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Promoting Teachers' Professionalism in Primary School: The Female Principal's Leadership Style

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ABSTRACT

Objective: Leadership style these days is becoming crucial aspect in managing programs in educational setting. The principal is required to carry out effective leadership to promote the success of education. In addition, this leadership style can be a means to promote teacher's professionalism. Still, there has been the lack of effective leadership leading to unmotivated teachers and the lack of teacher's professionalism. There has been previous studies concerning on the principal leadership style in elementary school. However, this study focuses on the female principal' leadership style to fill the gap. Method: This study is qualitative case study. It aims at exploring the female principal's leadership style to promote teacher's professionalism at SD Negeri Tambahrejo 03. The participants of this study are one principal and four teachers at SD Negeri Tambahrejo 03. To collect the data, the researcher uses semi-structured interview. Results: Based on the result of data analysis using semi-structured interview with the participants, it shows positive influence of leadership style to promote teacher's professionalism. It shows that there are two leadership styles used by the female principal; transformational and situational leadership. In addition, this leadership style is to promote teacher's professionalism through the following activities; professional development, teachers forum, and curriculum development. In short, leadership style plays a significant role in promoting teacher's professionalism. In other words, the more effective leadership style used by the principal, the higher teacher's professionalism.

INTRODUCTION

Leadership style these days has become a crucial aspect to promote the success of learning. A principal is expected to have a effective policy and strategies to improve the quality of education in primary schools. (Sariakin et al., 2025) stated that good leadership is required to guide and direct the teachers as should. In addition, the quality of principal's leadership can be viewed as the success of how she or he leads the school management. (Damayanti et al., 2019) stated that principal's leadership can improve the quality of learning process through effective communication and teacher supervision, strengthening curriculum and positive environment in school.

In term of 21st century learning, the school principal has a significant role in promoting the quality of learning process. This era has been a crucial to the principal as the leader in educational institution to create a new paradigm in education. (Rini et al., 2023) this skill are vital to develop a conducive culture to create institutional goal in this 21st century. In addition, the principal should be able to provoke teacher's professionalism and performance to create effective teaching-learning process.

(Amankwah & Guo-Hua, 2020) stated that principal leadership is a key factor in improving the condition of educational institutions. The principal' policies and choices can influence how the institution works. (Palupiningsih et al., 2021) added that the choices made by the principal can influence the school performance. In this case, the support of teachers plays a crucial role in principal's leadership. (Palupiningsih et al.,



2021) added that teachers may be motivated to provide a better service in education owing to strong strong leadership from the principal.

Further, educational institution can be said to be successful based on the quality of the leader. This in case, can encourage the school staff to be more motivated in their duties. One of factor influencing the teacher's professionalism is school principal leadership style (Ermita et al., 2024). (Duraku & Hoxha, 2021) added that effective principal applies leadership style through controlling task, exercising control, and providing motivation. In this case, the principal can motivate school staff through choaching, delegating authority, promoting teachers' compentency, and creating positive environment (Ermita et al., 2024).

However, in term of elementary school leader, Indonesia has nowadays has had the lack of the principal in state elementary school. It is an alarming shortage of school principals faced by many elementary schools in Indonesia, especially in remote area. This condition leads to the lack of principal's leadership. In addition, the support from the community and decreased teacher's professionalism can be a challenge for novice teacher.

Further, many primary school in rural areas has to face challenges with teacher's professionalism due to the lack of educational facilities, curriculum and salary (Sariakin et al., 2025). (Taufik & Istiarsono, 2020) added that the principal shoule balance the limited budget condition with the teacher expectation. The school principal' leadership is required to answer this challenge. In this case, the principal's leadership style is the key to motivate teachers. In short, some teachers may be motivated due to factors such as the leadership style in educational setting.

(Juwita & Rohayani, 2022) stated that principal's leadership style plays a significant role in managing the institutional assets. This in case, affects how teachers perform in the classroom. This principal's leadership style is significantly influential in achieving school goals and improve teacher's professionalism (Nuswantoro et al., 2023). (Izzati & Novita, 2024) added that effective leadership in educational setting influences teacher performance and motivation, as well as students' achievement.

