



An Analysis of the Needs of Learning Leadership Model Based on Action Learning

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Abstract. The purpose of this research is to examine the requirements for the creation of a learning leadership model based on action learning. This study was done using a survey approach at primary schools in West Sumatra Province, with as many as 117 school principals scattered over 12 districts and 7 cities. It was discovered that data responders are in severe need of this learning leadership. The average score earned is roughly 4.41, with an accomplishment level of 88.29%. On the other side, all indicators in learning leadership are required for replies, including conveying the vision and purpose, integrating curriculum-based learning activities, performing coaching and staff development, and creating a positive school atmosphere.

Keywords: Analysis · Needs · Learning Leadership Model based · Action Learning

1 Introduction

The principal as a learning agent must strive to improve the quality of education to produce human resources who have competitive and comparative advantages. One of the competencies that the principal must have to improve quality of education is learning leadership. As stated by Wardani (2015: 685), leadership is one of the competencies that principals must possess and the most suitable leadership model to be applied in schools is instructional leadership or leadership that can improve learning”.

Learning leadership is leadership that focuses or emphasizes learning. The principal in carrying out his leadership function is oriented towards learning problems, this shows that the principal is carrying out his role as a learning leader. The principal was very instrumental in advancing schools in the Merdeka Belajar. This can be realized by applying the principles of learning leadership which are the main keys to success in advancing schools. In implementing learning leadership, the principal must provide training to all teachers and ensure that teachers can apply the results of the training, including providing for active learning needs and a reading culture, creating openness, and involving the community in improving school quality.

Herawan (2019: 168) reveals that in carrying out the role of learning leader, the principal will pay high attention to curriculum issues, teaching and learning processes, assessment of learning outcomes and teacher development. Agreeing with that, Wardani

(2015: 685) also says that the components of learning leadership include curriculum, teaching and Assessment, teacher development, outstanding service in learning, and the establishment of learning communities in schools are all part of the learning process. Curriculum, teaching-learning process, assessment and monitoring, teacher development, outstanding service in the learning process, and the establishment of learning communities in schools are all examples of learning leadership. Learning leadership aims to provide excellent service to all students so that: a) students can develop their potential, talents, interests, and needs; and b) learning is facilitated to improve student learning achievement in order to obtain higher learning satisfaction, increase student learning motivation, realize students' curiosity, student creativity is fulfilled, student innovation can be realized, entrepreneurial spirit is formed, and student awareness arises.

The implementation of learning leadership by the principal has an impact on increasing the effectiveness of learning in schools to become more effective and optimal, a community learning community that can be built properly so that it can provide encouragement to improve student learning achievement, and can realize the school as a learning school by focusing the activities of its citizens to achieve the vision, mission and goals of the school. Wardani (2015: 687) states that learning leadership is important to be applied in schools because it is able to: (1) significantly increase the learning achievement of students; (2) encourage and direct the school community to improve the learning achievement of students; (3) focusing the activities of the school community towards achieving the vision, mission and goals of the school; and (4) building community learning citizens and even being able to make the school a learning school. Direct learning leadership occurs when the principal works with teachers and other staff to develop the teaching and learning process, for example, the principal carries out supervision activities of Learning Leadership to teachers in the classroom, discussion activities to provide feedback on the learning process that has been carried out by a teacher, and giving examples of the implementation of learning. Meanwhile, learning leadership occurs indirectly when the principal provides a number of conveniences and encourages teachers and staff to develop themselves, make decisions together (shared decision making), and change the school's values and vision, which leads to improved learning quality. The principal must be prepared to recognize the aspects of change with an open attitude, enhance knowledge and abilities in order to manage change, and transform the school into an adaptable school to change. According to Mulyasa in Wardani (2015: 688), a school principal has the practical duty of overseeing education and learning in schools, namely:

1. Educators

School principals perform planning, management, and learning assessment tasks as educators. Planning activities necessitate the ability to compile learning tools; management activities necessitate the ability to select and implement effective and efficient learning strategies; and evaluating activities necessitate the ability to select the appropriate evaluation method and provide the necessary follow-up, particularly for improving learning. The principal's role as an educator also includes guiding students, instructors, and other educational employees.

2. Leader

As a leader, the principal functions to mobilize all the potential of the school, especially teachers and education staff for the achievement of school goals. In an

effort to mobilize this potential, school principals are required to apply appropriate leadership principles and methods by promoting exemplary, motivation, and staff empowerment.

