

DEVELOPING TEACHER PROFESSIONALISM IN THE SCHOOL ENVIRONMENT (A QUALITATIVE CASE STUDY IN 3 STATE JUNIOR HIGH SCHOOLS IN YOGYAKARTA)

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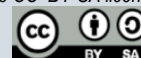
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ABSTRACT

Teacher professional development is essential for improving the quality of teaching, yet its implementation is strongly influenced by school context and leadership. This study aims to examine: (1) how principals develop teacher professional development in schools; (2) the support received by principals; and (3) the obstacles encountered in its implementation. A qualitative multiple case study was conducted in three public junior high schools in Yogyakarta City. Participants were principals and teachers selected through purposive sampling. Data were collected through semi-structured interviews and document analysis and analyzed using thematic analysis through within-case and cross-case analysis. The findings show that principals developed teacher professional development through needs identification using discussion, reflection, classroom observation, academic supervision, and educational report data, followed by school-based activities such as learning communities, school MGMPs, academic supervision, in-house training, and workshops. Implementation was supported by internal school stakeholders, funding, facilities, parents and school committees, and external partnerships. However, limited time due to workload and school schedules and low motivation among some teachers remained major obstacles. The study contributes to understanding school-based teacher professional development as a context-dependent process in which leadership, collaborative learning, resource support, and sustained follow-up are essential for strengthening teachers' professional growth.

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INTRODUCTION

Improving the quality of education is one of the strategic agendas in human resource development, and its achievement is greatly influenced by the quality of teachers as the main implementers of the learning process. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professionals who function to improve the quality of education through the implementation of their duties as learning agents. This position shows that teacher professionalism is not just an administrative demand, but is the main prerequisite for producing a quality learning process and having an impact on improving student learning outcomes.

Entering the 21st century, the demands on the teaching profession are increasingly complex. Teachers are not only required to master the subject matter, but also be able to adapt to technological developments, curriculum changes, student characteristics, and the dynamics of the educational environment that continues to develop. In this context, the professional development of teachers is a necessity that cannot be separated from efforts to improve the quality of education. Kelchtermans (2006) explained that teachers' professional development is greatly influenced by the situation and environment in which teachers carry out learning. This view is strengthened by Davis & Sumara, (2014) who stated that teachers' professional learning is formed through the interaction of various systems in schools, ranging from individual activities, subject groups, to school organizational cultures that influence each other. Thus, the school environment becomes the main space for the continuous learning process of teachers.

So far, teacher professional development has generally been carried out through training, seminars, workshops, and online training organized by various institutions. Although it provides additional knowledge, these forms of training are often general, not in line with the real needs of teachers, and not sustainable. Alternatively, school-based professional development is seen as more effective because it takes place in the teacher's own work environment. This model emphasizes collaboration between teachers, reflection on learning practices, and active participation of all school residents in building a professional learning community. Thus, the effectiveness of professional development is determined not only by the availability of training activities, but also by the extent to which the school is able to connect these activities with teacher needs, learning practices, peer collaboration, and ongoing follow-up. In the process, the principal has a strategic position as a learning leader who creates organizational conditions, provides support, and ensures that professional development becomes part of the school's culture.

The conceptual foundation of school-based teacher professional development can be explained through the theory of situated learning put forward by Lave & Wenger (1991). The theory emphasizes that learning takes place more meaningfully when individuals are directly involved in real practice through interaction with the communities in which they work. In the context of education, teachers will gain a more relevant learning experience if the professional development process is carried out in the school environment through collaborative activities, joint reflection, academic supervision, mentoring, and teacher learning communities. Thus, the school not only functions as a place to teach, but also as a professional learning space that allows teachers to develop their competencies on an ongoing basis.

Although the concept of school-based professional development has received a lot of attention, its implementation in Indonesia still faces various challenges. Preliminary studies conducted through interviews with teachers and principals of junior high schools in Yogyakarta City showed that there were a number of obstacles, including the high workload of teachers, limited time to learn, differences in characteristics between generations of teachers, low confidence in sharing learning practices, lack of reward system, and lack of optimal leadership of school principals in building a structured professional learning culture. This condition has caused various professional development activities to not have a full impact on improving the quality of learning practices in schools.