(Williams, 2018) argued that principals can play a crucial role in motivating teachers. This also empowers teachers to serve best practices in teaching-learning process. It is significant for the principal to have and implement effective leadership styles. The effective leadership styles can create a positive learning environment and the success of school program. (Palupiningsih et al., 2021) added that the success of school program depends on the principal's attitude, policies, and work.

In the context of education, principal' leadership plays a vital part in encouraging and shaping teacher's professionalism . This principal leadership not only affects the quality of learning in institution but also promotes successful achievement of school goals (Fitriah, 2023). In addition, the school principal has a vital role in creating positive and supportive school environment, promoting professional growth, and empower teachers to increase the teaching-learning process. Thus, this principal leadership can be an a catalyst for leveraging teacher's professionalism to provide best in teaching-learning process.

In addition, teacher's professionalism in educational settings are a factor influencing teacher's performance during the lesson. This in turn, needs additional factor to improve teacher's professionalism . The principal needs to encourage the teacher to be more motivated and active in conducting the classroom activities. (Jamilus et al., 2022)



added that principal' leadership can create feeling of pleasure and motivation for teachers to carry the teaching-learning process. In short, the principal has a vital influence on overall success in education.

Teacher's professionalism can be a means to promote the success of learning process. (Siregar et al., 2024) stated that teacher's professionalism is a key factor in determining the success of teaching and learning process. (Mujahidin, 2023) added that principal' leadership can promote the teacher's professionalism to implement effective teaching-learning process. Highly motivated teachers tend to be more creative and passionate to design and implement effective learning processes. In addition, teachers can be more concerned with the providing students needs.

This in case, during the process of teaching and learning, this teacher's professionalism can also affect the students' achievement. A motivated teacher may bring positive attitude towards the lesson and students. (Pratomo & Kuswati, 2022) stated that teacher brings positive affect on the students' outcome. This motivated teacher tend to employ effective teaching strategies to implement in his/her classroom. Thus, the students are motivated to engage in and get a better score during the lesson.

Previous studies has shown that the principal's leadership style has significantly influence the work motivation. (Palupiningsih et al., 2021) conducted research dealing with school principal leadership on teacher's professionalism . They found that the school principal has a direct impact on the teacher's professionalism . In this case, the teacher showed the positive attitude and motivation during under the school principal. In addition, teachers with a strong motivation can enhance their performance during the teaching-learning process (Huda et al., 2022).

On the other hand, (Jamilus et al., 2022) found that leadership style has implications for the improvement of teacher's professionalism . It is stated that the better leadership and the higher motivation is given will improve the teacher performance. Furthermore, (Sakerani et al., 2019) also found that principal' leadership style has a direct influence on the teacher's professionalism through the provision of supportive governance. In addition, this teacher's professionalism indirectly shapes how teacher perform in the classroom.

Regarding to the previous research mentioned above, however, it shows a gap that principal's leadership style on the teacher's professionalism in secondary or high school. It is vital to explore insight regarding to the leadership style by female principal on the motivation of elementary teacher in remote areas due to the unique challenges. In addition, this has been subject of interest to explore the difference in leadership styles between male and female principal in educational institution.

Hence, this study aims at exploring what leadership styles used by female principal and how female principal leadership promotes teacher's professionalism at SD Negeri Tambahrejo 03 to improve teacher's professionalism . In short, through a deep understanding of leadership theory and practices, school principal is expected to direct their school and achieve the organizational goals and achievements.

RESEARCH METHOD

Research Design

In this study, the researcher used a qualitative case-study. (Bell, 2005) stated that qualitative case-study discusses related issues in some depth. (Cresswell & Poth, 2018)



stated that this qualitative case-study allows researcher to obtain deep understanding of related phenomenon through participants' exploration on perspectives and experiences. In addition, it aims at investigating and exploring in depth implementation of leadership style by the female principal to promote teacher's professionalism .

