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The Leadership Roles of School Principal in Promoting Sustainable Teacher Professional Development at Public Elementary School

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Abstrak Penelitian ini bertujuan untuk menganalisis peran kepemimpinan Kepala sekolah dalam mendorong pengembangan profesional guru secara berkelanjutan di SDN Candipari, Kecamatan Porong, Kabupaten Sidoarjo. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data diperoleh melalui observasi, wawancara, dan dokumentasi dengan kepala sekolah dan guru sebagai informan penelitian. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa kepala sekolah memiliki peran penting sebagai pemimpin, motivator, fasilitator, dan supervisor dalam mendukung pengembangan profesional guru. Dukungan tersebut diwujudkan melalui pemberian arahan, kesempatan mengikuti pelatihan dan workshop. Pelaksanaan supervisi akademik, serta penguatan budaya kolaborasi antarguru. Pengembangan profesional guru didukung oleh motivasi guru, komunikasi yang baik, dan dukungan kepala sekolah, tetapi masih menghadapi kendala berupa keterbatasan waktu, beban administrasi, dan perbedaan kebutuhan kompetensi. Kepemimpinan sekolah yang konsisten mampu menciptakan lingkungan belajar profesional yang mendorong peningkatan kompetensi guru dan kualitas pembelajaran secara berkelanjutan.

Kata Kunci *Kepemimpinan Sekolah, Pengembangan Profesional, Guru, Supervisi Akademik, Kolaborasi*

Abstract This study aims to analyze the role of school leadership in promoting the continuous professional development of teachers at Public Elementary School (SDN) Candipari, Porong District, Sidoarjo Regency. This study employed a qualitative approach with a descriptive research design. Data were collected through observation, interviews, and documentation, involving the principal and teachers as research informants. Data analysis consisted of data reduction, data presentation, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings indicate that the principal plays an important role as a leader, motivator, facilitator, and supervisor in supporting teachers' professional development. Such support is demonstrated through providing guidance, opportunities to participate in training and workshops, conducting academic supervision, and strengthening teacher collaboration. Teacher professional development is supported by teacher motivation, effective communication, and principal support, while several challenges remain, including limited time, administrative workload, and differences in teachers' competency development needs. Consistent school leadership can create a professional learning environment that encourages continuous improvement in teacher competence and enhances the quality of learning.

Keywords *School Leadership, Professional Development, Teacher, Academic Supervision, Collaboration*

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Introduction

Education is one of the important aspects in human resource development because through education it is possible to form individuals who have knowledge, skills, character, and the ability to adapt to changing times. In basic education, teachers have a strategic role in determining the quality of learning. Therefore, teachers need to continue to develop their professional competencies in order to be able to face the development of science and technology, curriculum changes, and the increasingly diverse needs of students. Teacher professional development in a sustainable manner can be done through training, learning communities, discussions between teachers, academic supervision, workshops, learning reflection, and the use of technology.

Teacher professional development is not only an individual responsibility, but also requires support from the school environment. Rarasati (2023) explained that school leadership plays an important role in creating school rules and culture that supports teachers' professional development. In line with this, So-Oabeb and du Plessis (2023) emphasized that principal's leadership competencies, particularly in instructional and distributive leadership, are needed to support teachers' professional development. Thus, the principal not only functions as an administrative manager, but also as a learning leader who creates a conducive environment for teachers to continue learning and developing.

Instructional leadership is one of the important forms of leadership in improving teacher professionalism. He, Guo, and Abazie (2024) show that the instructional leadership of school principals can be a predictor of teachers' professional development. Meanwhile, Abbaspour, Hosseingholizadeh, and Bellibas (2024) emphasized that principals play a role in facilitating teachers' professional learning by providing support and conditions that allow teachers to continue to develop their competencies. This shows that principals need to provide opportunities for teachers to participate in training, learning communities, and other development activities according to their professional needs.

