

Instructional Leadership: Contribution on Teaching Performance

Totoh Fatonah^{1,2*}, Abubakar¹

¹ Educational Administration Department, ² Headmaster Elementary School Cikumpay 1

¹ Universitas Pendidikan Indonesia

¹ Bandung, ² Purwakarta, Indonesia

*fatonahtotoh69@gmail.com

Abstract—Instructional leadership plays an important role in improving teacher teaching performance. This is being reviewed through research by focusing on its application in elementary schools. The purpose of the research is to find out the magnitude of the influence of instructional leadership on teaching performance in elementary schools. This study uses descriptive quantitative methods. The data was taken by 17 public elementary schools located in Campaka District, Purwakarta Regency, with 53 teachers. The results showed that instructional leadership had a significant contribution on teaching performance. As a recommendation, that instructional leadership needs to be owned and implemented by all principals when wanting changes in teaching performance from teachers in the school.

Keywords—*instructional leadership, leadership, teaching skills*

I. INTRODUCTION

The school as an organization is led by the principal. The principal's leadership factor is related to efforts to improve teacher performance. One of the achievements of the success of education in realizing quality human resources is marked by the increase in the quality of knowledge, attitudes and skills that are more dynamic and independent in social life. Teachers have an important role in maximizing student competence through the learning process in class. Qualified teachers must have the skills and competencies needed for schools. With good performance, the quality of the school will also improve.

The results of a preliminary study of a number of teachers at SDN 1 Cikumpay which are contained in the Teacher Performance Assessment sheet in Learning Implementation Performance Activities (APKG 2) show that there are still teachers who do not have adequate skills. Of the eight aspects assessed, in every aspect there are still skills that are not fully mastered by the teacher.

Three domains of teacher teaching skills are far from ideal criteria, namely skills in using instructional media, evaluating learning, and following up. These three skills are important aspects in supporting quality learning. The lack of the teacher's ability to use learning media indicates that so far the teacher has not had an adaptive attitude to the various learning needs of

children. The ability to use learning media can better accelerate children's learning because in children there is a learning process and memorable experiences as long as the teacher delivers material in class.

The ability to evaluate learning from the graph above also shows achievements that do not meet expectations. Evaluation skills are the core skills of a teacher. The success of children's learning will be clearly illustrated when the teacher appropriately assesses children's learning development, so that children's difficulties will be diagnosed and can be handled appropriately through follow-up or learning improvement. However, even the follow-up ability from the results of the facts in the field the teacher still did not meet the expected criteria.

A number of field facts described above are an indication that there is a need for a comprehensive study to investigate a number of factors that cause this to occur. In a theoretical review, teacher teaching skills can be built through the leadership of the principal who directs teachers to changing learning patterns and practices, or what is known as instructional leadership.

Instructional leadership is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals. Instructional leadership can be defined as the principal's efforts to influence student achievement indirectly by creating instructional organizations in their schools through participatory actions and by building a school climate and culture characterized by clearly communicated goals and high expectations of academic achievement and achievement. social behavior [1].

Leadership is the ability to take initiatives in social situations to create new forms and procedures, design and organize actions and by doing so generate cooperation towards achieving goals. Leadership is essentially the science and art of influencing and directing others by building loyalty, trust, respect and collaborating passionately in achieving goals [2].

The principal is a leader who has an important role in developing the quality of education in schools. To lead, it takes the ability and readiness of a person to direct, guide or manage

others in such a way as to achieve mutually agreed goals, including the principal.

The style applied by the principal in carrying out his leadership varies, depending on the capacity of the principal and the conditions of the school he leads. In addition, the application of leadership styles is also adjusted to the goals the school is trying to achieve. As in the efforts of the principal who wants to realize instructional goals, the leadership style of the principal that is right to use is instructional leadership.

Instructional Leadership is leadership that focuses / emphasizes learning whose components include curriculum, teaching and learning processes, assessment of learning outcomes, teacher assessment and development, excellent service in learning and the development of school learning communication [3]. Furthermore, effective instructional leadership is necessary to improve teaching performance.

A number of previous studies have proven that instructional leadership affects teaching performance [4,5], school performance [6], student learning outcomes [7-9], serexperience teaching teachers [10].

Some of these studies are indicative that instructional leadership plays an important role in improving the quality of schools in the teaching aspect. On this basis, researchers want to examine more deeply with different locers, namely the influence of instructional leadership on teaching performance in public elementary schools. This study is necessary given that studies that focus on the application of instructional leadership in primary schools are still limited.

II. METHODS

This research was conducted in 17 public elementary schools located in Campaka District, Purwakarta Regency. The data were collected by distributing questionnaires to teachers with a purposive sampling technique, totaling 53 teachers. The researcher used a closed questionnaire by providing five answer options which were then scored according to the weight of each answer. Through a descriptive quantitative approach, the researcher analyzes the phenomenon based on the established research focus, namely the effect of instructional leadership on teacher performance in the school.

