

Role of School Organizational Support in Promoting Teacher Leadership at Elementary School

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ABSTRACT

This study examines how organizational support is experienced in teacher leadership at SD Muhammadiyah Pajangan 2. A descriptive qualitative single-case study involved three informants: the principal, one lower-grade classroom teacher, and one upper-grade classroom teacher. Data were collected through semi-structured interviews, non-participant observation, and documents, then analyzed through data reduction, data display, and conclusion drawing, with ATLAS.ti used for open coding. Four connected forms of support were identified. Fair task allocation and participation in decisions gave teachers access to responsibility; principal trust, delegation, and non-blaming feedback made initiative less risky; formal and informal recognition encouraged continued contribution; and facilities, open communication, and regular coordination supported joint problem solving. These conditions did not remove every constraint. Participants reported uneven perceptions of workload, concerns about welfare, unstable internet access, the absence of a science laboratory, and differences in teacher participation. Within this case, teacher leadership developed through routine practices of consultation, trust, recognition, and collaboration rather than through individual competence alone.

1. INTRODUCTION

Education is a strategic process in building excellent and competitive human resources, with teachers serving as the main component in determining learning success and driving innovation (Arifin 2024). The quality of basic education is largely determined by the quality of teachers as the frontline actors in the learning process. Teachers are not merely curriculum implementers; they are also instructional leaders who influence the rise or decline of the quality of educational services in (Pitdianti, Endini, and Nurhalizah 2024). The demands of the 21st century and the development of digital technology place teachers in a position where they must be able to lead themselves, lead students, and lead change both in the classroom and at the school level (Septiana et al. 2022). Therefore, teachers are required to possess leadership abilities that can encourage effective, collaborative learning oriented toward improving the quality of education. . In this study, teacher leadership refers to teachers' capacity to shape educational practice within and beyond their own classrooms. According to (Judith York-Barr and Duke 2004) teacher leadership is a process in which teachers, individually and collectively, influence colleagues, principals, and the school community to improve instructional practices and student learning outcomes. Conceptually, teacher leadership does not stand alone; it grows within the ecology of the school organization that supports it. Muhammadiyah elementary schools show that teacher leadership operates at three layers: personal leadership, team leadership, and organizational leadership, so its success greatly depends on the organizational climate and structural support provided by the school (Nurani, Suyatno, and Patimah 2024). Leadership success in schools relies heavily on strong organizational support, because assistance and attention from the school toward teacher well-being are key to creating comfort and job satisfaction. Although leadership and organizational support directly have a positive influence

on motivation, both require work motivation as a mediating factor in order to have a significant impact on teacher job satisfaction (Mardiyah 2023).

This finding is strengthened by longitudinal studies showing that principal leadership practices that provide structures for collaboration, time, and legitimacy can foster teacher collaboration and sustainable organizational change (Meyer et al. 2023) as well as findings that teachers' perceptions of opportunities to contribute to school culture transformation are shaped by distributed leadership and the organizational support they experience (Reinius et al. 2023). In a more operational framework, support for teacher leadership in implementing school innovation can even be mapped as tiered circles of support, beginning with the principal, colleagues, and school (Hayak, Avidov-ungar, and Bitton 2025). According to Rhoades and Eisenberger (2002), organizational support, or Perceived Organizational Support (POS), includes three main dimensions: fairness in decision making and resource allocation; supervisor support through attention and appreciation from leaders; and organizational rewards and job conditions in the form of career opportunities and a conducive work environment. In school research, POS describes whether teachers feel that their work is recognized and that the institution is attentive to their welfare. Perceived organizational support has been shown to be positively related to teachers' organizational commitment (Sakaluri and Izzati 2021). It further links organizational support with teacher performance and quality of work life (Muhammad Suhardi 2023). It also plays a role in building job satisfaction and the quality of educational services together with knowledge management and interpersonal communication (Rusnadi, Hermawan, and Sumiati 2023). Studies at the elementary school level also show that perceived organizational support, together with transformational leadership and work motivation, makes a significant contribution to teacher performance (Hennyta and Sudibjo 2024). Meanwhile, organizational support combined with school culture and teacher competence has been proven to ensure performance effectiveness in elementary school settings (Anggraeni and Purbonuswanto 2026). At a different level, organizational support together with principal leadership has also been proven to influence student learning outcomes through the mediation of teacher performance (Suriadi and Adi 2025). Organizational support is one of the factors that shapes elementary school teachers' readiness to respond to change. This support can take the form of adequate resources, equipment, practical assistance, and training that help teachers strengthen their professional competencies. In addition to organizational support, a strong and supportive organizational culture also plays an important role in preparing schools to accept and implement change (Ly and Huong 2024).