3. Manager.

The principle manages the curriculum, students, workforce, money, buildings and infrastructure, school-community connections, and school administration as a manager. The following work processes are used to carry out all of these operational activities: planning, organizing, mobilizing, and overseeing. As a leader, the principal develops innovative techniques to build school capacity based on the issues that the school faces.

4. Administrator.

In a broad sense, the principal is the highest policy maker in his school. As policy makers, school principals carry out careful environmental (political, economic, and socio-cultural) analyses and formulate strategies for changes and improvements in their schools. In a narrow sense, the principal is the person in charge of school administrative activities in supporting the implementation of learning activities.

5. Entrepreneur.

As an entrepreneur, the principle inspires the formation of unique and original concepts for school management. Creative ideas are especially needed because schools have limited financial resources while also having advantages in terms of both internal and external potential, particularly those supplied from the community and the local government.

6. Working Climate Creator.

As a creator of the working climate, the principal serves as a catalyst for increasing teacher morale. Principals need to encourage teachers and other education personnel to work in a healthy work atmosphere. A healthy work atmosphere encourages all staff to work together in achieving school goals.

Suharsimi (2013) states that as a learning leader, the principal has an important role, especially in forming and communicating the vision and mission of his school to related parties, both in formal and informal situations.

In carrying out its role, the principal will pay high attention to curriculum issues, the teaching and learning process, assessment of learning outcomes and teacher development. Effective learning leadership can be achieved well, if the principal is able to play his role as: (1) monitoring teacher performance; (2) teacher performance assessor; (3) implementing and arranging mentoring and training, (4) teacher's Sustainable Professional Development (PKB) planner; (5) coordinating team work, and (6) coordinating collaborative learning. Willison (2010) states three ways to become effective learning leadership, namely: (1) talk the talk; (2) walk the walk; and (3) be the caddy. Talk to talk means a lot of dialogue and discussion about teachers' sustainable professional development. Walk the walk means frequent visits to the class to monitor the learning process in class. Be the caddy means helping teachers use learning facilities and infrastructure in a professional manner.

There are two factors related to the principal's learning leadership in improving learning performance, namely, internal and external factors. Internal factors of principal learning leadership in improving learning are a manifestation of the principal's behavior

as learning leaders. The implementation of the principal's behavior as learning leadership can be seen from his ability to manage the internal dimensions of the school so that teachers are encouraged to improve their performance. The internal dimensions of the school include: determining the school's mission, structuring learning, improving learning practices, and increasing a positive learning climate in schools. From internal factors, it can be seen that learning leadership has four dimensions that can be used as the implementation of the principal's behavior in order to improve learning, namely: (1) developing a vision, mission and learning objectives based on the vision, mission and goals of the school; (2) classifying Learning Leadership Strategies, namely modeling, learning in class and outside the classroom, school culture (culture), and strengthening; (3) creating and promoting a healthy learning climate; and (4) developing a support work environment.

DeRoche in Suharsimi (2013) identifies ten internal factors related to effective principal learning leadership, namely: (1) giving high attention to academic aspects; (2) carry out teaching supervision; (3) evaluating teacher performance; (4) carry out staff development; (5) builds and encourages cooperative decision making; (6) establish a system for evaluating student learning outcomes; (7) establish standards for assessing the effectiveness of the curriculum; (8) provide learning resources needed by teachers and students; (9) establish a set of learning success standards; and (10) carry out the function of an effective instructional manager.

External factors related to learning leadership, namely 1) community values and expectations, and 2) school institutional structure. The values and expectations that develop in society can have a strong influence on the learning leadership behavior of principals Ubben & Hughes in Kusmintardjo (2014).

Kusmintardjo (2014) research results reveal that the role of learning leadership related to the external dimensions of the school is as follows: (a) able to accommodate the values and expectations of society through improving the quality of learning, such as increasing the work discipline of teachers and students in Teaching and learning activities, continuous evaluation of learning outcomes, and arrangements for providing private lessons by teachers outside school hours, so as to increase community trust and support; (b) able to coordinate well with related agencies, such as the Education Office, and/or educational organizers, school supervisors, alumni associations, and the community, through formal and informal meetings, so as to create mutual understanding and trust for the smooth running of learning activities in school; and (c) be able to take advantage of government and/or foundation policy issues in the field of learning to encourage teachers to improve the quality of teaching and learning activities in schools.