Participants and Research Setting

This study aimed at capturing rich and detailed data to provide understanding of female principal's leadership to promote teacher's professionalism . This study was conducted at SD Negeri Tambahrejo 03, Candipuro Lumajang regency. The participants of this study involves one female principal and four primary school teachers. In selecting the participants of the study, the researcher used parameters such as; civil servant teachers and teacher professional development.

The researcher chose civil servants as the participants since they have more experiences in teaching than non-civil servants. Further, these teachers also has more duties and necessity to improve their competencies as civil servants through any professional development. The table below is the information of the participants.

Table 1. Information of participants

Participants	Status	Activeness
Participant 1	Principal	Active
Participant 2	Sport teacher	Less active
Participant 3	Fifth grade teacher	Active
Participant 4	Fourth grade teache	Less active
Participant 5	Six grade teacher	Quite active

Data collection

Data collection deals with methods used to gather data information from the research instrument. According to (Taherdoost, 2021), data collection refres to the process of collecting data aiming to gain insight regarding the topic of the study. In this research, the researcher used semi-structured interview. According to (Safriyani et al., 2024), semi-structured interview provides opportunities to thoroughly explore participants' experience while ensuring critical research questions are addressed. In addition, semi-structured interview is used to obtain information and detailed insights related to the leadership style to promote teacher's professionalism . The researcher in this study conducts interviews session using open-ended questions to elicit detailed information about the principal' leadership style in improving the teacher's professionalism .

Data analysis

In conducting the study, data analysis is crucial part to collect, transforming, describing, and interpreting the data collected. In this study, the data analysis process consists of data coding, categorizing, and interpreting data. In addition, the data is processed based on the qualitative procedures and validated the data using four-level criteria (Yin, 2011).

RESULTS AND DISCUSSION

Results

This research deals with exploring the female principal's leadership style in improving teacher's professionalism and the most leadership style used by the female principal to



improve teacher's professionalism at SD Negeri Tambahrejo 03. The data were obtained in four-week session using in-depth interview with the principal and four teacher at SD Negeri Tambahrejo 03.

Leadership styles

Based on the results of data analysis, this study shows that there are two types of leadership styles used by the female principal at SD Negeri Tambahrejo 03 to improve teacher's professionalism; transformational and situational leadership. The result of data interviews show that factors related to context of school influence the leadership styles used by the female principal at SD Negeri Tambahrejo 03. It can be from the interview data from the participants regarding to the transformational leadership used by the female principal at SD Negeri Tambahrejo 03 to improve teacher's professionalism.

The followings are the result of data interview to explore transformational leadership by female principal to improve teacher's professionalism, as follows:

As a new principal through the program conducted by the government (Guru Penggerak), always try to be a good role model for the teacher at SD Negeri Tambahrejo 03. Guru Penggerak is one of good program conducted by the government, so I must be a good role model for the teacher to join kind of program provided by the government to improve their professionalism. I often tell the teachers to join Guru Penggerak to open the opportunity for them if they want to be a good principal or supervisor. This will open their mind that our job is not only teaching but also educating the students as the unique human with their own characteristic. (Participant 1)

It is supported by the Participant 2 dealing with the principal's attitude and behaviour as the principal at SD Negeri Tambahrejo 03 to improve teacher's professionalism.

The principal in our school is considered as a new principal but she has been a role model for the teachers, especially for the civil servants to always give the best for the students and the parents. She shares clearly the school vision and goals to the teachers and parents, and focuses on the students achievement. (Participant 2)

In addition, the female principal at SD Negeri Tambahrejo 03 also indicates that she has been a transformational leader to improve teacher's professionalism. It indicates that she gives all teachers to attend the training and workshop regarding to their professionalism, as stated by Participant 2.