The findings are in line with the results of various previous research. Revina et al., (2023) show that teacher training in Indonesia is still dominated by activities that are administrative, less relevant to the needs of teachers, and not sustainable. Rahman (2022) also identified the phenomenon of high participation, low impact, namely high teacher participation in training that is not always followed by changes in learning practices due to weak reflection, follow-up, and collaboration in the school environment. Meanwhile, Kim & Lee (2020) show that mentoring, teacher research, and peer collaboration tend to be more effective when supported by principal's instructional leadership. If these

findings are read together, it can be understood that the problem of teacher professional development does not solely lie in the frequency or type of activities provided, but in the ability of schools to integrate these activities into teacher needs, daily practice, professional collaboration, and school leadership.

However, previous research still leaves an important gap. Some studies focus more on the effectiveness of training or professional development in general, while studies that describe in depth how professional development is built and managed at the school level are limited. In particular, there has not been much research that comprehensively describes how principals identify teacher development needs, translate them into programs, provide support and facilities, build collaboration, and respond to barriers that arise in daily practice. In addition, research comparing these practices to several schools that are in the same policy context and educational level, but have different organizational characteristics, is still relatively limited. Thus, previous research has not fully explained how school contexts shape variations in professional development strategies and how principals respond to those variations.

Other international research increasingly confirms that schools that function as learning organizations are able to create more effective professional learning through practical reflection, collaboration, academic supervision, and continuous coaching. In this perspective, the principal is no longer seen only as an administrator, but as an instructional leader who is responsible for creating a professional learning climate, facilitating the learning community, and ensuring the sustainability of teacher competency development. This perspective reinforces the argument that professional development needs to be understood as a process that takes place within the school ecosystem, rather than as a stand-alone set of activities. Therefore, variations in organizational culture, leadership patterns, resources, and characteristics of school citizens need to be considered when analyzing how teacher professional development is implemented.

On the other hand, various studies in Indonesia, including in Yogyakarta City, show that the implementation of Sustainable Professional Development (PKB) still faces various obstacles. Professional development activities have not taken place evenly, post-training follow-up is still weak, and coaching carried out by school principals tends to be administratively oriented. The high administrative burden also reduces teachers' opportunities to reflect, research classroom actions, and professional collaboration. As a result, professional development activities are often only the fulfillment of formal obligations without having a significant impact on improving the quality of learning. This shows a gap between policy and implementation of professional development: although various development mechanisms are in place, the process of translating teachers' needs into contextual professional development practices at the school level is not yet fully understood.

In addition to these various obstacles, the characteristics of each school also have the potential to affect teachers' professional development practices. Differences in the number of teachers, the number of students, the ratio of teachers to students, organizational culture, and leadership patterns can result in different professional development strategies even though they are in the same education system and policies. Timperley et al., (2007) stated that schools with different organizational sizes will face different challenges in coordinating, coaching, and developing teacher capacity. Therefore, a comparative approach between schools is important to see if strategies, supports, and barriers to professional development have the same pattern or are actually different when applied to different school organizational contexts.

Based on these considerations, this research was carried out in three public junior high schools in Yogyakarta City, namely SMP Negeri 2 Yogyakarta, SMP Negeri 14 Yogyakarta, and SMP Negeri 15 Yogyakarta. All three schools have the same accreditation, but show differences in the number of teachers, the number of students, and the teacher-to-student ratio that have the potential to affect the implementation of teacher professional development.

The novelty of this research lies in the comparative analysis of teacher professional development as a process that takes place in the context of school organization. The study not only identified forms of professional development activities, but also compared how principals at three schools with different characteristics identified teacher needs, designed and developed professional development programs, provided support and resources, built collaboration and a learning culture, and faced various obstacles in their implementation. This approach allows this

study to provide a more complete picture of the relationship between school characteristics, principals' leadership, and teachers' professional development practices that cannot be fully explained through a general training study.

Based on the research gap and novelty, this study aims to analyze in depth and comparatively how teacher professional development is carried out in the school environment, the forms of activities developed, factors that support or hinder its implementation, and the role of school principals in building a professional learning culture at SMP Negeri 2 Yogyakarta, SMP Negeri 14 Yogyakarta, and SMP Negeri 15 Yogyakarta. The results of the research are expected to make an empirical contribution to the development of more contextual, collaborative, and sustainable school-based teacher professional development practices, especially at the junior high school level.