Quantitative data analysis was performed using simple regression analysis techniques to obtain regression coefficients and also the coefficient of determination of these variables. Instructional leadership in this study is studied based on five dimensions [11], that is: 1) establishing goals and expectations, 2) strategic resourcing; 3) planning; 4) coordinating, and evaluating teaching and the curriculum, 5) promoting and participating in teacher learning development. Teaching performance is measured through five dimensions, that is: 1) preparation; 2) presentation; 3) execution/methods; 4) personal characteristic; 5) teacher students' interaction.

III. RESULTS AND DISCUSSION

Hypothesis testing in this study was carried out by conducting a regression test on the instructional leadership variable on teaching performance in public elementary school teachers using the XLSTAT. The test results obtained the following results.

TABLE I. REGRESSION TEST

Source	Value	Standard error	t	Pr > t
Intercept	5.943	1.714	3.468	0.001
Instructional Leadership	0.912	0.105	8.720	< 0.0001

Based on the table 1 above, the regression coefficient is 5,943 and the t value is 3,468. In addition, the table above also shows the significance value of the influence of instructional leadership on teaching performance of 0.0001 (<0.05). So that in this case it can be concluded that instructional leadership has a significant positive effect on teaching performance in elementary school teachers.

The regression coefficient as shown has a positive value, meaning that if there is an increase in instructional leadership of 0912, this will increase performance teaching by 5.953. An overview of the linearity of the effects of these two variables can be presented in the following graph.

Based on the figure 1 below, it shows the linear influence between instructional leadership on teaching performance which is marked by an increasing trend graph. This means that if instructional leadership is applied effectively and consistently, it will increase teaching performance continuously or continuously. The graphic above also provides other information where in terms of the coefficient of determination, increasing teaching performance can be explained through instructional leadership of 0.599 or 59.9% or in other words instructional leadership determines a moderate increase in teaching performance.

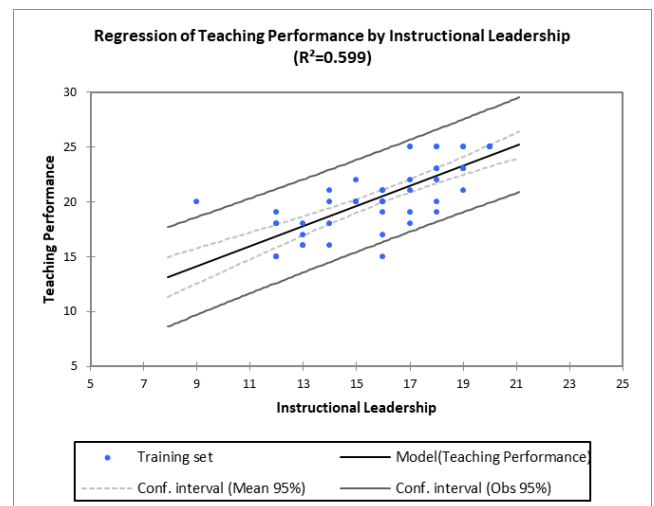


Fig. 1. Regression of teaching performance.

The results of the above research show that instructional leadership has a significant impact on improving teacher performance. Teacher performance can be improved through instructional leadership practices in schools.

Principal in his immigration practice should improve the quality and results of learning whose components consist of curriculum, learning activities, assessment/ assessment, efforts to empower and develop teacher professionalism, improve learning services, and build learning communities [5]. Thus, there must be a new paradigm about the practice of primary school principal leadership that should focus more on improving the quality and results of teaching.

Instructional leadership includes the principal's behavior in formulating and communicating school objectives, monitoring, accompanying, and providing feedback in learning, building an academic climate, and facilitating communication between school students [12].

Instructional leadership can occur directly or indirectly. Leadership occurs directly when the principal works with teachers and other staff to develop the teaching learning process [13]. Meanwhile, instructional leadership indirectly occurs when the principal provides convenience and encourages teachers and staff to develop themselves, make decisions together, and change the school's values and vision leading to improved learning quality.

Improvement of teacher performance through instructional leadership occurs through five aspects in school implementation, that is: (1) focus on learning, (2) building cooperation, (3) analysis of student achievement results, (4) teacher development, and (5) curriculum adjustment, teaching, and assessment [14].

Instructional leadership is basically the actions of the principal that leads to the creation of a school climate that is able to encourage the improvement of the quality of internal management of the school continuously so as to enable the implementation of a learning process that stimulates the students to achieve the best learning achievement. Effective learner leaders engage in curricular and learning issues, all of which affect student learning achievement. Instructional leadership is an action taken by principal with the intention of developing a productive work environment and can improve teacher performance, and ultimately able to create improved student learning conditions [15].

