

The effect of instructional leadership on student's active and learning outcomes

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ABSTRACT

Instructional leadership is strategically used to improve the quality of learning. This leadership style is leadership oriented to improve the quality of learning. Instructional leadership policy becomes the parameter of the school in improving the quality of learners' learning outcomes. The purpose of the study was: to know and analyze the influence of instructional leadership models on improving learning activity on student learning outcomes. This research uses the quantitative research method. Data collection using research instruments by disseminating questionnaires using google form. The results of this study are: (1) there is an influence of the instructional leadership model on improving the activeness of learners' learning, (2) there is an influence of the instructional leadership model on learners' learning outcomes, and (3) there is an influence of instructional leadership on improving the activeness of learning and learning outcomes of learners. It can be concluded that instructional leadership is effective in improving the quality of learning.



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INTRODUCTION

A school is an educational organization in which principals, teachers, staff employees, students, and parents conduct the same relationship to achieve a goal. The headmaster is someone who is assigned to lead the school, responsible for achieving the school's goals. The principal becomes a leader and innovator in the school. So the quality of leadership is very important for the school's success. The headmaster's professional ability as an education leader is responsible for creating a conducive teaching and learning situation so that teachers can carry out the learning well and students can learn calmly, and the vision and mission of the school and the objectives of education can be achieved as desired. A person is chosen to be a leader because it is believed not only honesty but the intention built from within him that the key to success is in him as a role model for his subordinates to be obedient, respectful, loyal, and easy to work together (Gill, 2011).

Of course, the output of all series of stakeholders in the Educational Institution is learners, how all circuits are run to produce superior and qualified learners. A principal applies many leadership models in the Educational Institution he leads, but until now, no one has shown a

significant leadership influence in developing educational institutions. A principal is a role model for teachers and students, and as the originator of the culture practiced in the school, the actions he takes reflect his leadership style (Marhawati, 2020). Based on the stated analysis by Ubben et al. (2001), the instructional leadership highlighted by a principal shows a high level of engagement in work and is academic-oriented. The effect of the principal's actions in practicing instructional leadership can be measured through his achievement in two leadership processes, namely the achievement of the objectives, mission vision, and welfare of the school community (Bafadal et al., 2018).

Other characteristics that have instructional leadership, in addition to motivating teachers mentally, also provide devices that can help teachers carry out their duties, such as laboratory equipment or media that can help teachers launch teaching and learning activities (Hallinger, 2005). This way, the teacher will feel motivated and feel supported. It will give birth to respect and trust in the leader. As quoted in Covey and Whitman (2010), trust is the highest form of human motivation, and the ability of leaders to gain trust from their subordinates becomes a stimulus in improving work motivation.

Through the role of a leader, instructional leadership observes and instructs in improving the learning environment in schools. Monitoring or supervision is aimed at evaluating the effectiveness of teaching and learning and providing guidance and encouragement. This can improve the quality of teacher teaching delivery continuously and ensure the achievement of learning objectives in line with school objectives, the potential of instructional leaders can achieve student achievement by improving learning activity and learning outcomes. Therefore, researchers researched instructional leadership's influence on improving learning activity and learning outcomes of learners so that student and school achievements can generally be improved through this leadership.

This research aims to highlight the influence of instructional leadership on the increasing activeness of learning and learning outcomes of learners, where the principal becomes the spearhead and has an important function and role in improving school achievement by improving the activeness of learners' learning and will certainly have an impact on student learning outcomes. Everything happens under the supervision and instruction of the principal. the object of his research is two principals and teachers, a number of 30 people from one of the districts in Flores, namely Manggarai NTT Indonesia. Furthermore, this research will contribute to the school paying more attention to the leadership model that its leaders will implement.

A strategic leadership approach to use is instructional leadership. Instructional leadership empowers all qualified stakeholders who will help indirectly improve students' learning process and outcomes. Whitehead et al. (2013) describes instructional leadership in 4 key points where the Principal's instructional leadership serves to serve and guide teachers in improving a productive learning experience. In addition, it is responsible for solving problems and resources in modifying the teaching and learning process. As a visionary leader, the Principal is expected to develop the ideal image of the school and become an agent of change in updating the effectiveness of the Institute for Education.