2 Method

There are many methods and techniques that can be used to collect and collect information and data to identify training needs. The most important thing to consider is the need for the involvement of all related parties in the process. In other words, participatory approaches and methods need to be applied. The methods and techniques for obtaining data in this study are the questionnaire method; In this case the interviewer prepares a series of written questions with reference to the information or data needs that have been

previously determined. Distribution and how to fill out the questionnaire can be done in two ways, namely by face to face or by post (sent). In terms of the types of questions in the questionnaire, there are various possibilities, namely open, closed, mixed and so on.

3 Result and Discussion

The preliminary study conducted for this research activity was to use a questionnaire. This preliminary study was carried out in order to determine the needs of the field in relation to the principal's instructional leadership model, or what we also know as an instructional leader. Furthermore, researchers determined the level of needs assessment as much as 60%. This level determines if the indicators seen in the research are needed by school principals. The following shows the results of the needs in the field in terms of the frequency of needs, namely indispensable, necessary, sufficiently needed, less necessary, and not needed.

A. Leadership Learning Principal

1) Communicating Vision and Mission

The results of the preliminary study on the principal's learning leadership were carried out by distributing questionnaires and distributing observation sheets. The questionnaire was distributed to 12 districts and 7 cities in West Sumatra province. Disseminating questionnaires through the google form plate form with the link <https://forms.gle/1R9h62TbxndjaRBKA>. Researchers and data collectors continue to monitor and ensure that each school principal fills in, but there are several difficulties faced including; Many of the school principals have filled in but not delivered, do not know how to fill it in due to limitations in information technology and other problems. The data that have been filled in by respondents are 117 respondents. Distribution and monitoring of questionnaires and observation sheets will be carried out from 15 May–16 June 2020.

Data regarding the needs in the field regarding indicators communicating the vision and mission are shown in Table 1. The average score level is at 4.6 which states that respondents really need a clear flow of communication in implementing the vision and mission in the school with a percentage achievement level of 90.91%.

The vision and mission need to be well communicated, so that they can achieve the goals expected by all school members. As stated by Sani (2015) which states that

Table 1. The vision and mission need.

No	Indicator	Number of items	Total	Sigma FX	Average score	Achievement levels (%)
			N			
1	Measurable and specific	4	468	2143	4,58	91
2	Flexible	4	468	2123	4,54	91
3	Clear and easy to understand	3	351	1587	4,52	90,43
	Rata-rata	11	429	1951	4,55	90,91

in the formulation of the vision and mission, it should be communicated to all school members including teachers, education staff and students. It is very well aware of the many obstacles in the formulation and implementation of this vision and mission. This is illustrated by the results of the observation sheets distributed to the research respondents. Among them were stated by KS2 as follows.

Currently, the implementation of the vision and mission in schools is not as optimal as expected. There are many obstacles faced at school in the realization of the vision and mission. One of them is the level of understanding of the school community and the low level of community curiosity.

Likewise, KS29 stated that there were still many problems in communicating the vision and mission of the school, along with his statement. We are still having trouble communicating the vision and mission problems that exist in schools. This is caused by inadequate school situations and conditions. Even in realizing this vision and mission, it is also constrained in terms of implementation, namely in terms of budget in achieving these goals.

Mustari (2014) provides that the vision and mission of the school should be of high concern, therefore measurement and specificity, flexibility and clarity of vision and mission are very important to discuss so that schools are able to determine the direction of their education. Mustari (2014) also emphasized that every school will have the same national educational goals. However, the potentials and problems faced by schools tend to be different and will not be the same.

Based on the explanation above, it can be said that building effective and efficient communication is very necessary in the realization of the school's vision and mission. Without effective and efficient communication, it will have an impact on achieving the goals of the school.

2) Integrated Learning Activities according to the Curriculum

Based on Table 2, it can be seen that the respondent's need for integrated learning activities according to the curriculum is at an average of 4.23 with an achievement level of around 84.53%. This proves that the need for learning activities that are in accordance with the curriculum is still very much needed. The principal still experiences obstacles in providing understanding to teachers to carry out better learning.

Data about integrated learning activities according to the curriculum is presented in Table 2.

The results of the distributed observation sheets indicate that there are still many teachers who do not understand better learning designs. As presented by KS3 as follows.

There are still many teachers in my school who are constrained in designing learning activities according to the expected process standards. This resulted in not optimal learning activities. This will be a demand for me as the principal to further maximize the ability of teachers in learning activities.

