

Principal Learning Leadership Tips Managing Learning in Schools

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Abstract: The purpose of writing this article is to describe the learning leadership tips applied by the principal in managing learning activities at school. The method used is qualitative with a multisite study approach conducted in Public Elementary School (SDN) 1 Kauman and Public Islamic School (MIN) 1 Malang City, Indonesia. Data obtained through structured and unstructured in-depth interviews, observation, and documentation study. The data that has been obtained are written in the form of field notes and interview transcripts. Then the data is reduced and its validity is tested through triangulation techniques. The results obtained by the author while in the field are: (1) the characteristics of the principal's learning leadership in managing learning; (2) the principal's learning leadership strategy in learning; and (3) the principal's learning leadership performance in managing learning.

Keywords: instructional leadership, principal, learning

1. INTRODUCTION

The principal has an important role in managing learning activities at school. As a leader in the school, the principal chooses influence to condition the teacher to carry out learning activities at school in accordance with the guidelines that refer to the applicable curriculum, vision, mission, and school goals. The principal with his influence can certainly have an influence on teachers in the form of innovative creative ideas or ideas in developing learning activities in schools to improve learning outcomes achieved by students [1]–[4]. The principal plays his role as a learning leader where the principal has instructional leadership skills.

The learning leadership applied by the principal is practically the principal will be busy with routinely influencing the people around him to carry out pre-arranged academic programs, fostering teachers in school to be more professional in carrying out their duties, and efforts to improve the quality of student learning outcomes. Where the scope regulated by the principal includes learning support components, namely: (1) curriculum; (2) teaching and learning process; (3) learning assessment; (4) learning assessment; (5) teacher professional development; (6) service prima to students in learning activities; and (7) creating a learning climate and learning community in schools [2], [5].

Therefore, the principal has certain tips in developing learning activities at school. The experience and understanding of the principal in the context of

learning leadership has an impact on improving the quality of learning and improving learning conditions in schools [6], [7]. Tips are then implemented by the principal in several activities such as: (1) developing a curriculum that is translated into learning strategies implemented in schools; (2) fostering teachers through training activities or seminars to upgrade teachers' skills in teaching and produce many innovations learning; (4) condition the effectiveness of learning; (5) carry out supervision; (6) develop staff; and (7) evaluate and improve teacher performance. All of these activities are steps taken to improve learning outcomes achieved by students [8], [9]. Where the tips carried out by each school principal differ from one school to another because of the different situations and conditions that characterize each school.

2. METHODS

The method used in this research is qualitative with a multi-site approach to design research results that depart from the same problem and background which are then generalized to develop a theory. A research method with a multi-site study approach is deemed appropriate to develop research on the role approach strategy undertaken by the principal in improving teacher performance [10]. Where the method used is constant comparative, namely data collection is carried out repeatedly at the research location both at the first site, namely the 1 Kauman Public Elementary School (SDN)

Malang City and the second site, Madrasah Ibtidaiyah Negeri (MIN) 1 Malang City which then data from both sites were analyzed, and the data obtained from the analysis were used to develop descriptive models of the phenomena that exist on both sites[11].

The data were obtained by conducting in-depth interviews with the principals of SDN 1 Kauman and MIN 1 Malang City. Then it was supported by the results of interviews with teachers and foundations who felt directly from the strategy of approaching the role of leader and family adopted by the principal in each school. As well as making direct observations of the existing work atmosphere in each school. Data analysis was carried out by: (1) recording and reading data obtained from in-depth interviews; (2) reducing according to the context and focus of the study to extract important statements from each narrative description conveyed by the resource person; (3) then the data was grouped according to the focus of the research; and (4) integrating this focus into a narrative description to reveal what kind of strategy the role of leader and family approach is applied by the principal in improving teacher work commitment in each school [11], [12].

3. RESULTS

The results of the research obtained found that the principal of SDN 1 Kauman and MIN Malang 1 has the character of giving a good example to every teaching staff and educational staff (role model), tough, assertive, and wise in acting and making decisions, democratic and solution in making a school policy. Responsibility and discipline in carrying out duties as school principal, innovative and solution when helping in solving an existing problem, and able to communicate and coordinate well with each part under it.

The principal also applies several strategies in its application by carrying out several strategies: (1) the strategy for achieving the vision and mission of the school by carrying out the processes of formulating the school's vision and mission involving all stakeholders and parts of the school, disseminating the results of the school's vision and mission formulation to all school members, conducting the preparation of school programs aimed at achieve the vision and mission of the school itself, and carry out school management activities carefully and responsibly; (2) strategies for improving and developing teaching staff by conducting a selection process that has been made and regulated in accordance with generally applicable provisions in schools, making plans for the improvement and development of the teaching force's profession, conducting coaching with the participation of educators in professional competitions, making KKG eye teams internal lessons and a forum for discussion for educators, supervising teaching staff; and (3) Strategies in creating a conducive working climate by always doing good and giving good role models to all educators and educators, always maintaining

communication and coordination with all school members, either formally, informally, or informally, always trying to maintain closeness with all of them.

In an effort to achieve learning leadership performance, the principal can clearly embody the vision and mission of the school and realize it in all school programs and be accompanied by strategies that the principal undertakes to improve the quality of learning carried out by his educators as a whole. So, then that it can increase the learning outcomes of students at school.