In addition to providing development opportunities, school principals also need to build a culture of collaboration and conduct academic supervision on an ongoing basis. Dorukbaşı and Cansoy (2024) argue that instructional leadership is related to professional learning and teacher learning practices. Principals can encourage teachers to share good practices, discuss, observe between teachers, and reflect on the learning process. Academic supervision should also be done as a process of coaching and providing feedback, not just assessment. In this way, teachers can know the strengths and aspects that need to be improved in their learning practices.

Based on these various opinions, it can be understood that school leadership has a strategic role in encouraging teachers' professional development in a sustainable manner. The principal plays the role of a learning leader, facilitator, motivator, and supervisor who creates a school culture that supports teachers to continue learning and improve their competence. Judijanto et al. (2024) also argue that school leadership is related to teacher professional development and curriculum implementation. Therefore, the success of teacher professional development depends not only on the will of teachers, but also on the support of school leadership in providing opportunities, resources, collaboration, supervision, and a sustainable professional learning environment.

In the context of SDN Candipari, Porong District, Sidoarjo Regency, the role of the principal's leadership in encouraging teachers' professional development is an interesting thing to study. As a basic education unit, SDN Candipari faces the demand to provide quality

educational services in accordance with the development of education policies and the needs of students. Teachers are required to be able to develop their competencies, use appropriate learning approaches, utilize technology appropriately, and innovate in learning. This condition requires the leadership support of the principal who is able to create a work environment that encourages teachers to continue to develop professionally. However, teacher professional development does not always run optimally. Various factors can be challenges, such as time constraints, administrative burdens, differences in competency development needs between teachers, limited facilities, and different teacher motivations. In these conditions, the principal is required to be able to identify teacher needs and develop a professional development strategy that is in accordance with school conditions. Responsive and participatory leadership is needed so that teacher development programs are not formal, but are truly tailored to needs and able to have an impact on improving the quality of learning. Therefore, it is important to understand how school principals carry out their roles in dealing with these challenges.

Based on this description, it can be understood that the leadership of the principal has a very important role in creating conditions that allow teachers to carry out professional development in a sustainable manner. The leadership of the principal through the provision of motivation, facilitation of competency development, academic supervision, strengthening the culture of collaboration, and the creation of a supportive work environment can be an important factor in improving teacher professionalism. Based on this thought, research on "The Role of Principal Leadership in Encouraging Sustainable Teacher Professional Development at SDN Candipari, Porong District, Sidoarjo Regency" is important to obtain an overview of the leadership role of the principal, the form of strategy implemented, supporting and inhibiting factors, and its contribution to sustainable teacher professional development.

Method

Approaches and Types of Research

This research uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this research aims to gain a deep understanding of the role of school principals in encouraging sustainable teacher professional development at SDN Candipari, Porong District, Sidoarjo Regency. According to Sugiyono (2022), qualitative research is used to understand the natural condition of objects, with the researcher as the main instrument, while data is collected through various techniques and analyzed inducively to obtain the meaning of the phenomenon being studied. In line with the opinion of Moleong (2021), qualitative research aims to understand the phenomena experienced by research subjects holistically that occur at SDN Candipari through descriptions in the form of words and language in a natural context. Based on this view, this study does not focus on measuring the relationship between variables statistically, but on exploring and understanding in depth the experiences, views, policies, strategies, and leadership practices of principals and teachers in supporting the professional development of teachers in a sustainable manner.

Research Location and Time

This research was carried out at SDN Candipari, Porong District, Sidoarjo Regency. The selection of the research location was based on its relevance to the focus of the research, namely the leadership of the principal and the professional development of teachers. The research was

carried out from July 1-25, 2026 which was adjusted to the needs of data collection and the conditions of school activities. The implementation of the research included the preparation stage, data collection, data analysis, and the preparation of research reports.

Research Subject

The research subject was determined purposively, namely based on the consideration that the informant has knowledge and experience that is relevant to the focus of the research. The main informants in this study are the principal and teachers of SDN Candipari. The principal was chosen because he has a major role in planning, implementing, supervising, and evaluating teacher professional development programs. Meanwhile, teachers are important informants to obtain information about their experiences in participating in professional development programs, the form of support provided by the principal, and the changes felt in the implementation of learning.