At the primary-school level, teachers do not always have sufficient room to exercise leadership. Opportunities to develop and take responsibility may differ from one teacher to another, leaving some teachers less involved in professional growth. As a result, some teachers tend to stay passive when decisions are being made and rarely take part in school innovation (Irisdotter Aldenmyr, Gradén, and Håkansson 2026). This condition may be intensified when the organizational culture does not adequately support collaboration and openness to change. Pakalniņa and Ročāne (2024) explain that organizational culture is developed through the involvement of all members of an educational institution. Their account suggests that sharing leadership responsibilities can strengthen staff engagement, motivation, and readiness for change. When trust, mutual learning, and practical support are weak, teachers have fewer opportunities to build leadership experience or participate in reform (Pakalniņa and Ročāne 2024). The four main characteristics of teacher leadership include strong dedication to learning commitment, a supportive attitude through guidance and feedback, good interactive communication skills with students and colleagues, and empathy in understanding students' learning needs (Imansyah et al. 2024). A school operates as a learning organization when teachers can extend their professional expertise while taking greater responsibility for school improvement. This requires routine collaboration, team learning, sustained professional

development, and a direction that staff members understand together. Teachers, accordingly, need continuing opportunities to learn and refine their practice. They also point out that the sustainability and development of a school depend largely on the ability of all members of the school community to work together toward common goals (Japar et al. 2023). In practice, the gap is visible when teachers have little involvement in school development, collaboration is irregular, or learning support remains insufficient. These conditions indicate that strengthening teacher leadership is influenced not only by teacher competence but also by comprehensive school organizational support (Herlina et al. 2025). Previous teacher-leadership research has largely examined individual competence, principal leadership style, and instructional performance. Connects principal leadership with a collaborative work setting in which teacher motivation, professionalism, and performance can develop (Rahmad 2021).

Meanwhile, other research emphasizes that teacher leadership capacity does not grow in a vacuum but depends greatly on a supportive organizational climate and structure. This confirms that developing teachers' roles as instructional leaders requires a conducive school ecosystem, not merely individual initiative (Mardika and Windasar 2023). However, these strands of research commonly discuss teacher competence, principal leadership, performance, and job satisfaction as separate concerns. Studies that specifically position school organizational support as an accelerator of *teacher leadership* practices at the elementary school level, particularly in the context of faith-based schools such as Muhammadiyah schools, remain very limited. Less is known about what happens when fairness, principal support, recognition, and working conditions are experienced together in teachers' daily work. Therefore, the research gap of this study lies in the limited in-depth analysis of the relationship between organizational support and the development of *teacher leadership* in the context of Muhammadiyah elementary schools. . This study therefore examines organizational support as a set of connected school practices that can open or restrict opportunities for teachers to lead, rather than treating it only as a predictor of individual performance. SD Muhammadiyah Pajangan 2 was selected as the research site because the school has organizational dynamics and a school culture that are interesting to examine in relation to teacher leadership practices. Principal support, teacher involvement in school activities, and efforts to develop teacher professionalism are relevant phenomena for deeper analysis. This study is expected to make a theoretical contribution to the development of studies on educational organizations and teacher leadership, as well as provide practical recommendations for schools in creating an organizational environment that supports the strengthening of teacher leadership.

