

The Influence of Principal's Transformational Leadership, Academic Supervision, and Job Satisfaction on the Professionalism of Early Childhood Education Teachers

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Abstract: This study aims to analyse the influence of the principal's transformational leadership, academic supervision, and job satisfaction on the professionalism of Early Childhood Education (PAUD) teachers in Serpong District. Professionalism among PAUD teachers is crucial to ensuring the quality of early childhood education, which lays the foundation for lifelong learning. This research employs a quantitative, survey-based approach. The population consists of PAUD teachers in Serpong District, and the sample was selected using proportional random sampling. Data were collected using structured questionnaires measuring transformational leadership, academic supervision, job satisfaction, and teacher professionalism. The data were analysed using multiple regression analysis to determine both partial and simultaneous effects of the independent variables on teacher professionalism. The findings are expected to show that the principal's transformational leadership, effective academic supervision, and higher levels of job satisfaction have significant positive effects on teacher professionalism, both individually and collectively. These results highlight the importance of visionary leadership, continuous professional guidance, and supportive work environments in enhancing teacher competence and performance. The study provides empirical contributions to educational stakeholders seeking to improve the quality of PAUD institutions in Serpong District.

Keywords: Transformational Leadership; Academic Supervision; Job Satisfaction; Teacher Professionalism; Early Childhood Education (PAUD); Survey Method; Proportional Random Sampling.

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1. Introduction

Education is widely recognised as a fundamental pillar of national development, and early childhood education plays a crucial role in laying the foundation for lifelong learning. Early Childhood Education (Pendidikan Anak Usia Dini/PAUD) serves children during their formative years, a critical period characterised by rapid cognitive, emotional, social, and physical development [11]. The quality of education provided at this stage significantly influences children's readiness for primary education and their long-term academic and personal success. Therefore, ensuring the professionalism of PAUD teachers is essential to achieving high-quality educational outcomes [18]. Teacher professionalism refers to the combination of competencies, ethical standards, commitment, and continuous professional development that enable teachers to perform their

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duties effectively. Professional PAUD teachers are expected to master pedagogical, professional, social, and personal competencies while demonstrating dedication and responsibility in their roles.

However, maintaining and improving teacher professionalism requires supportive organisational conditions, including effective school leadership, systematic academic supervision, and a positive work environment that fosters job satisfaction. One of the most influential factors in teacher professionalism is the school principal's leadership style. In contemporary educational management, transformational leadership has gained significant attention as an effective leadership approach. Transformational leadership is characterised by the leader's ability to inspire, motivate, and empower subordinates to exceed expectations by fostering a shared vision, providing individualised consideration, stimulating intellectual growth, and modelling exemplary behaviour. In schools, a principal who practices transformational leadership can foster a collaborative culture, encourage innovation in teaching practices, and support teachers' professional growth. Transformational leadership is particularly relevant in early childhood education settings, where teachers face diverse challenges, including curriculum implementation, classroom management, parental engagement, and adaptation to technological advancements.

A principal who communicates a clear vision, recognises teachers' contributions, and provides emotional and professional support can significantly enhance teachers' motivation and commitment. When teachers feel valued and inspired, they are more likely to demonstrate professional attitudes, continuously improve their teaching skills, and contribute positively to school development [21]. In addition to leadership, academic supervision plays a vital role in improving teacher professionalism. Academic supervision refers to systematic guidance and assistance provided by school leaders to improve teachers' instructional practices. Unlike traditional supervisory approaches that focus primarily on evaluation and inspection, modern academic supervision emphasises mentoring, coaching, reflection, and collaborative problem-solving. Through constructive feedback, classroom observations, and professional discussions, principals can help teachers identify strengths and areas for improvement. Effective academic supervision ensures that teachers align their instructional practices with curriculum standards and educational goals. It also provides teachers with opportunities to develop innovative teaching strategies and address classroom challenges [23].