Data Collection Techniques

Data collection in this study was carried out through observation and interviews. (a) Observation was carried out to obtain a direct picture of the condition of the school environment and the implementation of activities related to the principal's leadership and teacher professional development. The researcher can observe academic supervision activities, teacher meetings, learning community activities, and forms of interaction between the principal and teachers. Observation is carried out systematically using observation guidelines so that the data obtained is in accordance with the focus of the research. (b) Interviews are conducted in a semi-structured manner to the principal and teachers. Semi-structured interviews allow researchers to use question guidelines while providing opportunities for informants to explain their experiences and views more broadly. Interview questions are directed at several aspects, including the role of the principal in teacher professional development, the form of support provided, the competency development program implemented, the implementation of academic supervision, the culture of collaboration between teachers, supporting and inhibiting factors, as well as results or changes felt after participating in professional development activities.

Data Analysis Techniques

Data analysis is carried out interactively and lasts from the data collection process to the completion of the research. Data analysis includes three main stages, namely data reduction, data presentation, and conclusion drawn. In the data reduction stage, the researcher selects, focuses, groups, and simplifies the data obtained from interviews, observations, and documentation. The data is then presented in the form of narrative descriptions and groupings based on research themes, such as the role of school leadership, teacher professional development strategies, forms of support from principals, supporting factors, and inhibiting factors.

Results and Discussion

Results

Based on the results of research on the leadership role of school principals in encouraging sustainable teacher professional development at SDN Candipari, Porong District, Sidoarjo

Regency, it was found that school principals have an important role in creating conditions that support the improvement of teacher competence. This role can be seen through the function of the principal as a learning leader, motivator, facilitator, and supervisor. The principal not only carries out administrative functions, but also seeks to direct teachers to have awareness to continue to improve their professional abilities. Teacher professional development is carried out through various activities related to improving the quality of learning and developing competencies.

The Role of the Principal as a Leader in Teacher Professional Development

The results of the study show that the principal plays a role in determining the direction and policy of teacher professional development in schools. The principal gives directions to teachers to always improve their competencies in accordance with the demands of learning and educational development. The direction is carried out through school meetings, direct communication, and learning evaluation activities. The principal also encourages teachers to participate in various competency development activities organized by the school and other parties. The principal's leadership can be seen from efforts to connect teacher development programs with school needs. Teachers are encouraged not only to participate in training activities as an obligation, but also to apply the knowledge and skills gained in the learning process. Thus, professional development activities are directed to have an impact on improving the quality of learning in the classroom.

Principal as a Motivator for Teachers

The results of the study show that providing motivation is a form of leadership carried out by school principals in encouraging teachers to develop their competencies. Principals encourage teachers to have a willingness to learn and be open to change. Motivation is provided through communication, appreciation for teacher performance, and support for teachers who try to innovate in learning. Motivation from the principal also plays a role in building teacher confidence. Teachers are given the opportunity to convey ideas, experiences, and obstacles faced in carrying out learning. This condition creates a more open working relationship between the principal and teachers. Teachers become more motivated to try new learning approaches and make improvements to the learning process that has been implemented.

Principal as a Facilitator of Teacher Professional Development

The findings of the study show that the principal plays the role of a facilitator by providing opportunities for teachers to participate in various competency improvement activities. These activities can be in the form of training, workshops, seminars, learning communities, teacher work group activities, and other development activities that are relevant to the needs of teachers. The principal also provides information about competency development activities that teachers can participate in. In addition to providing opportunities, school principals strive to create conditions that allow teachers to apply the results of competency development in learning activities. Teachers are encouraged to share knowledge gained from training activities with peers. This shows that professional development is not only individual, but is beginning to be directed to the process of sharing knowledge in the school environment.

Implementation of Academic Supervision

The results of the study show that academic supervision is one of the strategies used by school principals to determine and improve the quality of teacher learning. Supervision is carried out by paying attention to the learning process, learning tools, and the implementation of teachers' duties. The results of supervision are used as material to provide input to teachers on aspects that are already good and aspects that still need to be improved. The implementation of supervision is also a means for teachers to reflect on learning practices. The principal provides feedback after the supervision activity so that teachers get an overview of the strengths and weaknesses in the learning process. With continuous supervision, teachers have the opportunity to improve learning practices and improve their competence.