METHOD

This study uses a qualitative approach with a multiple case study design to understand the development of teacher professionalism in the school context. The research was carried out in September-November 2025 at SMP Negeri 2, SMP Negeri 14, and SMP Negeri 15 Yogyakarta. The three schools were chosen purposively because they have carried out professional development of school-based teachers. The informants consist of a principal and one teacher from each school who are selected based on their involvement in professional development activities.

Primary data was obtained through semi-structured interviews, while secondary data was obtained through document studies in the form of activity invitations, attendance lists, materials, minutes, reports, and program documentation. The interview is recorded with the informant's consent, then transcribed verbatim to preserve the information and context of the informant's statement. The researcher becomes the main instrument by using interview guidelines developed based on the focus of the research.

The validity of the data was carried out through triangulation of sources and methods by comparing information from principals, teachers, and documents and matching the results of interviews with documentation. The data analysis followed the thematic analysis of Braun & Clarke (2006), starting with reading the transcript repeatedly, giving the initial code to the relevant statements, grouping the codes that had similar meanings, and developing a theme that represented the pattern of findings. Thus, the analysis process follows the flow of data, code, themes and findings.

Furthermore, within-case analysis was carried out to identify the characteristics and patterns of professional development in each school. The results of each case are then compiled in a matrix and compared through cross-case analysis to find consistent themes and themes that are typical of a particular case. The comparison is used to explain the similarities and differences in practices, supports, barriers, and the role of the principal by considering the context of each school.

RESULT AND DISCUSSION

Table 1. Cross Case Analysis

Analysis Aspect	SMPN 2 Yogyakarta	SMPN 14 Yogyakarta	SMPN 15 Yogyakarta
Steps to Identify Teacher Needs by the Principal	Joint discussions, joint reflection and evaluation, and academic supervision	Class observation, joint reflection and evaluation, and academic supervision	Analysis of education report cards, discussion and reflection together
Teacher Professional Development Model in the School Environment	Kombel, school MGMP, academic supervision, <i>workshop</i>	Kombel, academic supervision, <i>workshop</i>	Kombel, MGMP school, IHT, <i>workshop</i>
Support from the School's Internal Party	School development team and teacher participation	Involvement of teachers, staff, and education staff	Vice-principal and teacher participation

Analysis Aspect	SMPN 2 Yogyakarta	SMPN 14 Yogyakarta	SMPN 15 Yogyakarta
Funding Support	BOS and BOSDA Funds	Education Office, BPMP, BBGP	Preparation of annual budgets for mapping teacher needs
Facilities and Infrastructure Support	Adequate facilities and infrastructure are available	Budget allocated for the procurement of learning facilities	—
Committee and Parent Support	The committee is open to communicate and provide support; Parents are involved in school committees	—	Active involvement of the committee and parents in every development program in the school
Cooperation Support	—	Cooperation with various training institutions, especially the education office, BPMP and BBGP	Cooperation with various educational and training institutions, including universities
Obstacles Experienced by School Principals in Developing Teacher Professionals in the School Environment	Limited time due to many school agendas; The work motivation of some teachers is still low because they think that activities are not really needed	Time constraints due to dense social distancing inside and outside of school	Limited time to study and adjust policy changes; The work motivation of some teachers is still low and not all teachers focus on participating in activities

Source: Interview results

Based on cross-case analysis, it was found that there were similarities as well as differences in the practice of school-based teacher professional development at SMPN 2 Yogyakarta, SMPN 14 Yogyakarta, and SMPN 15 Yogyakarta. In the three schools, the principal plays an important role in the process of identifying the needs of teachers' professional development. Nonetheless, the strategies applied show variation. SMPN 2 Yogyakarta prioritizes a participatory approach through joint discussions, reflection and joint evaluation, as well as the implementation of academic supervision. The principal explained that the forum was used to identify the obstacles experienced by teachers and find solutions together:

"... As a learning leader, you encounter various things, there may be obstacles or problems during teaching that need to be found solutions together so that you can share with each other because it is also possible that the problem is experienced by other teachers. So with this, we are accommodating through the forum." (2/PP/A)

The identification of these needs is also obtained through supervision, evaluation, and reflection on learning. The Principal stated:

"Monitoring, supervising and ensuring that the learning process runs well. Then from there, the results of evaluation, reflection and so on we use for what activities or development materials we will do next. For example, teachers still have difficulty using the media, so then we will discuss this problem with the learning community." (2/PP/A)

SMPN 14 Yogyakarta emphasizes more on classroom observation combined with reflection and joint evaluation as well as academic supervision. The principal explained:

"... We hold academic supervision in the classroom to see oh it turns out that this teacher needs this, this need, it can be discussed with each other to find a solution." (26/PP/B)

Meanwhile, SMPN 15 Yogyakarta uses a data-based approach through the Education Report. The principal explained,

"... The school automatically has an education report card taken from the AN, the national assessment. So it has been photographed, it seems like what teachers lack, what are the advantages that are already there." (45/PP/C)

In the implementation of teacher professional development activities that are tailored to needs, the three schools jointly develop teacher learning communities and hold workshops as a means of improving teacher competence in the school environment. SMPN 2 and SMPN 15 also utilize the school's MGMP, while SMPN 15 adds IHT. At SMPN 2, the principal explained,

"We collaborate with the school MGMP with the learning community. This activity was originally at the MGMP forum and then we held it in the learning community." (2/PP/A)

In addition, SMPN 15 Yogyakarta added a form of development in the form of In-House Training, which reflects the school's efforts to maximize internal resources to support the sustainable development of teacher competencies.

"... If the teachers are not clear there, we will hold it again under the name IHT. The IHT is carried out internally. We invite speakers from outside to come here." (43/PP/C)

Internal support was also found in the three schools, showing the involvement of various internal actors in supporting the implementation of teacher professional development. SMPN 2 Yogyakarta received support through the role of the coordinator of the school development team which facilitated the development of teacher competencies and the active participation of teachers in development programs. SMPN 14 Yogyakarta displayed the collective support of all elements of the school, including staff, teachers, and education staff, who were involved in discussions and providing input for mutual progress. Meanwhile, SMPN 15 Yogyakarta is supported by the role of the vice principal in managing and implementing development activities, as well as the active involvement of teachers in sharing knowledge and experience, as stated by the principal:

"Sometimes there are certain things, every week there are also speakers from ourselves. It means that those who have ever received it have an impact." (43/DP/C)

Funding support is also an influential factor in the implementation of teacher professional development in the three schools. SMPN 2 Yogyakarta relies on BOS and BOSDA funds as the main source of funding. SMPN 14 Yogyakarta has a more diverse source of funding, namely BOS, BOSDA, and BOSKIN, which are used to support various development activities, including the procurement of learning facilities. Meanwhile, SMPN 15 Yogyakarta emphasized the importance of annual budget planning which is prepared at the end or beginning of the year to map the needs and desires of teachers, so that development activities can be designed more systematically.

In addition to the funding aspect, the availability of facilities and infrastructure as well as the involvement of external parties also affect the implementation of teacher professional development. SMPN 2 Yogyakarta is supported

by adequate facilities and infrastructure as well as the active involvement of the school committee and parents who are open in communicating and providing support. SMPN 14 Yogyakarta strengthens teacher professional development through collaboration with various training institutions, especially the education office, BPMP, and BBGP. Meanwhile, SMPN 15 Yogyakarta collaborates with various educational and training institutions, including universities, and actively involves committees and parents in every development program implemented in the school.

Although various forms of support have been available, the three schools still face a number of obstacles in the implementation of teacher professional development. The most prominent obstacle is time constraints. SMPN 2 Yogyakarta experienced time constraints due to the busy school agenda, while SMPN 14 Yogyakarta was constrained by a busy schedule of activities both inside and outside the school. The Principal of SMPN 2 stated,

"The obstacles that arise are usually because the activities are at the same time, so something must be canceled." (9/HP/A)

SMPN 15 Yogyakarta faces challenges in the form of limited teachers' time in studying and adjusting to policy changes. In addition, at SMPN 2 Yogyakarta and SMPN 15 Yogyakarta, the low work motivation of some teachers is also an obstacle, which is reflected in the lack of involvement and focus of teachers in professional development activities.