In addition, the principal stated that there were still many teachers who were less able to design learning activities and only imitated what was on the internet. This is in accordance with what was stated by KS6 that.

Our teachers are still less skilled in designing lessons and the guidelines taken are too varied on the internet. This causes a lot of variation and curriculum preparation does

Table 2. Integrated Learning Activities

No	Indicator	Number of items	Total	SigmaFx	Average score	Achievement levels (%)
			N			
1	Planning lessons	5	585	2588	4,42	88,48
2	Carry out learning	5	583	2348	4,03	80,55
3	Learning evaluative	8	936	3957	4,23	84,55
	Rata-rata	18	701	2964	4,23	84,53

not pay attention to school characteristics. Even now, there are still many teachers who do not understand the 2013 Curriculum in the learning process.

Mulyasa (2013) states that in carrying out learning activities, curriculum design is a very important aspect to pay attention to, where the curriculum must be realized in accordance with the learning design that has been compiled. Furthermore, Mulyasa (2013) also emphasizes that the role of the principal as the leader of learning is necessary to manage well so that learning activities can run effectively and efficiently.

Based on this explanation, the implementation of the curriculum needs to be done as well as possible starting from planning, implementing, and evaluating the curriculum. Meanwhile, the principal is very responsible for carrying out the management of the curriculum.

3) *Conducting Staff Coaching and Development*

Data regarding the implementation of coaching and staff development can be seen in Table 3.

Table 3 states that respondents who stated that the importance of implementing coaching and staff development was at an average score of 4.33 with an achievement level of 86.56%. The results of the observation sheets filled out by the respondents also stated that the coaching and development of staff is very important for both the principal and the teacher to pay attention to.

As stated by several school principals, they stated that the implementation of this coaching and staff development was still not well carried out. KS24 stated that.

Internally, the school principal has carried out staff development activities in the form of supervision. However, these staff development activities are not yet optimal in addition to the number of teachers who are still few and lack training from the government. We really hope that the various trainings conducted by the government will uniform the competencies possessed by teachers.

Table 3. Implementation of Coaching and Staff Development

No	Indicator	Number of items	Total	Sigma FX	Average score	Achievement levels(%)
			N			
1	Learning supervision	6	7011	3001	4,28	85,62
2	Individually integrated teacher development	4	466	1953	4,19	83,82
3	Follow integrated education and training	4	467	2119	4,54	90,75
4	Involve teachers in school	6	702	3020	4,30	86,04
	Rata-rata	20	584	3364	4,33	86,56

In addition, the principal also stated that staff development in the form of learning supervision was still not optimal. As stated by the following KS61.

Learning supervision activities have been carried out periodically with an implementation percentage of around 80%. However, from the results of the supervision that has been carried out, there are still many teachers who do not understand, especially in terms of learning techniques and learning models. In addition, teachers also lack the ability to improve their abilities.

Apart from that, KS83 also stated the following points.

The development of teacher capacity in terms of learning theory is already good, we even always include teachers in school activities. However, in terms of application of theory, it is still lacking. We realize that many teachers are professionals on paper, but are unable to demonstrate their abilities in class.

As stated by Uhar (2018), one of the dimensions of education supervision is staff development, which is by developing and facilitating significant growth opportunities. In addition, Uhar (2018) also states that supervision is one form of school principal in developing the ability of teachers to carry out learning in class.

Based on this explanation, it can be concluded that staff development such as supervising learning, developing individual teacher abilities, participating in programmed training and education and involving teachers in school development activities is very much needed. This is very useful for increasing the ability of teachers in education and teaching.

4) Creating a Conducive School Climate

Data on creating a conducive school climate can be seen in Table 4.

Table 4. Conducive School Climate

No	Indicator	No. of items	Total	Sigma FX	Average score	Achievement levels (%)
			N			
1	Relationship between personnel	4	429	1951	4,55	90,91
2	System changes and improvements	4	474	216	4,58	91,52
3	The physical environment of the school	3	351	1599	4,56	91,11
	Rata-rata	11	418	1906	4,56	91,18

Table 4 explains that the respondents stated that creating a conducive school climate is very much needed. This can be seen from the average score obtained, namely 4.56 with an achievement level of 91.18%.

This is also supported by several statements from the principal from the distributed observation sheets. Almost all school principals stated that the condition of relations between personnel in schools was sufficiently good and conducive and this needed to be maintained in the future. Only a few statements by the principal stated that they were not optimal. However, the physical environment of the school still needs to be improved. As stated by KS7 stated that “there are still many learning facilities that are still lacking and this greatly affects the learning situation”.

