

Let Me Know About Your Leader! The Framework of Instructional Leadership

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Abstract—In essence, instructional leadership is a principal leadership model that emphasizes efforts to improve instructional quality. Therefore, the principal must be present in all school programs related to instructional. This research aims to determine the dimensions and behaviors carried out by school principals as instructional leaders. Qualitative research as a research approach based on a natural setting is used in this research. Data were collected by interviewing informants (lecturers and teacher). Data were analyzed by the following processes: data condensation; data display; and conclusion or verification. This research concludes that the dimensions of instructional leadership include developing a vision; developing a learning culture; and developing a learning environment.

Keywords—*instructional leadership, school principals, dimensions, behavior, qualitative research*

I. INTRODUCTION

The effectiveness of the school in achieving the vision, carrying out the mission, meeting targets, and implementing instructional activities requires the existence of a principal who displays effective leadership behavior [1]–[3]. The main task and responsibility of a school principal is to improve instructional quality, because the main function of the

school is instructional [4]–[6]. There is no school quality without instructional quality. There is no quality of learning without the quality of teachers. Therefore, the quality of a school is measured by how effective the school is in teaching students [7]–[10]. In addition, there has never been a good quality school led by a bad principal, a bad school led by a bad principal. Failed schools turn into success, and vice versa, successful schools suddenly decline in quality, because of the leadership of their principal. The increase or decrease in the quality of schools is very dependent on the quality of the principal [11].

The essence of school services is the instructions given to students so that students can grow and develop optimally. The process of student growth and development in schools requires the role of the principal as an instructional leader [12]–[16]. To realize good instructional, requires a good teaching performance of the teacher [17]–[19]. The principal is a person who can influence the teaching performance of the teachers. Whether or not a teacher's teaching performance is good, depends on the principal's leadership factor. Therefore, schools need a principal who applies instructional leadership who pays strong attention to teaching and learning [20], including teacher professional learning that is appropriate for student

development [21], [22]. The principal must realize that the main task of the school he leads is to provide quality learning for the success of all students.

Consequently, an effective leadership applied by school principals is instructional leadership. Principals can be referred to as orchestrators of excellence in instructional and student learning [23]–[25]. As an orchestrator, the principal has a very important role in terms of “gathering and recruiting talented musicians, then empowering their abilities into spectacular performances” [23]. Thus, a successful principal is a principal who can assemble the school’s vision and mission, culture and instruction, teacher quality, and all supporting components to be transformed into a learning society in which all teachers and students learn and achieve goals high-level instruction.

II. METHOD

This study uses a qualitative approach [26], [27]. The data collection technique used is semi-structured interview. This technique is used because with this technique, researchers can understand instructional leadership behavior as a social reality in depth with the information conveyed by informants. In addition, by using semi-structured interviews, researchers will get feedback from informants and can also directly conduct discussions with informants if there are problems or answers from respondents that are important to be discussed in depth.

Before conducting the interview, the researcher made an interview protocol, whose question items were based on the dimensions of instructional leadership, namely (1) developing a vision; (2) developing a learning culture; and (3) developing a learning environment [3], [18], [28], [29]. Interviews were conducted based on the interview protocol that had been prepared. The questions were semi-structured to allow the researcher to ask other questions that arose and were not in the interview guide during the interview process. The interview process will be recorded using a mobile phone recorder and all informants will be notified that the interview process will be recorded anonymously. After the interviews were conducted, the recorded interviews for each informant were transcribed. Each interview conducted took approximately 60 minutes. Informants (I) of this study were lecturers (ES) and teacher (SOP).

The results of the interviews in the form of transcripts were analyzed with the following stages or processes: (1) data condensation; (2) data display; and (3) conclusion or verification [30]. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approximates the entirety of written field notes, interview transcripts, documents, and empirical materials. Data presentation is organizing, unifying, and summarizing information. The presentation of the data here also helps in understanding the context of the research because it

performs a more in-depth analysis. The conclusion here is that the researcher is drawn from the beginning, the researcher collects data such as looking for an understanding that is not patterned, noting the regularity of explanations, and the flow of cause and effect.

