



The Impact of Zoning System New Students Enrollment on the Instructional Leadership Capacity of General High School Principals in Special Region of Yogyakarta

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Abstract. Improving the quality of education in Indonesia based on increasing the instructional leadership capacity of principals is an important issue in the field of school education management. This study aims to determine the impact of zoning system new student's enrollment on the instructional leadership capacity of general high school principals in the Special Region of Yogyakarta. This research was conducted with a descriptive research approach. The research subjects were 66 public general high school teachers in the Special Region of Yogyakarta with purposive non-probability sampling technique based on regency area, school status, and school accreditation category. The research instrument consists of three aspects of the instructional leadership capacity of principals, namely the defining the school's mission, the managing teaching programs, and the developing a positive school learning climate. The measurement results obtained that the coefficient of the questionnaire validity test results for each aspect was 0.937 to 0.967; 0.758 to 0.905; and 0.609 to 0.920, while the value of the reliability coefficient for each aspect is 0.970; 0.962; and 0.950. The results showed that there was a significant impact of the zoning system new students enrollment on the instructional leadership capacity of general high school principals in the Special Region of Yogyakarta in three aspects, namely: 94.03% on the aspect of defining the school's mission, 85.65% on the aspect of managing the teaching programs, and 82.09% on the aspect of developing a positive school learning climate.

Keywords: Zoning System New Students Enrollment · Instructional Leadership Capacity · General High School

1 Introduction

Increasing pressure on state accountability nationally tends towards more inclusive democratic organizations with a focus on knowledge and learning that motivates principals to increase their capacity to support student learning [1, 2].

This encourages principals to increase the capacity of schools by involving others in school leadership through distributed leadership practices [3]. Principal leadership

is an important component that determines the course of school organization and the achievement of school performance. Efforts to improve the quality of learning in schools, principals carry out instructional leadership [4]. The principal's instructional leadership that is implemented well will have an impact on the principal's attention to teacher learning and student participation.

Teacher performance is also influenced by the principal's leadership. The success of the principal's leadership determines the improvement of student learning outcomes through the role of teacher performance in developing the learning process.

This is supported by the results of research that quality schools or not are very dependent on the leadership pattern of the principal, because the principal is the highest leader in the school and the principal can make decisions in all matters [5]. The principal as the highest leader always evaluates the performance of teachers, staff, and the school environment in order to attract the attention of the community. The concept of quality education does not only focus on providing educational input factors, but also pays more attention to factors in the education process. The quality of school education depends on the principal in recruiting prospective teachers according to their competence and professional quality. This requires very competent principals for the creation of quality education [6].

Several research results emphasize the importance of the principal's leadership role in creating an efficient and successful school. The principal's instructional leadership has 3 aspects of role in the management of learning in his school, namely (1) defining the school's mission, (2) managing teaching programs, and (3) developing a positive school learning climate [7, 8].

In addition, the principal's role is that of leadership in a constant state of transition, moving from instructional leaders [9–11] to transactional leaders, and sometimes embracing the notion of transformational leaders [12, 13]. The principal's ability is measured by his skill in articulating his vision at every opportunity and his ability to influence teachers, staff, students, parents, and all other stakeholders [14–16]. Principal leadership is effective if its leadership is built on a solid foundation, namely the existence of a clear vision and mission for the future, specific strategies, and a culture of success. The results showed that transformative leadership in schools in Purwokerto had a better impact on school progress [17].