Development of a Culture of Collaboration Between Teachers

The findings of the study show that there are efforts to build a culture of collaboration between teachers in supporting professional development. Teachers are given the opportunity to discuss learning problems, learning tools, teaching strategies, and experiences in dealing with different characteristics of students. These experience sharing activities help teachers get alternative solutions from peers. The culture of collaboration is also seen from the sharing of good practices. Teachers who gain new experience or knowledge from training and other activities can pass on this information back to other teachers. In this way, the benefits of professional development activities can be felt by more teachers and do not stop at teachers who participate in the activities directly.

Supporting Factors for Teacher Professional Development

Based on the results of the research, there are several factors that support the professional development of teachers at SDN Candipari. One of the main factors is the support of the principal for teacher competency improvement activities. This support is in the form of providing opportunities to participate in development activities, providing motivation, providing facilities available at school, and creating a work atmosphere that supports teachers to learn and develop. Another supporting factor is the willingness of teachers to improve competence and share experiences with peers. Good working relationships between teachers also contribute to the creation of a professional learning environment. Teachers can help each other in solving learning problems and exchange information about strategies that can be used to increase student involvement.

Factors Inhibiting Teacher Professional Development

In addition to supporting factors, the study also found several obstacles in the implementation of teacher professional development. These obstacles include limited time because teachers have various learning and administrative tasks, differences in competency development needs between teachers, and limited opportunities to participate in all available professional development activities. Other obstacles are related to the application of training results in learning practices. Knowledge gained from professional development activities requires adjustment to classroom conditions, student characteristics, and facilities available at school. Therefore, teachers need assistance and opportunities to reflect so that the results of professional development activities can be applied optimally.

The Impact of School Leadership on Teacher Professional Development

The results of the study show that the leadership of the principal contributes to the growth of teachers' awareness to carry out professional development in a sustainable manner. The support of the principal gives teachers the opportunity to improve their knowledge and skills. In addition, the existence of supervision and open communication helps teachers to know the aspects of learning that need to be improved. Professional development also has an impact on the learning process. Teachers are more encouraged to use various learning methods and media, evaluate learning, and adjust learning strategies to the needs of students. Although the level of change in each teacher can be different, in general, school leadership is one of the factors that helps create a culture of continuous competency improvement.

Table 1. The Role of the Principal as a Leader in the Professional Development of Teachers

No.	Aspects of Leadership Roles	Form of Implementation	Results Found
1	Determining the direction of teacher development	The principal gives directions to teachers on the importance of improving competence and professionalism	Teachers understand the importance of sustainable competency development
2	Develop professional development policies	The principal encourages teachers to participate in training, workshops, learning communities, and other development activities	Teachers gain opportunities to improve knowledge and skills
3	Provide instruction in learning	The principal provides input on learning methods, media, and strategies that teachers can use	Teachers are encouraged to innovate and improve learning
4	Encourage the implementation of training outcomes	Teachers are directed to apply the knowledge and skills gained from professional development activities	The results of professional development activities can be applied in the learning process
5	Evaluate teacher development	The principal monitors and evaluates the activities and development of teacher competencies	School principals can find out the development and needs of teacher development
6	Building a learning culture in schools	The principal encourages teachers to discuss, share experiences, and exchange information	Creating a work environment that supports teacher learning and professional development

Source: *The results of interviews and research observations, processed by the researcher.*