4. DISCUSSION

4.1 *The Characteristics of the Principal's Learning Leadership in Managing Learning*

The success of the implementation of learning activities cannot be separated from the success of the principal in giving influence to all parties involved in learning activities in schools, especially teachers. Because teachers are the spearhead of learning activities at school because of their role as learning facilitators for students. as a leader, of course the principal needs to direct the teacher so that learning activities in school are directed to achieve the vision, mission, and goals of the school which then encourages the improvement of student learning outcomes[13]–[16]. in giving influence so that teachers are willing and able and have high self-awareness following the direction of the principal. So the principal needs to identify himself as a leader in the school in the context of learning known as learning leaders.

Therefore, the principal needs to have several characteristics that can be a reference for teachers in carrying out learning activities in schools that are oriented towards the learning achievement of students. The characteristics that need to be possessed by the principal in providing an example for teachers to be able to carry out learning activities properly include (1) discipline, (2) tough, (3) assertive, (4) democratic, (5) nurturing, (6)) wise, and (7) always enthusiastic are the qualities that must be possessed by the principal in providing direction for teachers to carry out learning activities as much as possible in school[17]–[19].

4.2 *Principal Learning Leadership Strategies in Learning*

The main purpose of learning activities carried out in schools is to provide excellent service to students in developing their talents, interests, needs, and maximizing the potential that exists in students. The role of learning is the key in realizing this, the role of responsibility does not only belong to the teacher as an individual who is directly involved in learning activities. However, there is also the role of the principal as a learning leader who gives directions to teachers as to what learning activities should be in school. Where the expected results are an

increase in student learning achievement, student satisfaction in participating in learning activities, students are more enthusiastic and motivated to take part in learning at school, the creativity of students and teachers in learning activities is accommodated, learning is more innovative, new ideas emerge in entrepreneurship, as well as awareness of the importance of learning until the end of life in students.

In order to achieve this, the principal needs the right strategies in preparing steps to achieve the desired goals [20]–[22]. The school principal takes an important role in developing strategies to improve the quality of learning in schools with his role as a learning leader in schools. Where the learning leadership applied by the principal in the school will be successful if the principal is able to create a learning community or learning culture in schools that supports the implementation of compiled learning strategies. The steps that can be taken by school principals include (1) empowering school members to the maximum and optimal, (2) providing facilities for school residents to continue learning, (3) encouraging the independence of each school member, (4) delegating authority and responsibility to all school members, (5) encouraging school members to always be productive and responsible for their respective performance and work results. There are several strategies undertaken by the principal to increase the effectiveness of learning in schools. These strategies include: (1) modeling; (2) monitoring; and (3) communicative. Modeling strategy in which the principal acts as a role model in the implementation of learning in schools [2], [23]. This means that the principal is a reference for teachers in carrying out learning activities in schools, both technically and non-technically. Therefore the principal should be able to understand the concept of learning that is effectively applied in school and can set an example in matters of its implementation in schools [2].

Next is monitoring, the principal needs to monitor the performance of the teacher in carrying out the learning process at school whether it is in accordance with the guidelines in the applicable curriculum or not and that is where the principal has a role to direct teachers to carry out learning activities in accordance with existing guidelines. From the results of monitoring, the principal can obtain material to improve teacher performance by measuring the extent to which the progress of the teacher's success has been achieved in achieving the learning objectives that have been set [18], [24], [25].

The principal should also be communicative in building cooperation with all matters in improving the quality of learning in schools. Active, interactive, effective, aspirational, inspirational, productive, democratic and scientific the principal is willing to coordinate as a result of active communication that is built about the results of teacher work assessments and what corrective steps need to be taken to improve teacher performance in order to improve learning achievement learners [26].

4.3 The Principal's Learning Leadership Performance in Managing Learning

The success of learning in schools is determined by the performance of the principal in designing learning activities as effectively and efficiently as possible. The learning leadership applied by the principal is an important factor in the success of the principal in achieving the goals of learning carried out in school. The success of the principal in conditioning existing infrastructure in schools and fostering teachers is the performance of the principal in an effort to improve the quality of learning in schools. If the principal is successful in influencing, mobilizing, guiding, and directing teachers well in conditioning learning in schools effectively [22], [27].

The principal as a learning leader in the school has duties and responsibilities. The duties and responsibilities are how the principal can carry out his functions properly. In an effort to achieve its function as a leader who provides directions for teachers to carry out innovative and creative learning [17], [18], [22]. A school principal needs to choose and apply the right leadership style according to the situation, conditions, and needs of the school itself. In order to achieve optimal performance, school principals carry out their functions as educators, managers, administrators, supervisors, motivators, innovators, leaders, and entrepreneurs.

5. CONCLUSION

The conclusions of writing this article are: (1) the characteristics possessed by the principal in carrying out his duties as a learning leader from the two schools are similar in carrying out his duties as a learner leader in schools, namely tough, disciplined, assertive, democratic, wise, able to cooperate with members and also other school members, and are fully responsible for what has been mandated and has become their responsibility as a leader; (2) the learning leadership strategy carried out in both schools has the same characteristics, namely implementing the school's vision and mission into the learning program which is implemented in schools, improves teacher quality and also carries out teacher professional development through training activities, seminars, academic supervision, and through Teacher Working Groups; and (3) the performance of school principals in improving the quality of learning in schools is by way of comprehensively embody the vision and mission of the school into learning activities in schools and also a conducive working environment in schools in order to spur teacher productivity in an effort to improve the quality of student learning outcomes.

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