The government has implemented the zoning system new student's enrollment policies. This zoning system policy should be able to make school principals and teachers improve services and learning processes. However, various obstacles in implementing the zoning system policy have caused principals and teachers to provide services and learning processes in accordance with the capabilities of their respective schools. The results showed that the principal's leadership style had an effect on teacher performance [18]. The results of the research on the PPDB policy of the zoning system show that Madrasah prepares their strengths to increase school competitiveness in dealing with the PPDB policy of the zoning system. This is done by developing effective and innovative principals' leadership, adequate facilities, quality educators that meet standards and learning innovation [19]. Thus, this study wanted to know the impact of zoning system new student's enrollment on the instructional leadership capacity of general high school principals in regencies in the Special Region of Yogyakarta. This is important

because the zoning system policy is carried out by the government solely to provide equal distribution of education so that all people can access equitable education by looking at the principles of implementing education in schools. One of them is the principal's instructional leadership capacity. The purpose of this study was to determine the impact of instructional leadership capacity of general high school principals in regencies in the special region of Yogyakarta (DIY) after the implementation of the zoning system new student's enrollment policy.

2 Method

This research was conducted with a descriptive percentage approach. The population is high school teachers from the Special Region of Yogyakarta.

Sampling was carried out using a purposive non-probability sampling technique based on regencies area (Sleman, Bantul, Kulonprogo, and Gunung Kidul, Yogyakarta), state school status, and school accreditation categories (achievement, very good, and good). The number of samples is 66 teachers from 15 high schools spread over five regencies in the Special Region of Yogyakarta.

The research instrument in the form of a questionnaire developed from the aspects of instructional leadership capacity, namely: (1) defining the school's mission, (2) managing teaching programs and (3) developing a positive school learning climate.

The coefficient of the questionnaire validity test results for each aspect is known to be 0.937–0.967; 0.758–0.905; and 0.609–0.920. While the reliability coefficient is 0.970; 0.962; and 0.950. The research data were analyzed using multivariate analysis of variance.

3 Results

3.1 Instructional Leadership Capacity of General High School Principals in DIY

Data on the principal's instructional leadership capacity were obtained from general high schools in the Special Region of Yogyakarta. The three aspects of the instructional leadership capacity of general high school principals in the Special Region of Yogyakarta are shown in Fig. 1.

Figure 1 can be described that the profile of three aspects in the instructional leadership capacity of general high school principals in the Special Region of Yogyakarta. The aspect of defining the school's session is the very high category, namely 94.03%, and the aspect of managing teaching programs in the very high category is 85.65%, while the aspect of developing a positive school learning climate in the very high category is 82.09%. Overall, all aspects of the instructional leadership capacity of general high school principals in the Special Region of Yogyakarta are in the very high category.

3.2 Instructional Leadership Capacity of Principals of Each Regency in DIY

The results of data analysis of the instructional leadership capacity of general high school principals in five districts in the Special Region of Yogyakarta is obtained descriptive

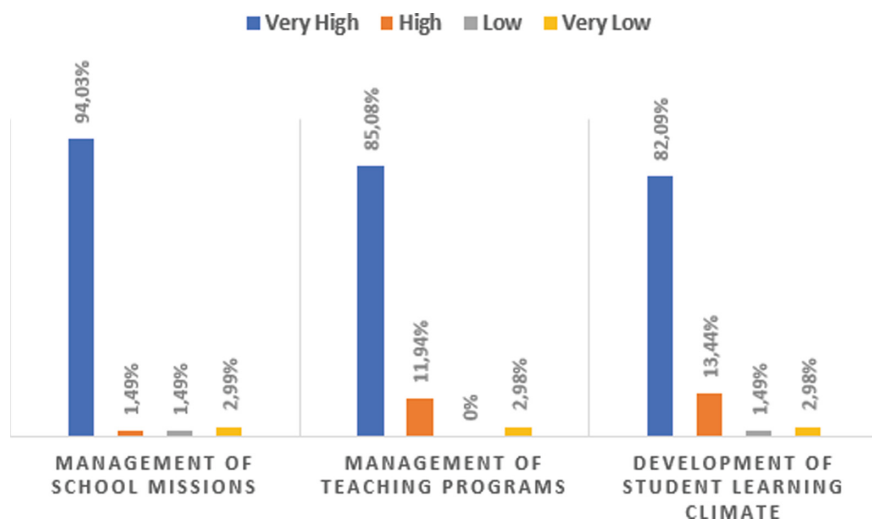


Fig. 1. The Instructional Leadership Capacity of General High School Principals in DIY

