published in peer-reviewed journals indexed by Scopus.
- 2) Publication years between 2020-2025.
- 3) Articles written in English or Indonesia.
- 4) Studies focusing on the relationship between school leadership and teacher professionalism.

The exclusion criteria included:

- 1) Articles not available in full text.
- 2) Articles focusing only on student achievement or unrelated variables.
- 3) Opinion pieces or non-empirical essays.

This structured approach ensures that the data analyzed are valid, relevant, and contribute meaningfully to the research objective, namely understanding the role and strategy of school leadership in enhancing teacher professionalism.

Searching for articles using the Publish or Perish application covering the years 2020-2025 was carried out in 4 stages. In the initial stage, searches are carried out using keywords School Leadership As many as 200 articles were found in the search. The second stage uses keywords School Leadership; School Principal 200 articles were found in the search. The third stage uses keywords School Leadership; School Principal; Teacher Professionalism 22 articles were found in the search. And the final stage uses keywords School Leadership; School Principal; Teacher Professionalism; Developing Teacher Professionalism 4 articles were found in the search. So the total number of articles that have gone through the screening process and will be reviewed is 4 articles indexed by Scopus by analyzing the abstract section of the article.

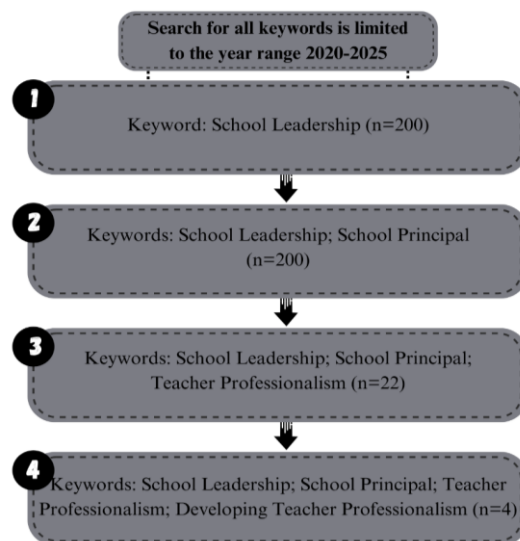


Figure 2. Article selection was carried out using Publish or Perish which is indexed by Scopus

RESULTS AND DISCUSSION

Based on the results of research studies sourced from these four articles, the various obstacles faced by school principals in carrying out their role as leaders and the implementation of various effective school School Leadership styles to increase teacher professionalism are the main focus of discussion. The leadership of the school principal will continue to be in the spotlight at all times because of its very essential role in the educational unit. Therefore, it is important for school principals to understand the existing challenges, and choose and implement a leadership style that suits the needs and context of the school. The main discussion in this research reveals the principal's strategy in overcoming various obstacles, both in managerial and interpersonal aspects with the aim of creating an environment that supports effective learning. As a basis for further exploration, the researcher presents a list of documents in table 1 below, which will provide a more in-depth picture of the topics discussed.

Table 1. List of Documents

No.	Writer	Title	Results
1.	(Tamkivi & Eisenschmidt, 2023)	<i>What Matters in Leadership Practices among Estonian Upper Secondary School Principals?</i>	Principals at public high schools in Estonia have implemented leadership practices that encompass four main dimensions: setting direction, building relationships and developing people, developing the organization to support desired practices, and improving teaching programs. The most important aspect of these four dimensions is that the principal builds good relationships with students and teachers. However, school principals face challenges in the form of high teacher workload, which becomes an obstacle in efforts to improve school quality. Even so, the principal feels supported in carrying out his duties because he has the trust of the school and there is also cooperation between state high schools who provide mutual support.
2.	(Le Fevre et al., 2020)	<i>Navigating the Leadership Tensions in Creating Collective Responsibility</i>	This research reveals some of the challenges that New Zealand principals face in working with teachers and staff to achieve educational goals. There are four main challenges faced by school principals, namely: 1) determining the implementation of teacher training, whether it should be carried out independently or directed, 2) balancing direction from leadership and staff initiative, 3) incorporating the opinions of teachers and students in the decision-making process, and 4) changing teachers' views while still providing the support needed for their development. These challenges require good communication and wise decisions. This research suggests that school principals should be more open with staff regarding the challenges they face, so that all

No.	Writer	Title	Results
3.	(Faridah et al., 2022)	<i>Leadership Style of High-Achieving School Principals in Teacher Professionalism</i>	parties can work together more effectively to achieve school goals. The results of this research are useful for helping school principals and teachers understand the difficulties that may arise and how to deal with them. The principal succeeded in implementing various leadership styles to increase teacher professionalism, including: 1) Relationship-oriented leadership (prioritizing good relationships with teachers). 2) Participative leadership (involving teachers in decision making). 3) Transactional leadership (providing rewards or incentives based on performance). 4) Transformational leadership (providing inspiration and motivation for teachers to continue to develop). Of the four leadership styles, the most dominant is transformational leadership because it is in line with the vision of the school principal who continues to strive to provide motivation and positive energy to teachers to make them more confident in improving their competence. This collaborative approach is an effective strategy in supporting teacher professionalism.
4.	(Aziz et al., 2020)	<i>The Relationship of Commitment Practices and Development of the School Leadership Capabilities in Implementing District Education Department (PPD) Transformation</i>	The results of this research reveal that the commitment of educational service personnel in Malaysia to their duties, especially in three aspects: affective (emotional attachment), continuity (responsibility to survive), and normative (moral responsibility) can be said to be high, with the affective aspect being highest results. Apart from that, the principal's ability to lead, such as: determining school goals, managing the teaching and learning process, creating a comfortable learning atmosphere and a friendly environment, is also at a very good level. This research also reveals that the stronger the commitment to change (openness to new ideas or improvements), the better the principal's leadership will be implemented.