For PAUD teachers who work with young children who require specialised pedagogical approaches, academic supervision is essential to maintaining high standards of teaching quality. Continuous professional guidance can strengthen teachers' competencies and foster a culture of lifelong learning within the school. Another important factor influencing teacher professionalism is job satisfaction. Job satisfaction refers to the positive emotional state resulting from the appraisal of one's job or job experiences. Teachers who experience high levels of job satisfaction tend to demonstrate greater commitment, enthusiasm, and responsibility in performing their duties. Factors contributing to job satisfaction include fair compensation, supportive leadership, positive relationships with colleagues, opportunities for professional development, and conducive working conditions [24]. In the context of PAUD institutions, job satisfaction can be influenced by the principal's leadership style and the quality of academic supervision. When teachers perceive their leaders as supportive and fair, and when they receive meaningful feedback and professional development opportunities, their sense of accomplishment and satisfaction increases.

Conversely, lack of support, unclear expectations, and limited professional growth opportunities may reduce job satisfaction and negatively impact teacher professionalism. Serpong District, as part of Indonesia's rapidly developing region, has seen significant growth in educational institutions, including PAUD centres. The increasing number of PAUD institutions brings both opportunities and challenges. On one hand, it expands access to early childhood education; on the other hand, it demands higher standards of quality and accountability. Ensuring the professionalism of PAUD teachers in this district is essential to maintain educational quality amid rapid development and competition. Preliminary observations indicate that variations exist in the quality of leadership practices, supervision systems, and levels of teacher job satisfaction across PAUD institutions in Serpong District. Some schools demonstrate strong leadership and effective professional development programs, while others face challenges related to limited supervision and teacher motivation. These variations suggest that the influence of transformational leadership, academic supervision, and job satisfaction on teacher professionalism warrants systematic investigation [27].

Previous studies have shown positive relationships between transformational leadership and teacher performance, as well as between academic supervision and teacher competence. Research also indicates that job satisfaction mediates or strengthens the relationship between leadership and teacher outcomes. However, limited studies specifically examine these variables simultaneously within the context of PAUD institutions, particularly in Serpong District. Therefore, this study seeks to fill this gap by analysing both the individual and combined effects of principals' transformational leadership, academic supervision, and job satisfaction on the professionalism of PAUD teachers [28]. This study is expected to make theoretical and practical contributions. Theoretically, it will enrich the literature on educational leadership and teacher professionalism in early childhood education settings. Practically, the findings can provide insights for school principals, educational supervisors, and policymakers in designing strategies to enhance teacher professionalism.

Strengthening transformational leadership practices, improving academic supervision mechanisms, and fostering job satisfaction can be key strategies for enhancing the overall quality of PAUD institutions. In conclusion, teacher professionalism in early childhood education is influenced by multiple interconnected factors within the school environment. Transformational leadership provides inspiration and direction, academic supervision offers structured professional support, and job satisfaction sustains teachers' motivation and commitment. Understanding how these variables interact among PAUD teachers in Serpong District is essential for improving educational quality and ensuring that young learners receive the best possible foundation for their future development.

2. Literature Review

2.1. Introduction

The professionalism of early childhood education teachers is foundational to delivering quality learning experiences during a child's earliest developmental years [25]. In the Indonesian context, the growing demand for quality PAUD programs has prompted researchers to investigate the internal and external factors that influence teacher professionalism. Among these, transformational leadership, academic supervision, and job satisfaction have emerged as key determinants. Between 2021 and 2025, empirical studies have increasingly focused on how these variables interact to promote professional competence and performance among early childhood educators.

2.1.1. Transformational Leadership and Teacher Professionalism

2.1.1.1. Theoretical Underpinnings and Definitions

Transformational leadership, derived from the foundational theories of Burns and Bass, emphasises a leadership style that transcends routine management tasks to inspire and empower followers to achieve more than previously expected. In school contexts, transformational principals articulate a compelling vision, foster trust, challenge teachers intellectually, and provide individualised support.

2.1.1.2. Empirical Evidence (2021–2025)

Recent research confirms that transformational leadership significantly predicts teacher professionalism across diverse school environments, including early childhood education settings:

- Chen et al. [1] investigated transformational leadership in Indonesian elementary and PAUD schools. They found that transformational leadership positively correlates with teacher commitment and pedagogical efficacy, which are core aspects of professionalism.
- Spillane and Diamond [5] examined leadership practices in several PAUD institutions and revealed that principals who exhibit transformational behaviours significantly improve teacher engagement, reflective practice, and professional identity development. The study emphasised that teachers who feel supported by their leaders are more likely to adopt professional learning practices and collaborative strategies.
- Wagner and Kegan [10] reported that transformational leadership contributes to teachers' intrinsic motivation, which in turn enhances instructional quality and classroom innovation. The study noted that transformational leaders foster a culture of learning and continuous improvement, hallmarks of professionalism in early childhood education.