2. METHODS

A descriptive qualitative single-case study was conducted to understand how organizational support was experienced in teacher leadership at SD Muhammadiyah Pajangan 2. The qualitative approach was selected because it aims to explore and understand the meanings given by individuals or groups to a social problem (Creswell and Poth, 2018), making it appropriate for examining the experiences and interpretations of the principal and teachers regarding the organizational support they receive. The research subjects were determined purposively and consisted of three informants: one principal and two classroom teachers from lower and upper grade levels with varied years of service and additional duties. The principal was included because school policies, task allocation, supervision, and teacher support fall within this role. Meanwhile, two classroom teachers were chosen because they directly experience organizational support, involvement in school activities, task allocation, teacher collaboration, and opportunities to lead learning activities as well as school programs. Together, the three informants provided perspectives from school leadership and from teachers who experienced the support practices directly. Data were collected through in-depth semi-

structured interviews, non-participant observation of communication patterns, teacher collaboration, and teacher involvement in leading activities, as well as documentation to strengthen the findings. Data analysis used an interactive model consisting of data reduction, data display, and conclusion drawing, assisted by ATLAS.ti software through open coding, which was grouped into categories and visualized in the form of a network. Data validity was maintained through source and technique triangulation, persistent observation, and rechecking with informants (member checking).

3. RESULTS AND DISCUSSION

RESULTS

3.1 School Organizational Fairness

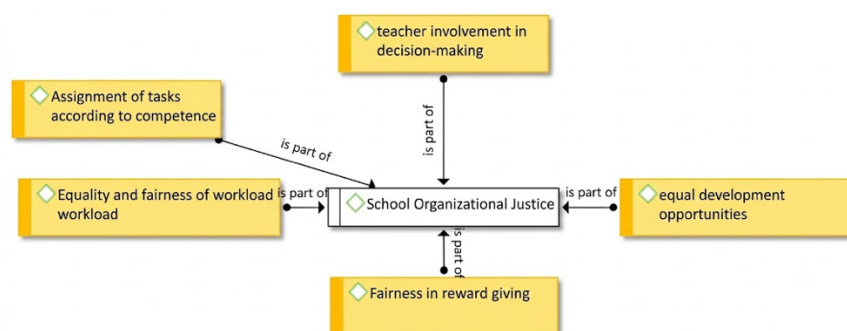


Figure 1. Coding Network for the School Organizational Fairness Category

The first category that emerged was school organizational fairness, formed from the codes of task allocation according to competence, equitable and fair distribution of workload, equal professional development opportunities, teacher involvement in decision making, and fairness in giving rewards. The results show that the school strives to uphold fairness through task allocation based on teacher competence. This finding is strengthened by interview results with school teachers.

“Teacher assignments are certainly not given randomly; we adjust them to the competencies they have” (P1).

“Those with high patience and attentiveness are placed in the lower grades, while those with stronger subject mastery are placed in the upper grades” (P2).

“The principal assigns tasks to teachers truly according to their competence” (P3).

Fairness is not only distributive through equal workload distribution, but also procedural through teacher involvement in decision making. The teachers also stated:

“We distribute the duties at school evenly, from the smallest things such as security and the kitchen to the curriculum. Everything is shared equally. So everyone learns to practice leadership” (P1). Another teacher considered the task distribution to be “as fair as possible and in accordance with everyone’s needs” (P2). In decision making, “whenever something must be decided, we decide it together because everything in this school is our shared responsibility” (P1).

Nevertheless, there was a perception that fairness is not always interpreted uniformly, as reflected in P3’s statement: “Maybe some teachers feel that their workload is very heavy; that may still happen” (P3).