Furthermore, KS43 also stated that “school facilities are still lacking. Apart from that, the conditions for supporting facilities such as toilets are not feasible, 50% of the buildings are still old buildings and less conducive, about 50% of the fences are in very poor condition”. KS72 also complained that “school facilities are in the form of buildings that are still constrained and not suitable for study groups. So that it has an impact on the implementation of learning which is used as two shifts, namely morning and afternoon”.

Although in some schools the condition of the relationship between personnel is quite good, in some schools it still needs to be improved. Therefore, attention to the conditions of the school climate needs to get more attention for the principal or other school personnel. Hyman (1980) stated that a conducive climate in the classroom environment is very important, because it supports personnel interactions, reinforces the experience received in education, and allows to increase the morale of members. Hadiyanto (2004) also cites a statement put forward by Fraser (1986) which states that more than 45 types of research prove that there is a positive relationship between classroom climate and student achievement.

Table 5. Principal's Learning Leadership

No	Indicator	No. of items	Tot	Sigma FX	Average score	Achievement levels (%) 90,91
			N			
1	Communicating the vision and mission	11	429	1951	4,55	90,91
2	Integrated learning activities according to the curriculum	18	701	2964	4,23	84,53
3	Conduct coaching and staff development	20	584	3364	4,33	86,56
4	Creating a conducive school climate	11	418	1906	4,56	91,18
	Rata-rata	60	533	2547	4,41	88,29

Based on the explanation above, it can be concluded that creating a conducive school climate is a very important thing to pay attention to, especially in improving the quality of education. Schools need to pay attention to the relationships between school personnel, various changes and improvements to the existing system in the school environment and attention to the physical environment of the school.

5) Recapitulation of Principal Learning Leadership

Data about the principal's learning leadership can be seen in Table 5.

Based on the data in Table 5, the respondents really need this learning leadership. Where the average score obtained is around 4.41 with an achievement level of 88.29%. Therefore, all the indicators in learning leadership are very important for respondents, both regarding communicating the vision and mission, integrated learning activities according to the curriculum, conducting coaching and staff development as well as creating a conducive school climate. Sindhvad (2009) also strengthens his research which states that learning leadership needs to be improved by the principal, such as in terms of learning supervision, professional development, learning resources and providing learning support that can improve the quality of learning.

6) The Need for a Principal's Learning Leadership Model

This preliminary study activity on principal learning leadership was carried out during May–June 2020 in 12 districts and 7 cities in West Sumatra province. Data distribution

had to be done virtually because of the Covid-19 outbreak, namely the 2019 coronavirus disease. However, data tracing that was carried out asynchronously did not reduce the meaning if it was done synchronously. The researcher tried to formulate the observation sheets that were filled in by the respondents as best as possible and tested the level of validation first as well as the questionnaire that the respondents filled in.

In the following, the researcher tries to recap the results of the preliminary studies that have been carried out in the field based on real conditions, expected conditions and future school strategic plans in the Table 6.

The preliminary study conducted for this research activity was to use a questionnaire. This preliminary study was carried out in order to determine the needs of the field in relation to the principal’s instructional leadership model, or what we also know as an *instructional leader*. Furthermore, researchers determined the level of needs assessment as much as 60%. This level determines if the indicators seen in the research are needed by school principals. The following shows the results of the needs in the field in terms of the frequency of needs, namely indispensable, necessary, sufficiently needed, less necessary, and not needed.

Table 6. The results of the preliminary studies that have been carried out in the field based on Real Conditions, Expected Conditions and Future School Strategic Plans

Real Conditions	Real Conditions	Hope Conditions	The strategic plan
School Vision and Mission 1. Measurable and specific 2. Flexible 3. Clear and easy to understand	1. There are still difficulties in achieving a targeted and specific vision and mission of the school so that the desired results are not as expected 2. There is still a lack of socialization in the vision and mission of school personnel 3. Vision and mission are difficult to achieve because of the limited facilities and infrastructure that are not comparable to the existing study groups 3. The existence of schools in remote areas is an obstacle to achieving the vision and mission, due to the limited school facilities and infrastructure.	1. Need to maximize the vision and mission of the school to be more focused in achieving goals. 2. Socializing the vision and mission in all aspects of school activities. 3. Optimizing school facilities and infrastructure to maximize the vision and mission of the school. 4. There needs to be some sort of guideline so that the school’s vision and mission activities can run smoothly.	1. Conduct various evaluations for each school activity in achieving the predetermined vision and mission 2. Designing various school activities to produce outstanding students 3. Designing collaboration with stage holders and other external parties to support school facilities and infrastructure.