Our principal regularly encourages all teachers to attend the training and workshop related to the teachers' professionalism. She emphasizes that these training and workshop will improve teachers' competence. She sometimes gives us opportunities to pursue master degree for the teachers. (Participant 2)

Regarding to the integrity, the Participant 3 stated that she has high integrity as the principal at SD Negeri Tambahrejo 03. This can be seen from the data interview, as follows:

The principal always set a good role model for the teachers at SD Negeri Tambahrejo 03. She is very disciplined, responsible, and committed to our organizational goals; students, students, and students. It makes us as the teachers feel motivated to be role models for the students at SD Negeri Tambahrejo 03.



Further, the Participant 3 added that the principal at SD Negeri Tambahrejo 03 always motivate teachers to actively join professional development program.

Mrs. J as the principal at SD Negeri Tambahrejo 03 always motivate the teachers to join programs for teachers' professional development. I have joined professional development program together with the principal regarding to new curriculum. The principal often reminds the teachers to always serve students at best. (Participant 3)

Based on the result of data interviews, the Participant 1 as a female principal also indicates that she has been a transformational leader at SD Negeri Tambahrejo 03 to improve teacher's professionalism. It can be seen from her consideration with teachers at SD Negeri Tambahrejo 03. The following is the data interview from Participant 1:

I love taking time with the teachers to discuss privately if I find any problems and challenges faced by the individuals. I never provide them any solutions for their problems and challenges. I always try to coach them to find appropriate solutions for them. I also regularly provide a meeting with all teachers to discuss our school progress and teacher's professional development. I also always have a clear vision and goals proposed and discussed together to achieve. This is important that all teachers should achieve these goals together. (Participant 1)

Those data interviews from three participants clearly show that the female principal at SD Negeri Tambahrejo 03 tends to be a transformational leader for the teachers to improve their professionalism as civil servants. This transformational leadership can be seen from individualized consideration, inspirational motivation, and idealized influence for the teachers at SD Negeri Tambahrejo 03. In addition, transformational leadership model tends to be a role model to inspire the teachers at their to perform effectively and improve their professionalism as civil servants.

Meanwhile, based on the result of data interviews, the researcher also found that the female principal at SD Negeri Tambahrejo 03 sometimes used situational leadership style. This situational leadership style used by the female principal at SD Negeri Tambahrejo 03 tends to adapt the leading to suit with the work environment and the school needs. It can be seen from the data interviews, as follows:

This school sometimes conducts training and workshop internally through inviting the speakers on related issues and challenges by our teachers. I take this opportunity to see whether our teachers unmotivated or not. (Participant 1)

Next, the Participant 1 added that she tends to delegate the school programs to the teacher since she understands well that the teachers at SD Negeri Tambahrejo 03 has been effective at their jobs.

I always understand that our teachers are competent and committed to achieve our school goals. Under certain circumstances, I give them opportunities to hold school programs. I always include all teachers to discuss our school programs and to make a decision-making. It is very important to always include them in every decision making. (Participant 1)

Based on the data interview above, it can be seen that the principal tends to use delegating style in her situational leadership. The principal understand well that all teachers at SD Negeri Tambahrejo 03 can work or hold school programs effectively. In this case, it needs little guidance from the principal to hold the programs. In addition,



the principal will see the progress and results, as well as give all teachers authority and responsibility to achieve the school goals.

Further, the Participant 4 also stated that the principal tends to use telling style to communicate with the teachers regarding to the decision to suit with the school conditions. It can be seen from the data interview below:

Our principal often shares her ideas with the teachers regarding to the challenges and the decisions make to achieve our goals. All school programs are always obtained from teachers, then these will be discussed.

This leadership style is supported by the data interview from Participant 5, that the principal often fosters open communication with all teachers at SD Negeri Tambahrejo 03. It is stated through the interview below:

The school principal always emphasizes that our school goal is always for the students. She always get the teachers with clear vision and goals. The school principal before the meeting or the programs gives clear direction about do's and dont's.

Based on the data interviews presented above, it reveals that leadership style used by the female principal at SD Negeri Tambahrejo 03 tends to be transformational and situational leadership. The findings show that transformational leadership is indicated by individualized consideration, inspirational motivation, and idealized influence carried out by the principal. In addition, the principal has a clear vision as a role model for the teachers to always improve their professionalism through any professional development program as civil servants. Meanwhile, the principal also tends to be situational leader to suit with the conditions. The principal needs to adapt the tasks or programs to improve the teachers' confidence and performance.