As time goes by, various new leadership styles will continue to emerge. The effectiveness of leadership styles implemented in contemporary times is certainly no longer the same when implemented in today's digital era. The hope is that school principals who are leaders in educational units are able to implement leadership styles effectively. It is the responsibility of a school administrator to be able to create a clear school vision and mission, create a comfortable school environment, and ensure that teaching and learning activities are carried out well and comfortably. This is in line with research Aziz et al. (2020) which states the various abilities that school principals must

achieve in leading, including: determining school goals, managing the teaching and learning process, creating a comfortable learning atmosphere and a friendly environment. Therefore, school principals are required to continue to adapt to changes, both in technology, the needs of teachers and students, as well as increasingly complex global challenges.

Based on the synthesis of the four articles analyzed, several leadership styles and strategies have been consistently identified as effective in enhancing teacher professionalism. One of the most dominant styles found is transformational leadership, where principals strive to provide motivation, inspiration, and a clear vision for teachers to develop their competence (Faridah et al., 2022). Another approach frequently applied is participative leadership, which involves teachers in decision-making processes, fostering a greater sense of belonging and commitment to change (Le Fevre et al., 2020). In addition, transactional leadership, which includes providing performance-based incentives, is used to enhance short-term motivation. Equally important is relationship-oriented leadership, which focuses on building strong interpersonal connections between principals and teachers to establish a positive and supportive work environment (Tamkivi & Eisenschmidt, 2023).

Complementing these styles are several specific strategies that support the development of teacher professionalism. These include providing continuous training through workshops, seminars, and mentoring programs; creating open communication channels to address challenges collaboratively; fostering both emotional and professional commitment to educational goals; and encouraging partnerships and collaboration among internal and external school stakeholders. These strategies play a critical role in creating a productive atmosphere for professional development in a time of digital transformation and systemic change.

It is also important to understand that the situation and conditions of each school are certainly different. Therefore, school principals need to adapt a leadership style that is suitable to be implemented in their school. The ability to collaborate various leadership styles, such as transformational, participative, transactional, and others, is the key to bringing innovation to the school environment. As research Faridah et al. (2022) proves, this collaborative approach is an effective strategy in supporting teacher professionalism, with a transformational leadership style that dominates because it aligns with the vision of the principal who continues to strive to provide motivation and positive energy for teachers to be more confident in improving their competence.

Teacher professionalism development can be realized by school principals by broadening teachers' horizons through training, providing motivation to maintain work enthusiasm, and applying discipline to create an orderly and productive work environment (Muspawi et al., 2023). In line with Tarigan et al. (2023), the results of his research revealed that school principals also provide opportunities for teachers to take part in training, seminars and other activities related to teacher professional competence. Apart from that, school principals also play a role in increasing teacher commitment through optimizing leadership (Sari et al., 2021). If teachers have a strong commitment, this will influence the implementation of good School Leadership. As research Aziz et al. (2020) reveals that the stronger the teacher's commitment, especially to change (openness to new ideas or improvements), the better the principal's leadership will be implemented. Teachers' openness to new ideas or improvements is very important in facing the challenges of education in the digital era. Therefore, a commitment to supporting change is the key to realizing teacher professionalism that is adaptive and responsive to current developments.

Simultaneously with the realization of these activities, school principals need to improve their interpersonal skills to support their leadership role. This includes building effective communication with teachers, students and parents, as well as strengthening collaboration between stakeholders. In line with research Tamkivi & Eisenschmidt (2023) which reveals that there are four main dimensions that school principals need to implement through their leadership, namely: setting direction, building good relationships and developing people, developing the organization to support desired practices, and improving teaching programs. Apart from that, support and cooperation between schools and between schools or stakeholders will strengthen school principals in carrying out their duties, because they feel supported and gain trust to achieve educational goals together. This step aims to create synergy in achieving educational goals. In this way, school principals can act as agents of change who contribute to advancing the quality of education holistically.

In carrying out their leadership role, school principals often face various obstacles. These obstacles need to be communicated with the relevant staff so that the right solution can be found. The school principal must be open so that the problem-solving process can run smoothly. In line with research by Le Fevre et al. (2020), challenges or obstacles that occur require good communication and wise decisions. The research suggests that school

principals should be more open with staff regarding the challenges they face, so that all parties can work together effectively to achieve school goals.

CONCLUSION

School principals play a vital role in improving the quality of education by implementing adaptive and effective leadership styles. This literature review reveals that transformational and participative leadership approaches are particularly influential in promoting teacher professionalism. Effective strategies include continuous professional development, inclusive decision-making, performance-based incentives, and open communication. By integrating these approaches, school principals can overcome challenges, foster commitment to change, and create a collaborative and innovative learning culture. Thus, adaptive school leadership is essential for enhancing teacher professionalism and, ultimately, educational outcomes.

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