DISCUSSION

Development of Teacher Professionalism in the School Environment by Principals at SMPN 2 Yogyakarta, SMPN 14 Yogyakarta and SMPN 15 Yogyakarta

The principal has a strategic role in developing the professionalism of teachers in the school environment. The first step taken is to identify the needs of teachers' professional development as the basis for the preparation of the program. The results of the study show that the identification process is carried out through various approaches, namely reflection and joint evaluation, classroom observation, academic supervision, discussion with teachers, and analysis of Education Report data. These various sources of information provide an overview of teacher competencies that need to be improved so that the programs prepared are in accordance with the real needs in the school.

These findings show that teachers' professional development does not take place as a training process separate from teaching activities, but is inherent in daily work practices. In the situated learning perspective of Lave & Wenger (1991), professional learning becomes meaningful when teachers learn through direct involvement in the context of practice and interaction with members of their community. These findings are in line with Marsan (2023), He et al., (2024), and Pratiwi et al., (2023) who stated that reflection, evaluation, observation, and academic supervision are important strategies for identifying teachers' professional development needs. Thus, supervision, classroom observation, discussion, and reflection are not only instruments for assessing teacher performance, but also become a professional learning mechanism because the problems that arise from learning practice are brought back into the process of interaction and joint problem-solving.

The differences in need identification strategies in the three schools also show that professional development is contextual. SMPN 2 Yogyakarta emphasizes discussion, reflection, and supervision; SMPN 14 Yogyakarta uses classroom observation and supervision as the main source of information; while SMPN 15 Yogyakarta uses the Education Report Card as a data source. These differences can be understood not just as technical variations, but as a reflection of the way the principal interprets the needs of teachers and the information resources available in the organization. This means that there is no one need identification mechanism that can be applied uniformly; Its effectiveness depends on the principal's ability to connect data, learning practices, and communicate with teachers.

The use of Education Report data strengthens the process of identifying needs because it provides objective information about the school's achievements and weaknesses that can be used as a basis for professional development planning. The results of this study support Albiladi et al., (2020) and Prastiko et al., (2024) who explain that school evaluation data, academic supervision, and discussions with teachers can be the basis for designing more targeted

professional development programs. However, the findings of this study show that data does not automatically result in effective development programs. Data needs to be translated through a process of reflection and dialogue with teachers so that the identified needs do not stop at administrative indicators. The role of the principal is not only as a data user, but as a mediator who connects formal information with the teacher's experience in learning practice. This position reinforces the character of situated learning, as professional knowledge is built through the relationship between information, experience, and social interaction in the work environment.

After the teacher's needs are identified, the principal prepares various need-based professional development programs. The results of the study show that the programs developed include learning communities (Kombel), school MGMP, academic supervision, In-House Training (IHT), and workshops. These programs are designed as a forum for collaboration, reflection, and improvement of teacher competence in accordance with the challenges faced in learning.

The learning community is the main program that functions as a space for teachers to share good practices, discuss, and solve learning problems collaboratively. This finding is in line with Kilag & Sasan (2023) and Kusumawati (2024) who stated that the learning community strengthens teacher collaboration while placing school principals as facilitators of professional development. Furthermore, the existence of learning communities in the three schools can be understood as a form of community of practice. Teachers not only receive knowledge from external sources, but also learn from the experiences and practices of their peers. When teachers share experiences, discuss learning difficulties, and seek solutions together, the professional learning process occurs through participation in shared practice. Thus, the learning community has a more substantive function than just a meeting forum; The community becomes a social space where professional knowledge is built, negotiated, and reapplied in learning practice.

In addition to the learning community, the principal also empowers the school MGMP as a forum for teacher competency development based on subject areas. In some schools, MGMP is collaborated with the learning community so that the two forums complement each other in improving teacher professionalism. The collaboration between MGMP and the learning community shows the integration between discipline-based learning and experiential learning. MGMP provides a space to discuss the substance and practice of the subject, while the learning community allows the issue to be discussed more broadly through cross-teacher experiences. Thus, professional development not only results in the transfer of knowledge, but also allows teachers to test and adapt that knowledge in the context of their work.