This finding demonstrates that organizational justice is implemented through skill-based task distribution, equal workload allocation, and teacher participation in decision-making. Task assignment is deliberately aligned with each teacher's ability, character, and content knowledge. This reflects the school’s effort to foster an equitable climate and empower teachers to develop leadership

capabilities. Moreover, engaging teachers in decision-making serves as a form of procedural justice that enhances their sense of belonging to the school. Nevertheless, the findings also show that perceptions of fairness are not entirely uniform, given that some teachers still feel burdened by their workload. Consequently, sustaining organizational justice requires ongoing open communication, task distribution evaluation, and transparent decision-making.

3.2 Principal Support

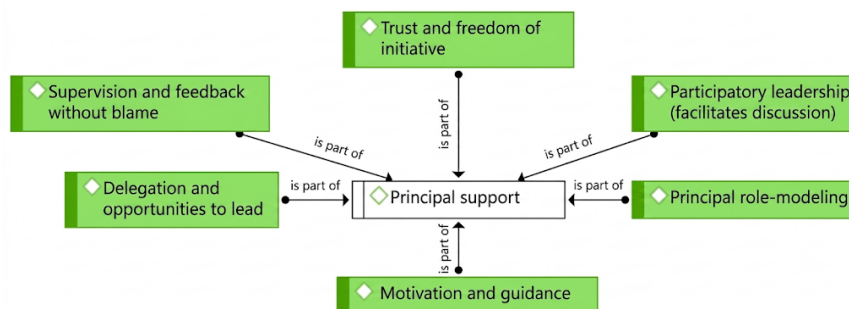


Figure 2. Coding Network for the Principal Support Category

The second category is principal support as a form of supervisor support within the POS framework. This category was built from the codes of motivation and direction, trust and freedom to take initiative, supervision and feedback without blame, participatory leadership, delegation and opportunities to lead, and role modeling. Participants described the principal as opening discussion, encouraging teachers to try ideas, and giving them responsibility for school activities. A teacher stated,

"We give teachers the widest possible opportunity to try. Then, if it does not succeed, we evaluate it together" (P1), while another teacher said, "The principal does not immediately give directions but invites us to discuss first; discussion happens more often" (P3).

The principal also provides space for teachers to lead, as one classroom teacher stated: "The principal gives us the opportunity to stand in front. So the leader is not only the principal; everyone can lead" (P2).

Supervision is carried out without blame and is accompanied by solutions: "I strongly avoid blaming. It is more about evaluating together when something is lacking, then deciding what needs to be added" (P1).

The leader's example is also felt by teachers: "The principal's leadership is something we can follow" (P2).

In this case, principal support appeared as a sequence of everyday practices rather than a separate policy. Teachers were invited into discussions, trusted with assignments, and given feedback when an attempt did not work as planned. Delegation gave them authority to act, while non-blaming supervision reduced the risk of taking initiative. The regularity of these interactions made the support credible to teachers.