Teaching performance the teacher is a set of real behaviors shown by the teacher at the time he gave the lesson to his students. Teachers as planners, should be able to analyze the needs of students to be able to receive lessons by selecting and mastering teaching materials, determining learning methods and approaches, developing syllabuses, compiling annual or semester programs, and drawing up instructional learning plans. As a learning implementer, teachers should be able to open or close learning activities, be able to manage classes, use media and learning resources properly, use learning methods, and be able to use a variety of learning strategies.

Instructional leadership is leadership that emphasizes learning. Instructional leadership components include curriculum, teaching learning, assessment, assessment, teacher development, excellent service in learning, and community building learning in schools. Instructional leadership or instructional leadership is leadership that emphasizes the components that are closely related to learning, including curriculum, teaching learning process, assessment, teacher development, excellent service in learning, and community building learning in school [6].

Instructional leadership is the activity of school principals whose daily activities are busy influencing people who carry out academic activities at school, they are teachers and educational staff or teaching staff. His main activity is dealing with teachers, both individually and in groups to improve and enhance academic activities, namely improving teaching and learning situations. With activities affecting people who carry out academic activities at school, there is the attention of a learning leader [16].

Instructional leadership is a strong concern for teaching and learning including professional learning by teachers according to student development. When an instructional leadership influences, pays attention, there needs to be action in the sense of instructional leadership as an action taken by the principal with the intention of developing a productive and satisfying work environment for the teacher, and ultimately being able to create increased student learning conditions[14]. With the activity of understanding how to influence, pay attention and take action, the role of leadership in increasing teacher professionalism has long been recognized as an important factor in school organization, especially with regard to responsibility for improving the quality of learning in schools.

IV. CONCLUSION

From the results of the study can be concluded that instructional leadership has a significant positive effect on teaching performance in primary school teachers. Instructional leaders are able to create a school climate that aligns with the needs of teachers in learning. Therefore, as a recommendation of the results of this study that instructional leadership needs to be owned and implemented by all principals when wanting changes in teaching performance from teachers in the school.

REFERENCES

- [1] N. Acun-Kapikiran et al., "School effectiveness and school improvement : alternative perspectives," *Sch. Eff. Sch. Improv.*, 2014.
- [2] I. W. A. Artana and I. M. Suastika, "Pengaruh Kompensasi dan Kepemimpinan Terhadap Kinerja Karyawan Pada PT. Fast Food Indonesia cabang Gatsu Timur Denpasar," *J. Ilm. Manaj. dan Akunt.*, 2018.
- [3] Kusmintardjo, "Kepemimpinan Pembelajaran Oleh Kepala Sekolah," *Manaj. Pendidik.*, 2014.
- [4] C. Sukmawati and E. Herawan, "Kepemimpinan Instruksional Kepala Sekolah, Komitmen Guru Dan Mutu Kinerja Mengajar Guru," *J. Adm. Pendidik.*, 2016.

- [5] S. N. Hidayat, E. Herawan, and E. Prihatin, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Mengajar Guru Smk Se-Kecamatan Bojongloa Kidul Kota Bandung," *J. Adpend*, vol. 1, pp. 102–118, 2016.
- [6] H. M. Marks and S. M. Printy, "Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership," *Educational Administration Quarterly*. 2003.
- [7] V. M. J. Robinson, C. A. Lloyd, and K. J. Rowe, "The impact of leadership on student outcomes: An analysis of the differential effects of leadership types," *Educ. Adm. Q.*, 2008.
- [8] C. Day, Q. Gu, and P. Sammons, "The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference," *Educ. Adm. Q.*, 2016.
- [9] V. M. J. Robinson, "The impact of leadership on student outcomes : Making sense of the evidence," *Res. Conf.*, 2007.
- [10] K. L. Wahlstrom and K. S. Louis, "How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility," *Educ. Adm. Q.*, 2008.
- [11] V. M. J. Robinson, "From instructional leadership to leadership capabilities: Empirical findings and methodological challenges," *Leadersh. Policy Sch.*, vol. 9, no. 1, pp. 1–26, 2010.
- [12] J. Supovitz, P. Sirinides, and H. May, "How principals and peers influence teaching and learning," *Educ. Adm. Q.*, 2010.
- [13] A. Paletta, E. Basyte Ferrari, and G. Alimehmeti, "How Principals Use a New Accountability System to Promote Change in Teacher Practices: Evidence From Italy," *Educ. Adm. Q.*, 2020.
- [14] F. C. Lunenburg and B. J. Irby, "Instructional Strategies to Facilitate Learning," *Int. J. Educ. Leadersh. Prepa- ration*, 2011.
- [15] P. Eggen and D. Kauchak, *Strategies and Models for Teachers: Teaching Content and Thinking Skills*. 2012.
- [16] P. Hallinger, "Instructional Leadership and the School Principal: A Passing Fancy that Refuses to Fade Away," *Leadersh. Policy Sch.*, 2005.