Promoting professionalism

In this study, the researcher also found that there are three opportunities provided by the principal to promote teachers' professionalism; professional development, teacher forum, and curriculum development. The followings are to discuss more detail how the female principal to promote teacher's professionalism as follows.

As a principal at SD Negeri Tambahrejo 03, I have all teachers attend any professional development online or offline. I always remind all teachers that these activities will benefit for them as the teachers to be more innovated and creative in implementing teaching-learning process. (Participant 1).

Based on the data interview above, it shows that professional development helps teachers develop their competencies and professionalism. In addition, it will help teachers to be more creative in performing their task in the classroom. This is also supported by mostly participants of this study.

I am a sport teacher in this school. I am less active to join any professional development before. But, our principal is considered as a young principal in our school. She has been a role model for us that joining professional development can give us a benefit. I am now joining online professional development for sport teacher held by the Ministry of Education. (Participant 2)



The Participant 3 also stated that she has joined the professional development program to improve her professionalism. She has joined “Guru Penggerak Program” held by the Ministry of Education.

I joined the same program that the principal have joined. I am supported to join this program and this helps me to understand more about the students. I know that every students have the right to learn and study based on their own characteristic. (Participant 3)

In addition, the Participant 4 added that the principal at SD Negeri Tambahrejo 03 gives her chances to attend workshops or seminars. It is expected that that these activities will support and improve her teaching and learning process.

Our principal facilitates us to join or attend any seminars or workshops to improve our competencies as the teachers. The principal expects that these activities will give us knowledge and best practice to improve our teaching skill. (Participant 4)

In terms of teacher forum, the school principal expects that this teacher forum will encourage teachers’ collaboration and sharing. In addition, teachers can learn and share best practices for their improvement. It can be seen from the data interview from Participant 1 as the principal at SD Negeri Tambahrejo 03.

I think it is very important for the teachers to have a teacher forum or we call it learning community. We have joined learning community on Platfrom Merdeka Mengajar. Most teachers also have joined learning community based on their interest. I always support my teachers to join any activities held by the learning community. I hope that this learning community can improve their professionalism as teachers. (Participant 1)

It is supported by the Participant 5 that learning forum is important for the teachers to improve her professionalism. It can be seen from the data interview, as follows:

I have joined teacher forum or KKG. The principal sometimes asks the progress of our activities in teacher forum, and ask to share any ideas obtained from teachers forum as an insight for other teachers. (Participant 5)

Further, the Participant 2 also added;

We meet teachers from several schools in teachers forum. We can learn from them, and we can share ideas for best practices. Personally, I gain more knowledge through joining this teachers forum. The principal also gives us opportunities to share what we have got from teachers forum whether it is applicable in our school or not. (Participant 2)

These statements obtained from the data interview indicate that the school principal leadership plays a vital role to promote teacher’s professionalism. The principal provides all teachers to join or attend professional development and teacher forum to improve their professionalism as the teachers. In addition, it is expected that improving teacher’s professionalism will improve how teachers teaching in the classroom.

Lastly, in terms of curriculum development, the school principal as the leader in educational setting needs to overview the curriculum implemented at SD Negeri Tambahrejo 03. She argues that curriculum development will help to adapt the curriculum with conditions and school characteristics. The following is the data



interview obtained from Participant 1 as the principal at SD Negeri Tambahrejo 03 to improve teacher's professionalism in term of curriculum development

I always include all teachers to discuss and evaluate the curriculum design provided by the government. It is very important for each school to evaluate the curriculum and to adapt the curriculum with the conditions here. (Participant 1)

It is supported by the Participant 3 said that evaluation of the curriculum is all teachers' duties. This evaluation will help school to make any relevant programs suitable with the school condition and students' characteristics.