Academic supervision is also an important strategy in teacher professional development. Through supervision, the principal monitors the learning process, identifies obstacles faced by teachers, provides feedback, and designs follow-up in the form of appropriate development activities. These findings show that supervision has a dual function, namely as an evaluation mechanism as well as professional learning. When the results of classroom observations are used to determine the next development needs, teaching practice becomes an authentic learning resource for teachers. This is in accordance with the principle of situated learning that learning takes place through involvement in real practice, not just through abstract acquisition of knowledge. Therefore, supervision will be more meaningful when positioned as a reflective dialogue and not solely as administrative control.

In addition to supervision, some schools hold In-House Training (IHT) as a follow-up to teachers' needs that have not been met through external training. IHT allows teachers to obtain more contextual assistance according to school conditions. From a situated learning perspective, IHT has an advantage because learning takes place where teachers work and can be directly linked to the problems they face. The finding that IHT is used as a follow-up after external training shows that schools are not simply accepting programs from outside, but adapting to that knowledge according to local needs. This demonstrates the importance of the school's capacity to translate external knowledge into practice that is relevant to the school context.

Workshops are also an important part of teachers' professional development. The implementation is based on the results of the identification of needs and academic supervision so that the material provided is relevant to the problems faced by teachers. The results of this study support Sasere & Makhasane (2023) who show that the school-based professional development approach is more contextual because it is tailored to the real needs of teachers and

schools. Thus, the main finding in this aspect is not simply that the three schools have a wide range of professional development programs, but that the effectiveness of the programs is strongly influenced by the extent to which they are connected to teachers' work practices. Programs that take place in the community, are based on real problems, and allow interaction and reflection have characteristics that are closer to professional learning in the perspective of situated learning.

Support Obtained by Principals in Developing Teacher Professionalism in the School Environment at SMPN 2 Yogyakarta, SMPN 14 Yogyakarta and SMPN 15 Yogyakarta

The implementation of teacher professional development at SMPN 2 Yogyakarta, SMPN 14 Yogyakarta, and SMPN 15 Yogyakarta is supported by various parties, both from internal and external schools. Internal support includes the school development team, vice principals, teachers, funding, facilities and infrastructure, school committees, and students' parents. The existence of these various parties allows professional development programs to run in a sustainable manner and in accordance with the needs of the school. These findings are in line with Huriaty et al., (2022) who stated that organizational support has a positive effect on teachers' professional development, and Gaikhorst et al., (2019) who affirmed the importance of principals in creating conditions that support collaboration, reflection, and continuous learning. In addition, the active involvement of teachers through participation, giving feedback, and sharing knowledge strengthens the effectiveness of professional development programs as stated by (He et al., 2024).

Funding support comes from the central government and local governments through various sources of education financing so that schools have flexibility in organizing teacher professional development activities. These findings are in line with Anggraheni et al. (2025) who stated that successful professional development requires adequate budget support so that training and collaboration can be carried out in a sustainable manner.

In addition to funding, the availability of adequate facilities and infrastructure also supports the implementation of teacher professional development activities. These facilities allow schools to provide a conducive learning environment, both through the provision of learning spaces and media as well as technological support that supports teacher collaboration. This supports the opinion of Konstantinidou & Scherer (2022) who stated that infrastructure support is not only in the form of physical facilities, but also includes digital systems and means of communication that facilitate the professional network of teachers.

Other support comes from school committees and parents who play an active role in supporting various school programs, including teacher professional development activities. Good communication between schools, committees, and parents helps the smooth implementation of the program while supporting the improvement of the quality of learning. These findings are in line with Suryandai et al., (2022) who showed that the involvement of parents and school committees has a positive impact on the quality of learning, as well as Amarin et al., (2017) who affirm that school committees contribute through funding support, ideas, and implementation of school programs.

In addition to internal support, school principals also receive support from education and training institutions, such as the Education Office, BBGTK, and other institutions that organize training and seminars for teachers. Collaboration with external institutions provides opportunities for teachers to improve their competencies through various professional development programs. These findings are in line with Ekawati et al., (2022) who stated that collaboration between schools, educational institutions, and universities through mentoring and lesson study activities is able to improve teacher competence in a sustainable manner.

Overall, the results of the study show that the success of teacher professional development in the three schools is not only determined by the leadership of the principal, but also by the support of various stakeholders, both from the internal school environment and external institutions. This synergy is an important factor in maintaining the sustainability and effectiveness of teacher professional development programs.