Based on the table, it can be seen that the principal has a fairly broad role in teacher professional development. This role is not only related to providing direction, but also includes policy formulation, providing support for competency development activities, monitoring the implementation of training results, and evaluating teacher development. The principal also seeks to build a learning culture through discussion activities and sharing experiences between teachers. This condition shows that school leadership is one of the important factors in creating

an environment that supports teachers to carry out sustainable professional development. Overall, the results of the study show that the role of school leadership at SDN Candipari in encouraging teacher professional development is carried out through several main aspects, namely providing direction, motivating teachers, providing or facilitating competency development opportunities, carrying out academic supervision, and building a culture of collaboration. These roles are interrelated in creating a school environment that supports teachers to continue learning and improve the quality of learning. Thus, the professional development of teachers at SDN Candipari does not only depend on the individual will of teachers, but is also influenced by the support and leadership of the principal. Leadership that provides space for teachers to learn, collaborate, reflect, and innovate can be the basis for the formation of a culture of sustainable professional development. Although there are still some obstacles, school leadership efforts show that teachers' professional development can continue to be improved through appropriate planning, consistent support, constructive supervision, and collaboration between teachers.

Discussion

The Role of the Principal as a Leader in Teacher Professional Development

Based on the results of the research, the principal of SDN Candipari has an important role in directing the professional development of teachers through providing direction, policy formulation, providing opportunities to participate in competency development activities, and monitoring the implementation of professional development results. The principal not only carries out administrative functions, but also plays the role of learning leader. This finding can be understood through the concept of instructional leadership by Hallinger (2011) which places the principal as a leader who directs the school's mission, manages the learning program, and builds a school climate that supports the learning process. In this perspective, the principal's leadership does not stop at setting rules, but is directed at creating conditions that allow teachers to improve their professional capacity. This is in accordance with the research findings that the principal provides directions for teachers to continue learning, improve competence, and apply the knowledge gained in learning. In addition, the role of the principal in providing space for teachers to participate in development activities and participate in learning improvement can be understood through the idea of distributive leadership, which is leadership that does not only rely on the principal, but allows the responsibility and leadership capacity to develop through the involvement of school residents. Thus, the research data shows that the role of the principal as a leader at SDN Candipari takes place through clear briefing as well as providing space for participation to teachers. This pattern makes professional development closer to daily learning needs and is not solely the implementation of policies from above.

Principal as a Motivator for Teachers

The results show that the principal acts as a motivator through encouragement, appreciation, open communication, and support for teachers who want to improve their competence. The findings can be explained through the Self-Determination Theory of Deci and Ryan (2000), which explains that intrinsic motivation and individual involvement develop when the environment supports the need for autonomy, competence, and connectedness. In the context of SDN Candipari, open communication and opportunities for teachers to convey ideas and obstacles can be understood as support for autonomy, as teachers gain space to participate

and make decisions in learning practices. Giving appreciation and feedback can strengthen feelings of competence, while an open working relationship between the principal and teachers supports the need for connection. These three elements explain why motivation not only arises from the direct encouragement of the principal, but also from a work climate that makes teachers feel valued, trusted, and have the opportunity to grow. Research data showing that teachers become more motivated to try new learning approaches and improve learning practices show that the motivational role of the principal works through the creation of psychological and social conditions that support the teacher's willingness to learn. Therefore, the principal as a motivator is not enough to just provide instruction or rewards but needs to build an environment that provides space for independence, competency development, communication, and positive professional relationships.

Principal as a Facilitator of Teacher Professional Development

Based on the results of the research, the principal provides opportunities for teachers to participate in various competency development activities, such as training, workshops, learning communities, and sharing good practices. This role shows the function of the principal as a facilitator who provides access, opportunity, and support for teachers to acquire new knowledge and skills. These findings can be dialogued with the principles of adult learning or andragogy of Knowles, Holton, and Swanson (2015), which views that adults learn more meaningfully when the material learned is relevant to the needs, experiences, and real problems they face. Based on this perspective, it is not enough to facilitate professional development by simply sending teachers to training, but it is necessary to ensure that there is a fit between development activities and teachers' professional needs. The findings at SDN Candipari that teachers get the opportunity to participate in training and are then encouraged to share knowledge with peers show that there is an effort to connect individual learning with the needs of school organizations. The principle of relevance also explains the importance of choosing development activities that are directly related to learning problems in the classroom. If the development material is in accordance with the needs of the teacher, the knowledge gained is more likely to be applied and reflected in practice. Thus, the role of the principal facilitator includes three things, namely opening access to learning resources, adjusting development opportunities to the needs of teachers, and creating conditions so that the learning outcomes from development activities can be applied in work.