(continued)

Table 6. (continued)

Real Conditions	Real Conditions	Hope Conditions	The strategic plan
<p>Integrated learning activities according to the curriculum</p> <ol style="list-style-type: none"> 1. Designing learning activities 2. Carry out learning activities 3. Evaluation of learning activities 	<ol style="list-style-type: none"> 1. It is still found that teachers who teach do not have careful planning. There is no renewal in every school year change. 2. Teachers are still not maximal in carrying out learning activities. In addition, there is still a lack of synchronization between planning and implementation of learning. 3. Teachers are still limited in terms of using information technology. 4. There are still obstacles in carrying out learning evaluations, especially in the 2013 curriculum 	<ol style="list-style-type: none"> 1. Teachers must master the ability to design learning activities 2. Teachers have sufficient competence and schools can develop according to the vision and mission 3. Optimizing learning activities according to the plans that have been prepared. 4. Expecting teachers to be able to excel at the national and international levels 5. Improve teacher skills in information technology 6. Optimal learning evaluation activities in accordance with the demands of the curriculum. 7. Provide directional direction with existing guidelines on learning activity problems. 	<ol style="list-style-type: none"> 1. Program the workshop for the preparation of learning according to the needs 2. Prepare information technology programs to improve teacher skills 3. Compile an information technology-based evaluation development program.
<p>Conduct coaching and staff</p> <ol style="list-style-type: none"> 1. Learning Supervision 2. Individually integrated teacher development 3. Participate in integrated education and training 4. Involving teachers in school development activities 	<ol style="list-style-type: none"> 1. There is still a lack of enthusiasm and reluctance by teachers with the supervision program, even though the teacher's ability to carry out learning tasks is still limited. 2. Teacher development activities are still limited because not all of them can be facilitated by schools. 3. Lack of and limited participation in integrated education and training activities 4. The teachers' KKG activities did not go well. 5. The low level of professionalism of educational personnel in schools. 	<ol style="list-style-type: none"> 1. Teachers are involved in various school development activities. 2. Teachers' opportunities for self-development, both programmed and incidental, need to be improved 3. Increase the implementation of KKG activities 4. Increase the effectiveness of the implementation of academic supervision. 5. Availability of regular and structured directions. 	<ol style="list-style-type: none"> 1. Designing optimal and situational supervision as needed by the teacher. 2. Designing teacher involvement in various school development activities. 3. Provide broad opportunities for teachers for self-development both programmed and incidental in nature. 4. Program KKG activities regularly by inviting tutors who are able to provide what is needed in improving teacher abilities.

(continued)

Table 6. (continued)

Real Conditions	Real Conditions	Hope Conditions	The strategic plan
Creating a conducive school climate 1. Relations between school personnel 2. System changes and improvements 3. The physical environment of the school	1. The relationship between personnel is still not conducive, therefore there is unfair competition. 2. Various changes and improvements to the system in the school environment still need to be improved. 3. The process of system change and repair is sluggish 4. The physical environment of the school is still not conducive because of several developments. Apart from that, there are indeed limited school facilities and infrastructure	1. There is still a harmonious relationship in the context of school progress. Good communication between teachers and the surrounding community. 2. Open communication in the school environment. 3. Realizing a pleasant school environment. 4. There is a continuous change and improvement of the system for the progress of schools. 5. There needs to be programmed directions so that the school climate remains conducive.	1. Arranging a more optimal supervision program. Hold regular meetings and discussions between teachers and committees to optimize school progress 2. Program a <i>home visit</i> for personnel with problems in order to create a conducive atmosphere. 3. Program activities that can improve good relations between school personnel. 4. Program recitation activities or spiritual cleansing periodically 5. Programming green environment in schools.

4 Conclusion

The general conclusion from this study is that respondents really need this learning leadership. Where the average score obtained is around 4.41 with an achievement level of 88.29%. Therefore, all the indicators in learning leadership are very important for respondents, both regarding communicating the vision and mission, integrated learning activities according to the curriculum, conducting coaching and staff development as well as creating a conducive school climate.

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