Bush (2008) states that leaders are the ones who set goals, motivate, and crack down on subordinates. The leader is the one who leads and organizes all the activities that run in the school (Smith, 1997). School leadership is mobilizing and empowering others to serve students' academic and related needs with utmost skill and integrity (Flores, 2018). Leadership in an Educational Institution becomes the center of the Institution (Mette et al., 2017; Rawi, 2013; Smith, 1997; Witter, 2020). It is engaged by providing academic services according to students' needs, including learners' skills and integrity. The Principal has a central role in running the leadership, the professionalism of a principal becomes one of the qualities in leading, how a principal can generate the motivation of educators to how the Principal is responsible for the creativity of the teacher and make it the achievement of educators, the motivation of the educator's achievements related to the relationship with the results of the students later, in this case, is the teacher who becomes a stimulus and has the opportunity to observe more closely the students will certainly affect the achievements of the students.

Formulating instructional leadership is assumed to be the Principal's responsibility. Therefore, according to Hallinger and Murphy (1985), leadership measures such as the Principal Instructional Management Rating Scale (PIMRS) focus only on principals and ignore the

contributions of other staff to instructional goal setting, supervision of teaching programs, and positive development of academic and learning culture. The exclusive focus on the Principal reinforces the heroic view of a role few achieved (Hallinger, 2005). Recent research has a more inclusive focus with many measures, including principals in positions of responsibility and instructional leadership (Marks & Printy, 2003). A recent review of the impact of instructional leadership was "The measure of that effect indirectly contributes to the learning of learners."

Instructional leadership as a whole is a comprehensive leadership style and has a high potential to motivate teachers with an emphasis on monitoring learners. Monitoring is aimed at assessing the process of teaching and learning activities, providing guidance and encouragement to be able to improve the activeness of learning and learning outcomes to produce brilliant students because of the main role of a leader in the school so that the achievement of students and schools can generally be improved through this leadership (Hallinger & Murphy, 1985).

The second dimension of managing instructional programs focuses on coordinating and controlling instruction and curriculum. This dimension combines three leadership functions: supervising, coordinating, evaluating, and monitoring learners' progress. Instructional leadership requires the Principal to have expertise in teaching and learning, as well as a commitment to improving the school, one of which is improving students' learning outcomes. This reflects the level of involvement of the Principal in monitoring the progress of students in managing the school's instructional program.

Hallinger and Murphy (1985) show that 11 main 3-dimensional base elements explain that instructional leadership indirectly improves learners' activeness and learning outcomes, as shown in Figure 1.