Academic Supervision as a Form of Instructional Leadership

The results of the study show that academic supervision is one of the tangible forms of principals' leadership in supporting teachers' professionalism. Supervision is carried out to see the learning process and provide input to teachers, and in this study it is not solely positioned as an assessment activity, but as a process of coaching and reflection. These findings can be understood through the concept of developmental supervision from Glickman, Gordon, and Ross-Gordon (2018), which views supervision as a process of helping teachers improve their professional abilities through a form of assistance that is tailored to the level of needs and readiness of teachers. This perspective places supervisors not just as assessors, but as coaches who provide appropriate professional assistance. In the context of SDN Candipari, providing feedback after supervision shows that supervision activities have a development function because teachers obtain information about learning strengths and aspects that still need to be

improved. If feedback is given constructively and followed by dialogue and mentoring, teachers get the opportunity to reflect on their practice and determine necessary improvements. Thus, research data show that academic supervision can be a mechanism of professional learning that takes place in the workplace. The relationship between observation, feedback, reflection, and follow-up makes supervision not stop at performance assessment, but becomes part of a cycle of continuous teacher competency improvement.

Development of a Culture of Collaboration Between Teachers

The results of the study show that there are efforts by school principals to build a culture of collaboration through discussions, sharing experiences, and exchanging information between teachers. These findings can be understood through the concept of communities of practice developed by Wenger, McDermott, and Snyder (2002), which is a learning process that grows through joint involvement in a practice, the existence of shared problems or goals, and the formation of shared sources of knowledge. In this perspective, professional learning does not only take place through formal training, but also through regular interactions when group members discuss work problems, share experiences, and develop ways to solve problems. This condition can be seen in a study at SDN Candipari when teachers discuss learning tools, teaching strategies, student characteristics, and sharing good practices. Thus, collaboration between teachers can be understood as a professional learning space that allows the knowledge possessed by one teacher to be a learning resource for other teachers. However, the community of practice requires consistent involvement and organizational support so that interaction does not stop at a momentary exchange of information. The research findings that the principal provides space for discussion and sharing of experiences show that leadership functions as a supporting condition for the formation of a collaborative culture. Therefore, the culture of collaboration at SDN Candipari needs to be directed to activities that have a common goal, take place regularly, and produce knowledge or practices that can be used to improve learning.

Sustainability of Teacher Professional Development

One of the important findings of the study is that teachers' professional development needs to be carried out continuously and does not stop after teachers have participated in training activities. The knowledge gained by teachers needs to be followed by application, reflection, evaluation, and follow-up. This finding can be explained through Guskey's (2002) model of professional change, which places teacher practice change as a process that requires professional development experience, changes in learning practices, as well as evidence of the impact of these changes on students' learning processes. This perspective shows that the success of professional development cannot be judged only by teachers' participation in training or certificate ownership, but by the extent to which new knowledge and skills are used in practice and resulting in improvements. In the context of SDN Candipari, the findings on the need for the implementation of training results, supervision, sharing of good practices, learning observation, and joint reflection indicate the need for a follow-up cycle. The principal therefore plays a role in ensuring the availability of time, opportunities, feedback, and support after development activities take place. If follow-up is done consistently, teachers' learning experiences can be integrated into learning practices and become part of the school culture. Thus, the sustainability of professional development at SDN Candipari is not just the iteration of training activities, but

a process that connects learning, implementing, obtaining feedback, reflecting on results, and continuously improving practices.