3.3 Organizational Rewards

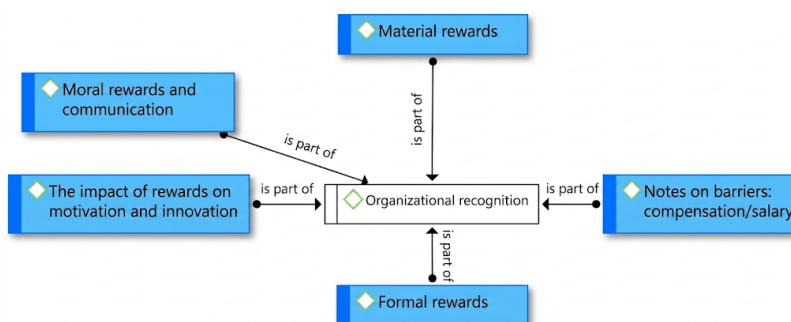


Figure 3. Coding Network for the Organizational Rewards Category

The third category concerns how the school recognized teachers' contributions. Participants distinguished everyday verbal appreciation, formal recognition, and limited material rewards, and they related these forms to their willingness to contribute. Rewards are given in both formal and moral forms, as explained: "They can be formal and non-formal. As I said earlier, we make congratulatory messages, flyers, certificates of appreciation, and even rewards" (P1). In addition, there are material rewards, such as "additional transportation money or something similar" (P2). The findings show that moral appreciation is considered meaningful for teachers. One teacher stated, "A simple thank-you is already very meaningful; it does not always have to be formal or displayed" (P3), and another teacher emphasized, "From good communication alone, I already feel comfortable and appreciated" (P2). Appreciation has been proven to encourage motivation and innovation: "When we are appreciated, we will certainly do more" (P2), in line with the principal's statement that teachers become "more enthusiastic when there is appreciation" (P1). However, teacher welfare remains an obstacle that needs attention, as acknowledged by a teacher: "Perhaps it is more about teacher welfare" (P1). The findings reveal that recognition extends beyond financial incentives. Intangible appreciation, respectful communication, and simple expressions of gratitude provide a psychological boost that encourages teachers to participate more actively. Consequently, organizational rewards enhance teacher leadership by cultivating a sense of being valued, acknowledged, and accountable for school improvement.

3.4 Working Conditions

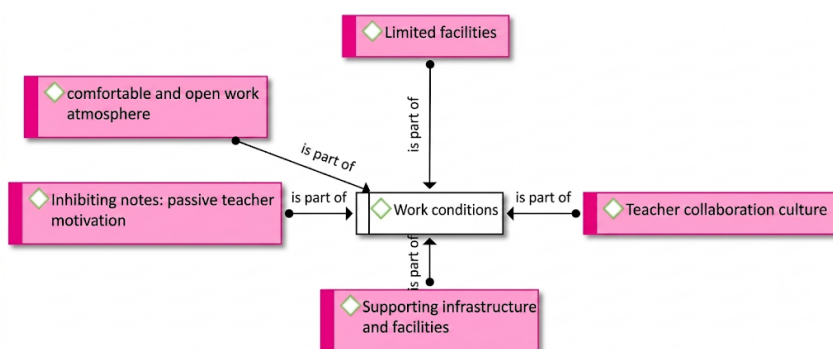


Figure 4. Coding Network for the Working Conditions Category

The fourth category is working conditions, which include the physical and social environment and consist of the codes of supportive facilities and infrastructure, facility limitations, a comfortable and open work atmosphere, and a culture of collaboration among teachers. Working conditions at the school are relatively conducive, marked by the availability of digital learning facilities: "LCD projectors are available in every classroom, and Wi-Fi is available" (P2). This is supported by another teacher's statement that the school has "maximally provided digital screens in classrooms and projectors in every class" (P1). The culture of collaboration is also strong: "We also cultivate collaboration among teachers here, especially because the classes are parallel, A and B, so teachers A and B must be aligned" (P1), and "Every Friday we hold a coordination meeting; we solve things together" (P1). The work atmosphere is also open: "It is open, and whenever there is a problem, we communicate it and solve it together" (P1). However, working conditions also present limitations as inhibiting factors. One teacher admitted, "The obstacle here is that the school Wi-Fi network is sometimes unstable; when we need network-based learning, it can be rather slow" (P3), while another mentioned that the school does not yet have "a science laboratory" (P2). In addition, the motivation of some teachers still needs to be encouraged: "Only passive teachers, if we do not keep encouraging them, will remain stagnant" (P2). Findings regarding working conditions indicate that teacher leadership is supported by both the physical and social environments. Learning facilities

enable teachers to innovate, while a culture of collaboration and regular coordination meetings provide a space for collaborative problem-solving. However, issues such as unstable internet connectivity, the lack of laboratories, and inconsistent teacher motivation suggest that organizational support still requires systematic improvement.

DISCUSSION

Based on the findings presented above, this section interprets the meaning of the four categories of school organizational support and relates them to theory and previous research in order to explain how organizational support strengthens teacher leadership practices in elementary schools.