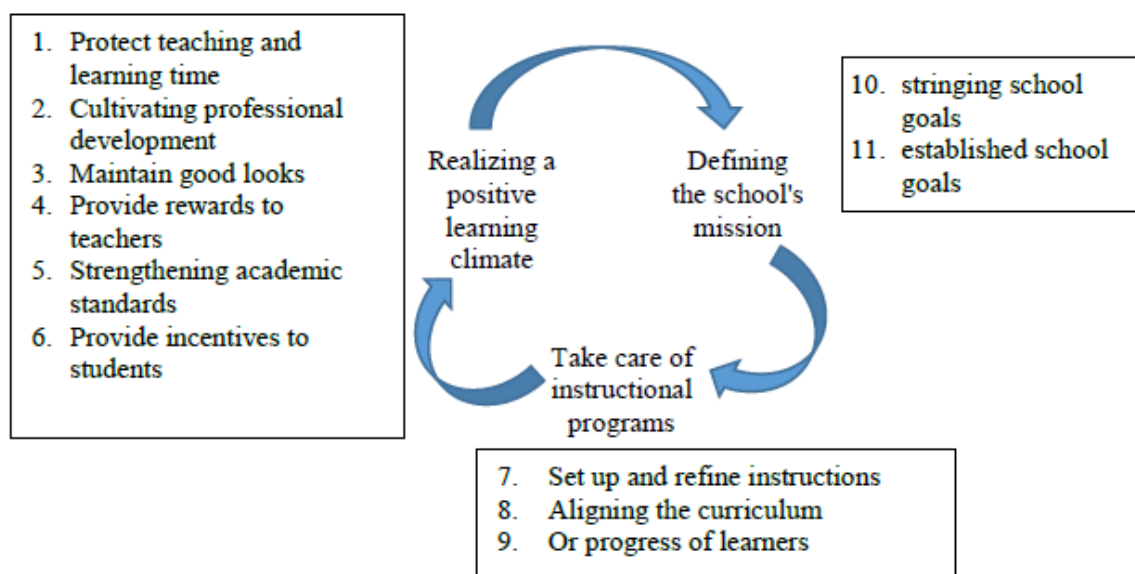


Figure 1. 3 Dimensions Underpinning 11 Elements of Hallinger and Murphy's Instructional Leadership

The picture in Figure 1 shows that the principal's instructional leadership places three main points of focus on realizing a positive learning climate that encapsulates six elements, then how the school's mission can be oriented, and the latter takes care of the instructional program. The problem solving emphasizes the principal's instructional leadership that cultivates the professional development of teachers who explain the quality of a teacher and provide rewards to teachers that can stimulate each individual to be more productive and committed to the task. All concepts governed by the instructional leadership of a principal boil down to learners. As a stimulus, a professional, creative, and qualified teacher.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Meiers, 2014). Creative teachers can make students think big and do innovative things, trying to learn new methods to gain new knowledge and implement them as effectively as possible (Sopian, 2016). A teacher who is always ready in any situation prepares under any circumstances and has the freedom to explore alternatives to daily problems to inspire and motivate students. A qualified teacher is a teacher who can take advantage of technological advances to develop a good way of learning and not get carried away with the flow of negative impacts of existing technological advances. It can be concluded that instructional leadership is leadership that focuses on the learning process and outcomes of learners through the empowerment of professional, creative, and qualified teachers.

METHODS

The research approach used in this study is descriptive analysis with a quantitative approach. The population in this study was junior high and senior high school teachers in Manggarai, East Nusa Tenggara, Indonesia. With a sample of 32 respondents. The data analysis techniques performed are partial correlation, double correlation, and double regression in analyzing the relationship of two variables expressed with the equation $Y' = a + bX$. Data collection techniques using questionnaires created in the form of Google Forms, so it is very easy to share with teachers through social media during this pandemic. The data is collected in the form of interval data, and questionnaires are given an equivalent score (equivalent) with four different interval scales.

Table 1. Respondents Composition by Position

No	Position of Position	Number of Respondents
1.	Principal	2
2.	Teacher	30
	Total	32

RESULTS AND DISCUSSION

Based on the questionnaire data shared, all performance criteria received a good response where: 1.) The principal implemented an instructional leadership model; 2.) The head of the school as a leader seeks to deal with the problem of improving the learning process and learning outcomes of learners; 3.) Instructional leadership model becomes one of the leadership models implemented to improve the learning process and learning outcomes of learners; 4.) Instructional leadership model is influential in improving the learning process, and learning outcomes of learners; 5.) The principal instructs the learning systematics in accordance with the applicable curriculum; 6.) The leader gives orientation service instruction to convey or remind about the rules in the school in improving the learning process and learning outcomes of learners; 7.) The leader instructs the activities in the classroom to improve the learning process and learning outcomes of the learners;

The following performance criteria are: 8.) The leader instructs the teacher in the creation of a Learning Implementation Plan (RPP) in improving the learning process and learning outcomes of learners; 9.) Leaders manage and utilize the environment as a source and learning medium in order to improve the learning process and learning outcomes of learners; 10.) The leader instructs the teacher in developing critical thinking of learners to improve the learning process and learning outcomes; 11.) The leader instructs interaction between school communities in order to create a comfortable Atmosphere in order to improve the learning process and learning outcomes; 12.) As an instructional leader, the principal is professional in instructing teachers in using learning media to improve the learning process and learning outcomes of learners; 13.) The instructing leader cooperates with the group members to arrange his/her duties in structuring the learning process and learning outcomes; 14.) Instructional leaders influence the achievement of the vision and mission of the institution; 15.) The instructional leader instructs easy ways to determine whether a work has or has not been performed; 16.) The leader instructs on flexibility in using time and resources to improve

the learning process and outcomes of learners; 17.) As instructional leaders, the principal also pays attention to the problems that students face; 18.) The principal instructs the students to improve the learning process and learning outcomes; 19.) The principal emphasizes the implementation of activities with high quality to improve the learning process, and learning outcomes of students; and 20.) The principal's overall instructional leadership model is needed to improve the learning process and learners' learning outcomes.