Supporting Factors for Teacher Professional Development

The results of the study show that the principal's support, teachers' willingness to learn, communication between teachers, and opportunities to participate in competency development activities are factors that support teacher professional development at SDN Candipari. A school environment that provides opportunities for teachers to discuss and learn together can strengthen the professional development process. Rahman (2022) found that school conditions, resources and facilities, school norms, professional interaction between teachers, and principals' leadership affect the conditions that support teacher professional development in Indonesia. The study confirms that teachers' professional learning takes place in a social and organizational context of schools, not just as individual activities. Based on this theory, the supporting factors for professional development at SDN Candipari can be understood as a combination of individual factors and organizational factors. Teachers' willingness to develop needs to be supported by school policies, principals' leadership, facilities, time, and positive working relationships. Therefore, improving teacher professionalism requires a comprehensive approach and not only focusing on individual training.

Factors Inhibiting Teacher Professional Development

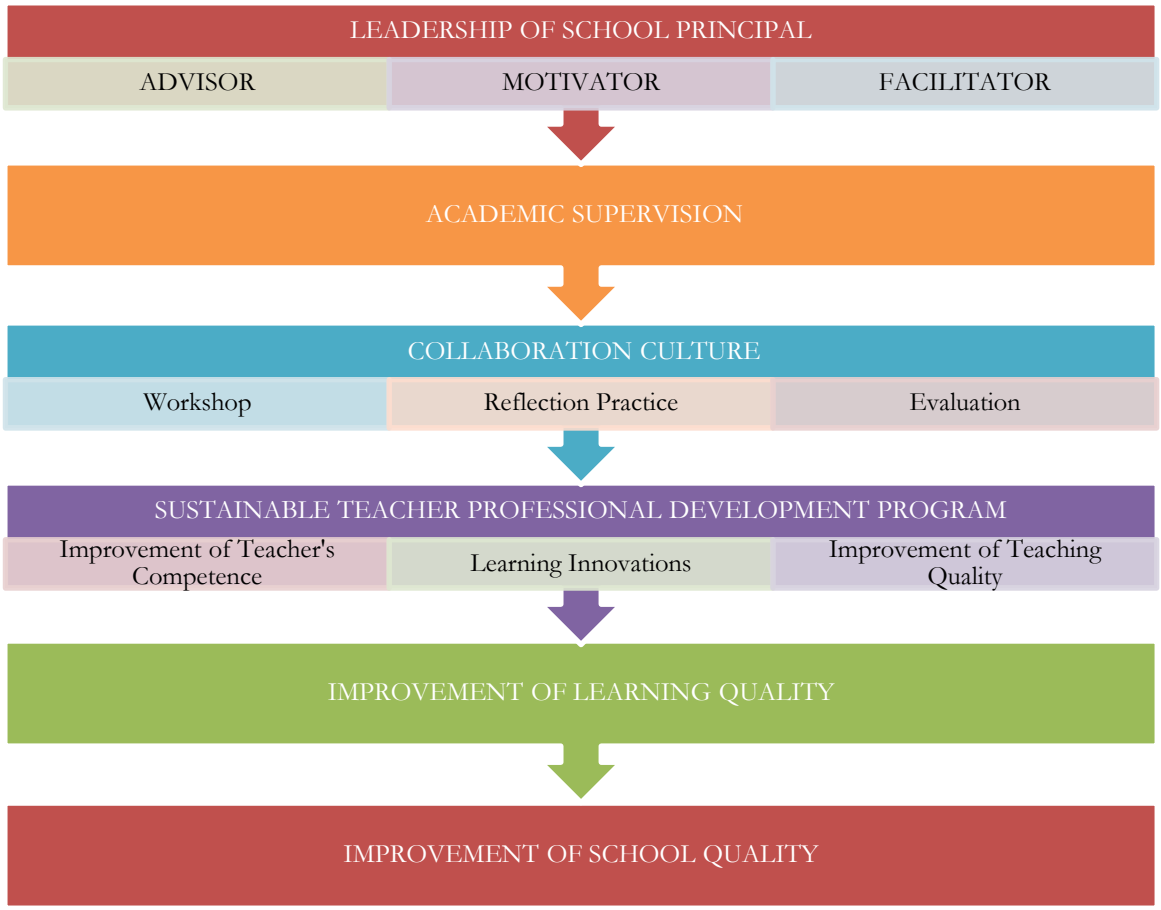
Research shows that time constraints, administrative burdens, differences in teacher needs, and limited opportunities to participate in professional development activities are some of the obstacles that need to be considered. Teachers have the main responsibility in learning while having to complete various school assignments. These conditions can reduce the time available to participate in professional development activities and reflect. The findings are in line with the 2022 research on the sustainability of professional development which shows that the time and structure for reflecting on learning practices are important factors in maintaining the sustainability of professional development. When organizational time and support are not adequately available, the sustainability of professional development programs can experience obstacles. Therefore, school principals need to strategically manage time and programs. Professional development does not always have to be done in the form of training that requires special time outside of school. Activities such as brief discussions, sharing of good practices, reflection on learning, and collaboration between teachers can be more flexible alternatives. These strategies allow professional development to continue even if teachers have limited time.