III. RESULT

A. *Vision development in school*

Excerpts from interviews with ES and SOP informants show that the formulation of the vision of an educational institution greatly determines the direction of the organization. Therefore, the formulation of the organization’s vision must be analyzed so that the organization has a clear vision, mission, and goals that form the basis for organizing the organization. Instructional leadership must first ensure a clear vision of the organization, so that everyone in the organization has a clear direction in carrying out their duties.

Vision analysis is always carried out when the institution revising the vision of the institution. The revision and analysis of the institution’s vision involves alumni, stakeholders, students, lecturers (IES). The clarity of the formulation of the organization’s vision, mission, and goals can be a driving factor for the success of leaders in implementing instructional leadership in schools (IES). First of all, it is important for schools to have very clear and focused directions and strategies. And it is in the formulation of the school’s vision and mission (I.SOP).

The institution carries out socialization and internalization to all elements of the institution, for example in every strategic place there is an LCD displaying the vision of the institution, in the work room there is a display of the vision of the institution, in the classroom there is the vision of the institution (IES).

B. *Development of learning culture in schools*

After the school organization has a clear vision, the next step is to ensure that the school’s mission and goals emphasize the development of a learning culture, because the learning process is the core of all activities in the school. Learning activities carried out by teachers and students are the spirit of educational activities in schools. Therefore, schools also need to teach students about arts and traditions in addition to developing learning that refers to technological developments.

Learning activities in schools, namely intracurricular and extracurricular activities are organized for the student’s self-development process (I.SOP). In addition, schools also need to develop a quality culture of learning that aims to preserve and develop traditional arts that are packaged in artistic excellence programs, such as Education and Development of Traditional Arts (I.SOP).

In accordance with the vision of the institution and the development of 21st century education, the current

institution focuses on modern education systems and innovation, so one of the manifestations is that students are currently encouraged to innovate and be creative (I.ES). There is an increase in the ability of lecturers to use learning technology tools, because all lecturers currently use an online learning system / platform called SIPEJAR (Learning Management System) (I.ES).

The main purpose of schools to develop a culture of quality learning is so that students excel, both in academic and non-academic fields. Therefore, instructional leadership in addition to influencing the learning culture, is also to improve student achievement. Excerpts from interviews with SOP show that student achievement is also supported by instructional leadership behavior.

The impact of developing a quality learning culture developed by the school is that students have many achievements in championships in various fields. Many students won the championship, so he got a champion certificate, and the certificate can be used as a document to register in college through the achievement path (I.SOP).

C. Development of learning environment in school

The learning culture will be successful when it is supported by a conducive school environment. A good learning atmosphere will make teachers and students able to study comfortably. In addition, both online and offline learning systems must also be well designed. It takes a high commitment to create a good learning culture. Financial support is also needed in developing a learning culture.

The main issue on campus today is blended learning, so far, all lecturers have the facilities to support it. However, in creating learning content, it seems that lecturers need studio facilities that can be used by lecturers to edit learning media (I.ES).

From a financial point of view, it seems sufficient. However, it seems that the allocation needs to be added, especially in efforts to increase the capacity of the internet network (I.ES). The trainer or coach has a high level of professionalism, both from the coordinator of

the dance coach, the builder of the traditional drama (I.SOP).

D. Factors supporting and inhibiting instructional leadership in schools

Organizations in carrying out their activities certainly cannot be separated from obstacles as obstacles to achieving the vision. These obstacles can be minimized by the existence of supporting factors owned by the organization. The supporting and inhibiting factors are of course also owned by the school organization. The implementation of instructional leadership is also inseparable from these two factors.

The supporting factors are the clarity of the institution's vision, the commitment of all human resources of educational institutions, financial availability, and system support (I.ES). The inhibiting factor is when the system is in trouble and the leadership doesn't know what to do. Conditions like this make lecturers and staff confused about what to do, while students as recipients of academic services continue to demand excellent service from lecturers and academic staff (I.ES). Support from parents/guardians of students is not only in the form of financial support, but also spiritual and moral support (I.SOP).

E. Instructional leadership framework

Referring to the theory and interview results, Figure 1 illustrates the framework of instructional leadership. The success of instructional leadership begins with a clear formulation of the vision and goals of the organization. The vision and goals of the organization that have been prepared must be internalized to all elements of the organization. The instructional program is at the core of the instructional leadership task. Various activities in the management of instructional programs are coordinating instructional, developing of instruction culture, developing of instruction environmentally, and monitoring student's development. And in the end, all these elements must be supported by a good school climate and culture, such as teacher professional development and teacher incentive systems.