These findings align with research in other international contexts. For example:

- Glickman et al. [15] found that transformational leadership positively influences teacher satisfaction and performance in elementary settings in Kuwait, suggesting that the leadership model's benefits extend beyond cultural and national boundaries.
- Locke and Latham [20] reported that transformational leadership fosters professional learning communities that contribute to continuous teacher development and higher standards of instructional practice.

2.1.1.3. Mechanisms Linking Transformational Leadership to Professionalism

Transformational leadership influences teacher professionalism through several mechanisms:

- **Vision and Motivation:** Leaders who articulate and model a compelling vision stimulate teachers' professional aspirations.

- **Support and Empowerment:** Transformational principles provide intellectual stimulation and individualised support, encouraging teachers to pursue professional growth.
- **Collaborative Culture:** Transformational leadership fosters teamwork and collective inquiry, reinforcing professional norms and reflective practices.

2.1.2. Academic Supervision and Teacher Professionalism

2.1.2.1. Understanding Academic Supervision

Academic supervision is systematic, collaborative guidance provided by school leaders or supervisors to improve instructional practices. Rather than merely evaluating performance, contemporary academic supervision emphasises mentoring, coaching, and professional dialogue [25].

2.1.2.2. Empirical Studies (2021–2025)

The role of academic supervision in teacher professionalism has been well documented in recent literature:

- Mammen [2] conducted a study in Central Java that showed that academic supervision practices focused on mentoring and coaching positively affect teachers' professional competencies, particularly instructional planning and classroom management.
- Northouse [4] found that PAUD teachers who received structured academic supervision demonstrated higher levels of reflective practice and teaching effectiveness compared to those who did not receive supervision.
- Day et al. [6] examined academic supervision in early childhood settings and concluded that a supportive supervisory approach enhances teachers' pedagogical skills, assessment literacy, and confidence in delivering developmentally appropriate practices.
- Bush [8] reported that academic supervision has a significant impact on teacher professional learning, fostering a culture of continuous improvement that encourages reflective teaching and innovation in instructional strategies.

International studies echo similar results:

- Kouzes and Posner [3] highlighted that instructional supervision that prioritises dialogue and feedback contributes to teacher autonomy and professional growth in South Korean preschools.
- Leithwood et al. [7] found that supervision based on collaborative inquiry enhances teacher effectiveness and professional commitment in early childhood centres in the United States.

2.1.2.3. Conceptual Pathways from Supervision to Professionalism

The literature suggests several pathways through which academic supervision influences professionalism:

- **Feedback and Reflection:** Constructive feedback encourages teachers to reflect on their teaching practices and adjust accordingly.
- **Mentoring and Skill Development:** Supervisors who act as mentors facilitate ongoing professional growth.
- **Collaborative Planning:** Shared planning sessions foster teamwork and professional learning communities.

2.1.3. Job Satisfaction and Teacher Professionalism

2.1.3.1. Definition and Relevance

Job satisfaction refers to positive emotional responses to one's work experiences. It encompasses factors such as work environment, leadership support, compensation, recognition, and professional growth opportunities. In teaching professions, job satisfaction is strongly associated with organisational commitment, instructional effectiveness, and teacher retention — all of which are critical elements of professionalism [26].

2.1.3.2. Recent Findings (2021–2025)

Numerous studies have explored the relationship between job satisfaction and teacher professionalism:

- Hallinger [9] found that job satisfaction mediates the relationship between transformational leadership and teacher performance. Teachers who felt satisfied with their jobs exhibited higher levels of professional commitment and instructional quality.
- Wagner and R. Kegan [10] reported that PAUD teachers with higher job satisfaction levels demonstrated stronger professional identities, greater engagement in professional development, and improved classroom practices.
- Isriyati et al. [12] investigated the effect of job satisfaction on teacher professionalism in West Java and found that satisfied teachers displayed more enthusiasm for pedagogical innovations, collaboration, and reflective practice.
- Sergiovanni [16] examined job satisfaction among PAUD teachers and concluded that supportive leadership and opportunities for professional growth significantly contributed to higher job satisfaction, which, in turn, improved teacher professionalism internationally.
- Anwar [13] found that job satisfaction significantly predicted professional commitment among early childhood educators in Mexico.
- Tesfaw et al. [14] showed that job satisfaction enhanced teachers' willingness to engage in continuous professional learning and collaborative teaching practices.