These findings on instructional leadership influence support a study that [Werang \(2014\)](#) conducted that concluded that instructional leadership significantly affects teacher performance. In this case, the teacher is an intermediary between the principal and the student who indirectly explains the instructional leadership that is presented to influence the improvement of the student's intelligence by improving the activeness of learning and the learning outcomes of the learners.

Based on the results of the study, the instructional leadership score spread from the lowest score with a score of 1 to the highest theoretical and empiric score with a score of 16 and a data range of 15. Data processing results obtained an average score of 8, a Median of 7.5, and a standard deviation of 5,078. Based on the results of the study showed the influence of instructional leadership on improving activeness and the results of learning students showed each presentation based on four categories of questionnaires, namely; Less good category with 3.75% percentage, a fairly good category with 20.15%, the good category with 48.28% presentation and excellent category with 27.81% presentation. The presentation results from the study stated that instructional leadership influences improving the activeness and learning outcomes of learners with the highest presentation in the good category. Based on the analysis results for descriptive tests, interpretation can be made using descriptive analysis.

Respondents' responses to instructional leadership statements have a minimum score of 1 and a maximum score of 16 with a mean of 8.00 and a standard deviation of 5.078, which means that respondents' responses to instructional leadership statements are rated good. The correlation analysis between the principal's instructional leadership variable to increased activeness and learner learning outcomes was based on the value of known significance of Gis scores. Between Instructional Leadership (Y) and Learning Activity (X1) and Learner learning outcomes (X2), it appears that the correlation between each indicator shows significant results. Instructional leadership (Y) with learning activity (X1) has a Sig value of 0.007. Instructional leadership (Y) with learning outcomes (X2) has a Sig value of 0.003, and learning activity (X1) with learning outcomes (X2) has a Sig value of 0.000 which means there is a significant correlation between each variable where the value of Sig < 0.05. It can be concluded that each indicator statement is valid.

Based on the Pearson correlation, the value of r count for instructional leadership relationship (Y) = 0.596, increased activeness (X1) = 0.762 and learning outcomes (X2) = 0.797. The corrected item-total correlation values are all positive and greater than the r table (r count > 0.296). Based on the analysis of the double correlation obtained, the calculation of the double correlation coefficient (r_{y12}) of 0.601 and the probability value (Sig. F change) = 0.022. Because of the sig value. F change 0.022 < 0.05, So based on the decision-making in the correlation analysis above, it can be concluded that there is a correlation or relationship between instructional leadership with increased activeness and learning outcomes of learners. This can be interpreted that the item in the questionnaire being valid.

The double linear regression equation influences leadership on improving learning capacity and learning outcomes of Y learners = $4,412 + 0.163X1 + 0.341 X2$. The overall regression coefficient test resulted in an F count of 4,796 > 0.051 F tables, simultaneously instructional leadership affecting the increased activeness and learning outcomes of learners.

CONCLUSION

Based on the description of the research results and discussion previously, it can be concluded that Instructional leadership is comprehensive leadership and has a high potential to improve school performance. With the principal's instructional leadership, teachers carry out their duties with their duties as a teacher, especially the teachers' focus on improving the activeness of learning and the quality of student learning outcomes. Instructional leadership strategy implemented

is a practical way that becomes a handle in carrying out leadership tasks were being a role model or model of the school community, creating a conducive school climate and culture, reviewing the quality improvement of learning, and paying attention to the needs that support the running of teaching and learning activities in the classroom. It can be concluded that there is an influence of the instructional leadership model on the increase in student learning activity shown by the correlation coefficient of 0.762. There is an influence of the instructional leadership model on student learning outcomes with a correlation value of 0.797, and there is an influence of instructional leadership on improving learning activity and learner learning outcomes shown in the double correlation coefficient of 0.601. The research concluded that instructional leadership is effective in improving the quality of learning.

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