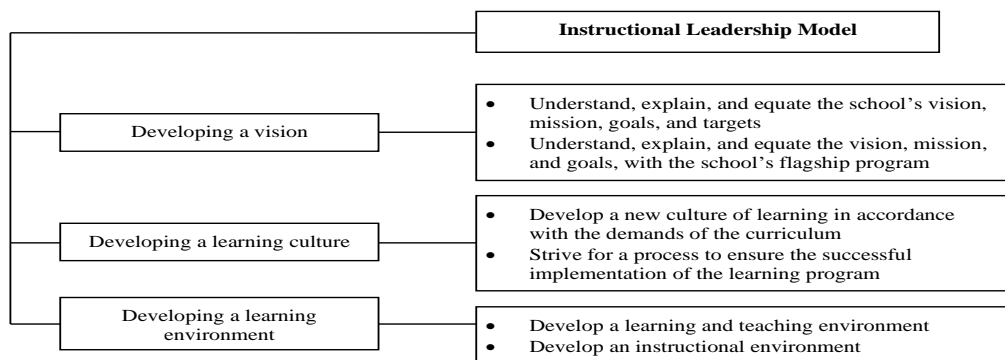


Figure 1. Instructional leadership framework

IV. DISCUSSION

Instructional leadership must be implemented in schools, because the main goal of schools is to educate all students and provide opportunities for them to acquire the knowledge, skills and values needed to face a challenging and highly dynamic future [21], [31], [32]. This goal then requires school organizations to focus their programs on learning activities, which include curriculum, learning processes, teacher teaching performance, teacher professional development, and assessment of student learning outcomes. The principal is a key figure in the success of the school in achieving the school's vision, mission, and goals [33]–[36]. Empowerment of principals and teachers in instructional activities within the framework of school-based management is important to be carried out in schools optimally in order to create a good school learning climate [5], [37].

Instructional leadership is very important to be applied in schools, because it is able to make schools a learning school and build a learning community for school residents. Instructional leadership is an action taken by the principal with the aim of creating a productive learning climate and culture in schools, satisfying teachers, and improving student learning outcomes [38]–[40]. Instructional leaders have the task of providing instructional resources and are actually present in schools [41]. Instructional leadership is a set of behaviors designed by principals to influence the teaching process of teachers in the classroom [42]. Instructional leadership emphasizes teaching, assessment, curriculum, providing teacher direction on how to teach effectively, and influencing teacher teaching activities and student learning in schools. Instructional leadership has a significant influence on student activity in the learning process [43]–[48].

The principal as an instructional leader is the driving force for change in the school. The principal becomes a pioneer in school change, starting with himself first, then developing and facilitating the change process. Therefore, instructional leaders can also support and promote the change process in schools [49]–[52]. The principal in the perspective of instructional leadership is an institutional leader as well as a learner who is an important resource for making significant changes in teacher teaching practices in the classroom [53], [54]. Instructional leadership can also be defined as an effort to plan and implement change strategies to solve learning problems in schools to achieve school goals.

Therefore, instructional leadership should involve a change process in its implementation [55]–[58]. Principals who show a lot of instructional leadership behavior by implementing change efforts in schools, will be more effective and can promote the development of teaching to teachers [59]–[62], so as to improve student learning outcomes [63]–[67]. The principal if he wants his instructional leadership to be

successful, then he must display and design a series of behaviors with the aim of influencing teaching in the classroom, so that its quality can improve significantly over time [66], [68]–[71]. Instructional leadership will be effective when the principal pays attention to and understands the needs of teachers in improving the quality of teaching.

V. CONCLUSION

This research proposes three dimensions with six behaviors that are used to determine the profile of instructional leadership in educational institutions (see Figure 1). These dimensions and behaviors can be used as the basis for further research in the field of instructional leadership, especially with quantitative research designs. By using a different research design from this research, a richer and deeper construction of instructional leadership theory will be obtained. In addition, further researchers are advised to integrate instructional leadership with other leadership models, in order to obtain a broad understanding of how leadership affects effective schools.

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