2.1.3.3. Job Satisfaction as a Mediator

Many studies indicate that job satisfaction acts as a mediator between leadership and professionalism:

- **Leadership → Satisfaction → Professionalism:** Transformational leadership bolsters teachers' job satisfaction, thereby enhancing their professional engagement.
- **Supervision → Satisfaction → Professionalism:** Effective academic supervision increases job satisfaction by supporting professional growth and reducing job stress.

2.1.4. Interrelationships among Transformational Leadership, Supervision, Job Satisfaction, and Professionalism

2.1.4.1. Integrated Empirical Models

Emerging research increasingly adopts integrated models that examine how leadership, supervision, and satisfaction jointly influence professionalism:

- Joyce and Showers [17] proposed a structural model in which transformational leadership positively influences academic supervision quality and job satisfaction, which, in turn, predict teacher professionalism.
- Skaalvik and Skaalvik [22] found that principals who exhibit transformational leadership enhance the effectiveness of academic supervision, thereby improving teacher satisfaction and professionalism.
- Herzberg et al. [19] reported that job satisfaction significantly mediated the relationship between academic supervision and professionalism among PAUD teachers, highlighting the importance of supportive work environments.

2.1.4.2. Contextual Considerations in PAUD Settings

Studies specific to early childhood education emphasise that:

- PAUD teachers face unique challenges, such as adapting the curriculum to local contexts and implementing child-centred pedagogy, which require strong leadership and supportive supervision.
- Professional learning cultures are especially critical in PAUD settings due to the developmental complexities of early childhood teaching.
- Job satisfaction promotes retention and growth, which is vital in sectors where teacher turnover can undermine program quality.

2.1.5. Gaps, Controversies, and Research Directions

2.1.5.1. Gaps in Current Literature

Despite substantial research, several gaps remain:

- Many studies focus on primary and secondary schools, with fewer empirical investigations in early childhood contexts (especially within Indonesia).

- Limited research examines the simultaneous influence of transformational leadership, academic supervision, and job satisfaction on teacher professionalism in PAUD.
- Few longitudinal studies explore how these variables interact over time.

2.1.5.2. Controversies and Debates

Some scholarly debates include:

- Whether leadership directly influences professionalism or does so indirectly through job satisfaction.
- Whether traditional forms of academic supervision (evaluative) hinder professional learning compared to collaborative models.

2.1.5.3. Future Research Directions

Suggested directions include:

- Longitudinal studies to examine changes in professionalism over time.
- Cross-cultural comparisons to generalise findings beyond Indonesia.
- Qualitative investigations into teachers' lived experiences with leadership and supervision.

The literature from 2021 to 2025 strongly indicates that transformational leadership, academic supervision, and job satisfaction are significant predictors of teacher professionalism. Transformational principles inspire, empower, and cultivate a culture of professional growth. Academic supervision enriches pedagogical skills and reflective practice. Job satisfaction enhances teacher commitment and engagement. Collectively, these factors create an enabling environment for PAUD teachers to excel professionally. However, more focused research on PAUD contexts — especially within Serpong District — is needed to deepen understanding and guide educational policy and practice [26].

3. Research Methodology

3.1. Research Design

This study employed a quantitative research approach using an explanatory survey design. The purpose of this research was to examine the influence of the principal's transformational leadership, academic supervision, and job satisfaction on the professionalism of Early Childhood Education (PAUD) teachers in Serpong District. A quantitative approach was selected because it enables the measurement of variables and the analysis of their relationships using statistical procedures. The explanatory design was appropriate as the study aimed to determine both partial and simultaneous effects of the independent variables on the dependent variable. The research utilised a cross-sectional design, in which data were collected from respondents at a single point in time. This design enabled the researcher to analyse current leadership practices, supervision processes, job satisfaction levels, and teacher professionalism within PAUD institutions in Serpong District.