Our school is located in remote areas. We have known our conditions and our students' characteristics. Since it is located close to Islamic boarding school, so we have reading Quran program regularly held on Friday morning. This program is monitored by the principal, and she has been delegating this program to our Religion teacher supported by all teachers. (Participant 3)

In addition, the Participant 5 also added that curriculum development can bring teachers to have critical thinking in preparing school programs suitable for the students. It takes all teachers, parents, and the committee to discuss and develop our school curriculum.

We discuss and develop our school curriculum with the school principal, parents, and the committee. During this activity, as the teacher we need to ensure that the program will go effectively and beneficial for our students. In this case, we can collaborate with all stakeholders to hold our programs. (Participant 5)

Based on the data above, it can be said that the school principal has a vital role as the leader at SD Negeri Tambahrejo 03 in improving teacher's professionalism through professional development, teachers forum, and curriculum development. It can be seen that the school principal gives opportunities for the teachers to develop their ideas to prepare and hold some school programs. The school principal also gives opportunities for the teachers to share ideas or best practices to other teachers as an insight for their improvement of teaching skill. In addition, the school principal emphasizes the collaboration with stakeholders for the school programs as their social competency.

Discussion

Based on the findings of this research, it shows that the female principal's leadership style at SD Negeri Tambahrejo 03 has positively promoted the teacher's professionalism. In addition, it is found that there are two main leadership styles used by the female principal at SD Negeri Tambahrejo 03 to improve teacher's professionalism; they are transformational and situational leadership.

Furthermore, this transformational leadership used by the female principal at SD Negeri Tambahrejo 03 is indicated by how the principal is dealing with the individualized consideration, inspirational motivation, and idealized influence. This is in line with (Ahmad Rifai Siregar et al., 2024) stated that transformational leadership is dealing with dimensions such as; idealistic influence, inspirational motivation, intellectual stimulation, and individual consideration. In addition, (Khan et al., 2020) also stated that these four elements; idealized influence, individual consideration, inspirational motivation, and intellectual stimulation actively participate to affect staff's



intrinsic motivation. This in case is a vital as a teacher to obtain degrees of improvement. It contributes to sustainable teachers and students' commitment (Yaw et al., 2024). Furthermore, based on the result of data interview as follows:

I also regularly provide a meeting with all teachers to discuss our school progress and teacher's professional development. I also always have a clear vision and goals proposed and discussed together to achieve. This is important that all teachers should achieve these goals together. (Participant 1)

The above statement shows that the principal has a clear and shared vision with the teachers at SD Negeri Tambahrejo 03. It is in line with (Shao et al., 2022) stated that the leader with transformational leadership tends to have a clear and shared vision and goals with the staff to achieve the organizational goals. The result of data interview also shows that the teachers are motivated and inspired to join a professional development as their principal has done. It can be seen from the interview below:

I have joined professional development program together with the principal regarding to new curriculum. The principal often reminds the teachers to always serve students at best. (Participant 3)

This statement is in line with (Mdletshe & Nzimakwe, 2023) stated that leader raise the consciousness of the followers to have standards about future achievement and encourages the followers to be optimistic about the future as well as believe in their competency. In short, this transformational leadership used by the female principal at SD Negeri Tambahrejo 03 shows positive perception among the teachers. As stated by (Kaya, 2024), transformational leadership is one of factors positively affecting the organizational outcomes by improving staff's motivation and commitment.

Meanwhile, this study also found that the principal at SD Negeri Tambahrejo 03 sometimes used situational leadership style to promote teacher's professionalism. In this case, this situational leadership tends to adapt the leading to suit with the work environment and the school needs. This is in line with (Maisyaroh et al., 2020) stated that situational leadership emphasizes on the implementation of the most effective style to certain situation. In other words, this situational approach is due to the existence of various possibilities of different situations and conditions.