School Organizational Fairness

At this school, fairness concerned both how duties were distributed and how teachers participated in decisions. (Migullas 2024). found that organizational justice is closely related to teacher motivation, while within the perceived organizational support framework, perceptions of fairness are a strong predictor that the organization values the contributions of its members (Rhoades, L., & Eisenberger 2002).). The data suggest that participation in these processes made responsibility easier to accept and gave teachers room to exercise leadership. Conversely, perceptions of an overly unequal workload signal that fairness must continue to be managed through transparent communication and appreciation so that it does not become a barrier to the growth of teacher leadership.

Principal Support

Principal support in this case resembled distributed leadership because teachers were allowed to discuss decisions, test ideas, and lead activities. (Galdames and Calderón 2023) emphasize that teachers need to systematically create opportunities and restructure organizational conditions so that teacher leadership can be implemented successfully. (Hilal, Caliskan, and Gümüş 2022) show that distributed leadership affects teachers' collective innovativeness, both directly and indirectly through job satisfaction and professional collaboration as mediating variables. (Poernomo et al. 2022) prove that principal leadership influences teacher work achievement. Here, delegation provided authority, while discussion and non-blaming feedback made experimentation less risky. This combination helped teachers move beyond carrying out instructions.

Organizational Rewards

The findings on rewards confirm that appreciation functions as reinforcement that increases teacher motivation. (Kurt 2023) states that strong organizational support in school environments plays an important role in improving teacher job satisfaction because such support creates psychological safety while encouraging teachers' motivation to take initiative. (kumari and Kumar 2023) found that motivation significantly influences teacher job performance. From the POS perspective, appreciation for contributions is concrete evidence that the organization values its members, thereby fostering reciprocity in the form of stronger commitment (Robert Eisenberger et al 1986). For participants, the meaning of recognition depended less on its monetary value than on whether it acknowledged a specific contribution. This feeling becomes an important foundation for nurturing teacher leadership.\

Working Conditions

The findings on working conditions show the importance of a healthy organizational climate. (Hua et al. 2024) state that principals can create a school climate conducive to professional development. This can be achieved by building mutual trust and a collaborative knowledge-sharing culture to strengthen professional learning communities. Meanwhile, (Andaya and Qunito 2025)

show that teacher leadership behaviors and collaborative practices have a positive impact on instructional improvement, with the main challenges related to guiding colleagues and feeling unsupported. Thus, a collaborative culture and an open work atmosphere form an ecosystem that nurtures teacher leadership, while limited facilities and uneven motivation must continue to be addressed so that teacher leadership practices can develop optimally. The four categories worked in combination at SD Muhammadiyah Pajangan 2. Fair procedures opened access to responsibility; principal support made initiative legitimate and less risky; recognition encouraged teachers to continue contributing; and working conditions determined whether ideas could be carried out with colleagues. These dimensions were mutually reinforcing. Delegation, for example, was more credible when duties were perceived as fair, while recognition had more meaning when teachers also had room to make decisions. Teacher leadership in this case developed through repeated practices of consultation, trust, acknowledgment, and joint problem solving.

4. CONCLUSION

This study concludes that school organizational support plays a crucial role in promoting teacher leadership at SD Muhammadiyah Pajangan 2 through four interconnected dimensions: organizational fairness, principal support, organizational rewards, and supportive working conditions. Fair task distribution and teacher involvement in decision-making provide opportunities for teachers to assume leadership responsibilities. The principal's trust, delegation, constructive feedback, and role modeling encourage teachers to take initiative and lead school activities. Formal, material, and moral recognition strengthens teachers' motivation and willingness to innovate, while adequate facilities, open communication, and a collaborative culture support collective problem-solving and professional learning. Overall, teacher leadership is not determined solely by individual competence but is developed through a school environment that consistently provides fairness, trust, recognition, and opportunities for collaboration. Such organizational support enables teachers to move beyond their role as policy implementers and become active instructional leaders who contribute to school improvement.

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