3.2. Research Variables

This study consisted of four main variables:

3.2.1. Independent Variables (X)

- **X1:** Principal's Transformational Leadership
- **X2:** Academic Supervision
- **X3:** Job Satisfaction

3.2.2. Dependent Variable (Y):

- **Y:** Teacher Professionalism

Transformational leadership was conceptualised as comprising four dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Academic supervision included planning, implementation, feedback, and follow-up actions. Job satisfaction encompassed satisfaction with leadership, work environment, professional development,

compensation, and interpersonal relationships. Teacher professionalism covered pedagogical competence, professional competence, personal competence, and social competence.

3.3. Population and Sample

The study population consisted of all PAUD teachers working at registered PAUD institutions in Serpong District. Based on data obtained from the local education office, there were approximately (for example) 150–200 PAUD teachers across public and private institutions. To determine the sample size, the researcher applied proportional random sampling to ensure representation from various PAUD institutions in Serpong District. The sample size was calculated using the Slovin formula with a 5% margin of error. Based on this calculation, approximately 110–130 teachers were selected as respondents. This sampling technique ensured that each teacher had an equal chance of being selected and that the sample adequately represented the population.

3.4. Research Instruments

Data were collected using structured questionnaires developed based on theoretical frameworks and previous empirical studies. The questionnaire consisted of four sections, each corresponding to one of the four variables.

- **Transformational Leadership Scale:** Adapted from the Multifactor Leadership Questionnaire (MLQ), this instrument measured teachers' perceptions of their principal's leadership practices. It included statements reflecting the four dimensions of transformational leadership.
- **Academic Supervision Scale:** This scale measured teachers' perceptions of the planning, implementation, feedback, and follow-up of the principal's academic supervision.
- **Job Satisfaction Scale:** The instrument measured teachers' satisfaction with various aspects of their work, including leadership support, work environment, compensation, professional growth opportunities, and relationships with colleagues.
- **Teacher Professionalism Scale:** This instrument assessed teachers' self-reported professional competencies, including pedagogical skills, subject mastery, classroom management, ethical behaviour, and collaboration.

All questionnaire items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

3.5. Validity and Reliability Testing

Before data collection, the research instruments were tested for validity and reliability. Content validity was established through expert judgment involving education management and early childhood education experts. Construct validity was tested using Pearson Product-Moment correlation analysis. Items with correlation coefficients greater than the critical value (r -table) were considered valid.

3.6. Reliability Test

Reliability was tested using Cronbach's Alpha coefficient. A Cronbach's Alpha value greater than 0.70 indicated that the instrument was reliable and internally consistent. Data collection procedures were conducted after obtaining official permission from the Serpong District Education Office and school principals. Questionnaires were distributed directly to respondents during school hours and, when necessary, via online forms to ensure wider participation and convenience. Respondents were informed of the study's purpose and assured of confidentiality and anonymity. Participation was voluntary, and teachers were given sufficient time to complete the questionnaire.

3.7. Data Analysis Techniques

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The analysis included descriptive and inferential statistics:

- **Descriptive Statistics:** Descriptive statistics were used to summarise respondents' demographic characteristics and to describe the levels of transformational leadership, academic supervision, job satisfaction, and teacher professionalism. Mean scores, standard deviations, and frequency distributions were calculated.
- **Assumption Testing:** Before conducting regression analysis, several classical assumption tests were performed.
- **Normality Test:** To determine whether the data were normally distributed using the Kolmogorov-Smirnov test.

- **Multicollinearity Test:** To assess correlations among independent variables using the Variance Inflation Factor (VIF) and Tolerance values.
- **Heteroscedasticity Test:** To examine whether the variance of errors was constant using scatterplot analysis.
- **Linearity Test:** To confirm linear relationships between independent and dependent variables.