The Impact of School Leadership on Teacher Professionalism

Overall, the results of the study show that school leadership contributes to increased teachers' motivation to develop professional competencies. Teachers are more motivated to participate in development activities, share knowledge, try more varied learning methods, and reflect on learning. These findings have strong empirical support from the research of Amzat et al. (2022) in Indonesia. Involving 430 respondents from schools in Jakarta, the study found that there is a direct influence of instructional leadership and distributive leadership on teachers' professional development. The study also shows the relationship between instructional leadership and distributive leadership. Thus, the results of the study at SDN Candipari show a pattern that is in line with previous research, although this study uses a qualitative approach and

focuses on one school. The principal plays a role in creating conditions that allow teachers to develop through direction, motivation, facilitation, supervision, and collaboration. This role ultimately supports the formation of a more sustainable culture of professional development.

Diagram 1. The Role of School Leadership in Encouraging Teacher Professional Development



Based on the overall results of the research and theoretical support, it can be concluded that the leadership of the principal is one of the strategic elements in building sustainable teacher professional development. The leadership of the principal at SDN Candipari can be understood through the instructional leadership approach and distributive leadership. Instructional leadership is seen through the principal's attention to learning, supervision, and improving teacher competence, while distributive leadership is seen through providing opportunities for teachers to collaborate, share experiences, and be involved in school development. These findings are strengthened by research after 2022 which shows that teacher professional development requires leadership support, collaboration, time, structure, and a supportive school culture. Therefore, teacher professional development at SDN Candipari should be directed to a process that is sustainable, needs-based, collaborative, and integrated with daily learning activities.

Thus, the main contribution of the principal's leadership is not only to provide opportunities for teachers to participate in training, but also to create a professional learning ecosystem in the school. The principal needs to ensure that teachers get opportunities to learn,

apply knowledge, get feedback, reflect, and share practices with peers. If the process is carried out consistently, teacher professional development can develop into a school culture that ultimately supports improving the quality of learning and achieving educational goals at SDN Candipari.

Conclusion

Based on the results of research on the role of school leadership in encouraging sustainable teacher professional development at SDN Candipari, Porong District, Sidoarjo Regency, it can be concluded that the principal has a strategic role in improving teacher professionalism. The principal not only functions as an administrative manager, but also as a learning leader who provides direction, motivation, facilitation, and supervision. As a leader and director, the principal encourages teachers to improve their competencies through the preparation of development programs and participation in professional training and activities. As a motivator and facilitator, the principal provides support, appreciation, learning opportunities, and access to workshops, learning communities, and other development activities. Academic supervision and a culture of collaboration are also important elements in teacher professional development. Supervision helps teachers obtain feedback and reflect, while collaboration allows for the exchange of experiences and good practices. Professional development is supported by the principal's commitment, willingness to learn, communication, and collaboration. However, there are obstacles in the form of time constraints, administrative burdens, differences in competency needs, and limited opportunities to participate in activities. Therefore, professional development needs to be done flexibly, needs-based, and sustainable as part of the school culture.

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Conflict of Interest. The author states that there is no conflict of interest in the implementation of research, preparation, or publication of this article. The research is carried out objectively and independently, and there are no personal, institutional, or financial interests that affect the research process, data collection and analysis, interpretation of results, or preparation of articles.

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