Based on the results of data interview as stated below:

This school sometimes conducts training and workshop internally through inviting the speakers on related issues and challenges by our teachers. I take this opportunity to see whether our teachers unmotivated or not. (Participant 1)

It indicates that the principal tries to adapt the leadership to see whether her teachers need improvement for their professionalism or not because of the existence of unmotivated teachers. In this case, the principal indicates that she used selling dimension to develop her teachers' competence. This selling style is beneficial for the teachers to improve their motivation and professionalism. This in line with (Aziz et al., 2022) stated that this selling leadership style aims at providing motivation among teachers and concerning on tasks and relationships.

In regarding to promoting professionalism at SD Negeri Tambahrejo 03, the findings show that the female principal at SD Negeri Tambahrejo 03 has vital role to promote teacher's professionalism through professional development, teachers forum,



and curriculum development. It is supported by the data interview from Participant 1, as follows:

As a principal at SD Negeri Tambahrejo 03, I have all teachers attend any professional development online or offline. I always remind all teachers that these activities will benefit for them as the teachers to be more innovative and creative in implementing teaching-learning process. (Participant 1)

Based on the interview above, it shows that the principal at SD Negeri Tambahrejo 03 promotes teacher's professionalism through professional development program. In addition, this is expected that teachers joining this program will be more innovative and creative to improve their teaching skill. This is in line with (Soraya & Supadi, 2023) stated that positive leadership will positively affect on the teacher's professionalism. (Ulum et al., 2020) also argues that school principal who has a clear vision and strategy can improve teacher's competency.

Furthermore, in this study, the researcher found that the principal encourages the teachers to join teachers forum to improve their professionalism.

We meet teachers from several schools in teachers forum. We can learn from them, and we can share ideas for best practices. Personally, I gain more knowledge through joining this teachers forum. The principal also gives us opportunities to share what we have got from teachers forum whether it is applicable in our school or not. (Participant 2)

It indicates that the principal always encourages her teachers to improve their professionalism through teachers forum or learning community. Through this activity, the teachers will have benefit to learn and share ideas and best practices for improving their professionalism. This in line with (Suyatno et al., 2023) stated that teacher's professionalism will improve by sharing and receiving experiences. In addition, the teachers can learn from one another, share best practices, and engage in collective problem solving activities.

Further, the principal also encourages the teachers to attend and discuss the curriculum development. It is important for the teachers to evaluate and develop the curriculum to suit with the school conditions and students' characteristics. This curriculum development will help teachers in organizing teaching-learning process effectively. (Florenia Ananda Gulo, 2024) argue that this curriculum development will bring practical insights for the teachers to work at best in the classroom. In addition, engaging in curriculum development process will significantly contribute to teacher's professionalism in tailoring educational content to the specific needs of the students.

In short, school principal plays a crucial role in promoting the success of education. This can be supported by how the principal's leadership to promote teacher's professionalism. In this case, this teacher's professionalism is a significant part as they can perform at best in the classroom. Further, this leadership style used by the principal will have significant implication for how teachers teaching. In other words, the more effective the principal's leadership, the higher the teacher's professionalism.

CONCLUSION

Fundamental Finding : Based on the results of data interviews from the participants at SD Negeri Tambahrejo 03 regarding to female principal's leadership to promote teacher's professionalism, it shows that there has been improvement of teacher's



professionalism at SD Negeri Tambahrejo 03. The findings show that there are two leadership style used by the female principal to promote teacher's professionalism ; transformational and situational leadership. Further, these leadership styles are carried out by the female leadership to promote teacher's professionalism through the following activities ; professional development, teachers forum, and curriculum development. **Implication:** In educational setting, leadership style is a vital part to ensure the success of education. In addition, these leadership styles used by the female principal play a crucial rôle in shaping teacher's motivation and professionalism. the more effective the principal's leadership, the higher the teacher's professionalism. **Limitation:** This study is limited to exploring female principal' leadership to promote teacher's professionalism at SD Negeri Tambahrejo 03. **Future Research:** This research is expected to provide insight, theory, and best practices for the principal to holds their leadership in educational setting. Further, the researcher hopes that the next researcher is to investigate the effect of leadership style on the teacher's professionalism to promote the quality of learning.

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