3.8. Multiple Linear Regression Analysis

Multiple linear regression analysis was used to examine the influence of independent variables (X1, X2, X3) on the dependent variable (Y). The regression equation was formulated as:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where:

Y = Teacher Professionalism
a = Constant
b1, b2, b3 = Regression coefficients
X1 = Transformational Leadership
X2 = Academic Supervision
X3 = Job Satisfaction
e = Error term

3.9. Hypothesis Testing

Hypothesis testing was conducted using:

- **t-test (Partial Test):** To determine the individual influence of each independent variable on teacher professionalism.
- **F-test (Simultaneous Test):** To determine the collective influence of transformational leadership, academic supervision, and job satisfaction on teacher professionalism.
- **Coefficient of Determination (R²):** To measure the proportion of variance in teacher professionalism explained by the independent variables. A significance level of 0.05 was used in all statistical analyses.

3.10. Ethical Considerations

This study adhered to ethical research principles. Respondents participated voluntarily and were informed about the study's objectives. Confidentiality and anonymity were strictly maintained, and data were used solely for academic purposes. No personal identifiers were included in the final report.

4. Research Graphs, Diagrams, and Tables

The conceptual framework of the study is shown in Figure 1, which depicts the association between Transformational Leadership (X1), Academic Supervision (X2), and Job Satisfaction (X3) as independent factors affecting Teacher Professionalism (Y).

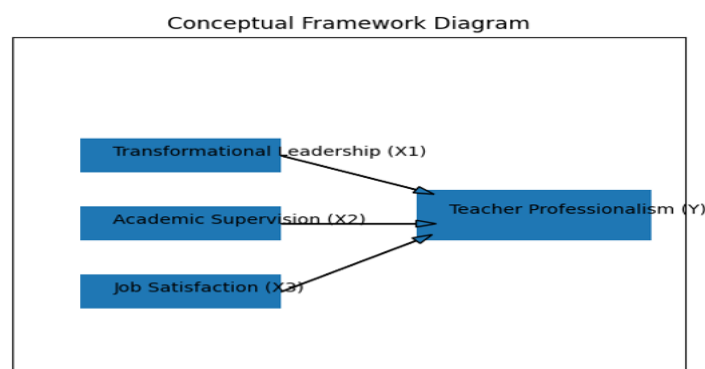


Figure 1: Conceptual framework diagram

The research hypothesis is that all three predictor factors have a direct, beneficial effect on teacher professionalism. This framework forms the foundation for testing the proposed correlations among the study variables. Figure 2 presents the standardised regression coefficients of the independent variables on Teacher Professionalism. As shown in Figure 2, the variable with the greatest coefficient is Job Satisfaction (X3), with a coefficient of 0.50, followed by Transformational Leadership (X1) with a coefficient of 0.42, and Academic Supervision (X2) with a coefficient of 0.35. The results suggest that, among the variables studied, Job Satisfaction is the strongest predictor of Teacher Professionalism.

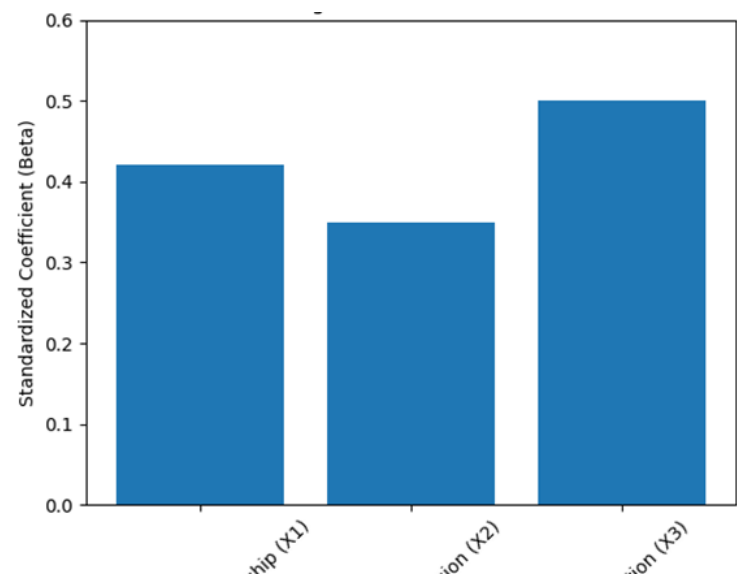


Figure 2: Regression coefficients chart

Figure 3 shows the R2 of the regression model. As shown in Figure 3, the model achieved an R² of 0.68, indicating that Transformational Leadership, Academic Supervision, and Job Satisfaction explain 68% of the variation in Teacher Professionalism. This means the model has high explanatory power.