Obstacles Experienced by Principals in Developing Teacher Professionalism in the School Environment at SMPN 2 Yogyakarta, SMPN 14 Yogyakarta and SMPN 15 Yogyakarta

In developing the professionalism of teachers in the school environment, the principal faces several obstacles, especially time constraints and workload. The large number of school agendas and additional tasks causes difficulties in determining a professional development schedule that all teachers can follow. These findings are in line with Agustina et al., (2025) and Tanjua et al., (2024) who show that workload and time constraints can limit teachers' involvement in professional development activities.

However, these findings have broader implications than simply showing that teachers are short on time. There is a tension between the organization's demands on administrative work and the teacher's need for professional learning. On the one hand, schools have provided various development mechanisms, such as learning communities, supervision, MGMP, workshops, and IHT; On the other hand, teachers must divide their time between these activities and teaching, administration, and other school agendas. Thus, the main problem is not merely the absence of a program, but the limited space of time that allows teachers to be truly involved in professional learning.

In the perspective of situated learning, these conditions are important because professional learning requires sufficient participation in community and shared practice. If teachers do not have sufficient time to interact, reflect on practice, and share experiences, then the learning community is at risk of turning into formal activities that do not result in deep learning. Therefore, the findings of this study show the need for protected time, which is time that is organizationally protected and allocated specifically for teachers' professional learning.

Other findings revealed that some teachers do not yet have an independent learning culture and have not fully demonstrated a collaborative work culture. Some teachers view professional development activities as an additional burden. The findings show that professional development challenges come not only from the organizational structure, but also from the professional culture. Individualistic culture can hinder the formation of a community of practice because professional learning requires openness to sharing practice, acknowledging difficulties, receiving feedback, and learning from peers. Therefore, the leadership of the principal needs to move from simply providing activities to building a culture that makes collaboration seen as part of the teacher's professional work.

Difficulty in determining priorities for development activities and arranging activity schedules is also an obstacle. These findings suggest that administrative policies and demands can reduce teachers' opportunities to focus on improving the quality of learning. If the three cases are compared, it can be seen that time constraints appear as a common obstacle even though each school's professional development strategy is different. This indicates that the diversity of programs is not enough to ensure the effectiveness of professional development. A more fundamental factor is the organization's capacity to allocate time, set priorities, provide leadership support, and build a collaborative culture. Thus, sustainable professional development requires changes in teachers' working conditions, not just an increase in the number of training activities.

Overall, the results of this multiple case study show that teacher professional development in all three schools takes place through the interaction between principals' leadership, professional community, learning practices, and organizational context. The similarities between cases show the importance of learning communities, supervision, collaboration, and organizational support, while differences in needs identification strategies suggest that professional development needs to be tailored to the characteristics and sources of information of each school. These findings reinforce situated learning's position that professional learning cannot be separated from the social and practical context in which teachers work. At the same time, time and workload constraints suggest that the sustainability of the community of practice requires organizational conditions that allow teachers to have the time, support, and opportunity to actively participate.

CONCLUSION

This study shows that teacher professional development in three State Junior High Schools in Yogyakarta City is carried out through a need-based professional development approach. The principal identifies the needs of teachers through reflection and joint evaluation, classroom observation, academic supervision, discussions with teachers, and analysis of Education Report cards. The results of the identification are then translated into various activities, such as learning communities, school MGMP, academic supervision, In-House Training (IHT), and

workshops, with forms and strategies tailored to the context of each school. The implementation of the program is supported by the collaboration of teachers and internal elements of the school, the availability of funding and facilities and infrastructure, the support of committees and parents, as well as cooperation with the education office, BBGP/BPMP, and universities. However, the sustainability of professional development is still limited by time constraints due to workload and busy school agendas as well as low motivation for some teachers to be actively involved.

The findings confirm that school-based professional development is not enough to be carried out through the provision of activities such as workshops, MGMP, or IHT, but requires a continuous system, starting from needs identification, collaborative learning, supervision, follow-up, to program evaluation. The practical implication is that school principals need to provide special time for the learning community and reflection activities, use data on supervision results and learning outcomes as the basis for determining the program, and ensure that each professional development activity has a follow-up and evaluation mechanism. Thus, professional development can be better integrated with daily learning practices and not stop as an administrative activity.

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