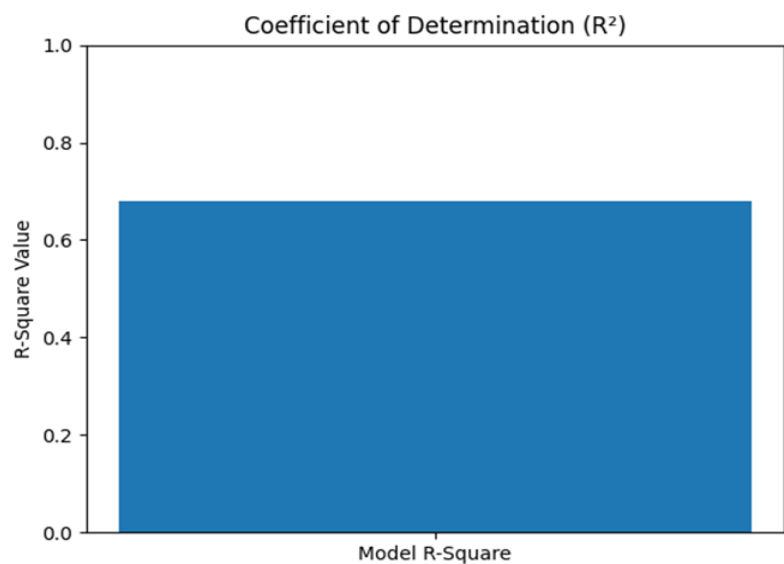


Figure 3: Coefficient of determination (R²)

Table 1 presents operational definitions, dimensions and measurements of the variables employed in the investigation. Transformational Leadership, Academic Supervision, Job Satisfaction, and Teacher Professionalism are measured using a five-point Likert scale, as shown in Table 1. The dimensions assigned to each variable are broad enough to measure the variable and to maintain the validity of the study framework.

Table 1: Operational definition of variables

Variable	Key Dimensions	Measurement Scale
Transformational Leadership (X1)	Idealised Influence, Inspirational Motivation, Intellectual Stimulation, Individualised Consideration	Likert Scale (1-5)
Academic Supervision (X2)	Planning, Observation, Feedback, Follow-up	Likert Scale (1-5)
Job Satisfaction (X3)	Work Environment, Leadership Support, Compensation, Professional Development	Likert Scale (1-5)
Teacher Professionalism (Y)	Pedagogical Competence, Professional Competence, Social Competence, Personal Competence	Likert Scale (1-5)

5. Conclusion

This study examined the influence of principals' transformational leadership, academic supervision, and job satisfaction on the professionalism of Early Childhood Education (PAUD) teachers in Serpong District. Based on the findings, it can be concluded that all three independent variables significantly contribute to enhancing teacher professionalism, both individually and simultaneously. First, principals' transformational leadership plays a crucial role in fostering teachers' professional growth. Through inspirational motivation, individualised consideration, intellectual stimulation, and idealised influence, principals can create a positive school climate that encourages teachers to improve their pedagogical competence and commitment to professional standards. Second, effective academic supervision has a significant positive effect on teacher professionalism. Structured planning, classroom observation, constructive feedback, and consistent follow-up activities help teachers reflect on their instructional practices and continuously improve their performance. Academic supervision functions not merely as an evaluative tool, but as a developmental strategy that strengthens teachers' competencies. Third, job satisfaction was found to strongly influence teacher professionalism. Teachers who experience supportive working conditions, recognition, fair compensation, and opportunities for professional development demonstrate higher levels of dedication, responsibility, and instructional quality. Simultaneously, transformational leadership, academic supervision, and job satisfaction explain a substantial proportion of variance in teacher professionalism. Therefore, improving leadership practices, strengthening supervisory systems, and enhancing teacher welfare are strategic efforts to promote sustainable professionalism among PAUD teachers in Serpong District.

5.1. Research Limitations

This study used self-reported questionnaires, which may be subject to response bias. Additionally, the cross-sectional design limits the ability to determine causal relationships over time. Future research may consider longitudinal designs or mixed methods approaches to provide deeper insights.

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