Table 1. Descriptive Statistics of Instructional Leadership Capacity of General Secondary School Principals by Regency in DIY

Region	N	Lowest score	Highest score	Mean	Standard deviation
Yogyakarta	13	12	52	33.95	13.98
Sleman	14	4	52	30.62	15.58
Gunung Kidul	13	11	50	33.10	13.97
Bantul	13	12	52	34.33	14.42
Kulonprogo	14	12	52	33.05	13.98
Total	67	10	51	32.98	14.33

statistics as shown in Table 1. Covering the average integration of each aspect in the instructional leadership capacity of principals for each regency in the Special Region of Yogyakarta.

Data on the instructional leadership capacity of general high school principals as a whole is shown in Fig. 2. The results of the five regencies show that the instructional leadership capacity of principals is not much different in scores. The instructional leadership capacity of general high school principals with the highest average scores is in Yogyakarta city and the lowest is in Sleman regency. Meanwhile, based on the three aspects of the instructional leadership capacity of general high school principals, aspect of developing a positive school learning climate is in the order of first with the very good category, and the aspect of managing teaching programs is in the order of second with the very good category, and the aspect of defining the school's mission is in the order of third with the good category.

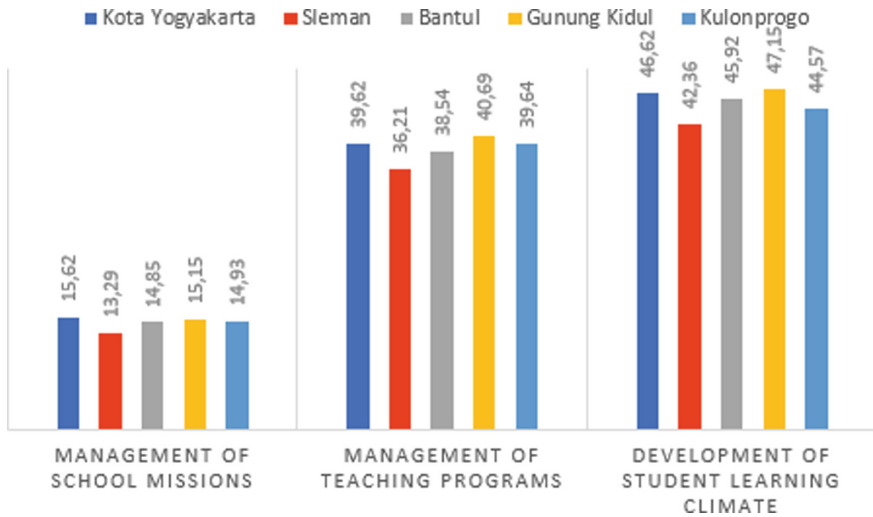


Fig. 2. The average value of each aspect of the instructional leadership capacity of the principal of each regency and the total

3.3 Multivariate Analysis of Variance

Classical Assumption Test

Normality test. The assumption of the dependent variable with the multivariate normal distribution is illustrated by the scatter plot correlation between the Mahalanobis Distance variable from the quality value variable and the qi variable (chi square value) as shown in Fig. 3.

The results of data analysis is resulted in a correlation coefficient of 0.880 which indicates a very high correlation coefficient, so it can be concluded that the data are normally distributed multivariate [20].

Homogeneity test. Box’s test simultaneously analyzes the covariance equation between variables which shows that the covariance between variables is not equivalent. While Levene’s test analyzes the equality of variance in each given variable. The results show that the variance in each variable is not the same. However, the homogeneity test is not an absolute prerequisite test for using ANOVA. This test adds information about the results of data analysis and considerations in conducting Post-Hoc testing using Games-Howell [20].

Simultaneous Multivariate Analysis of Variance. The results of simultaneous multivariate analysis of variance can be seen in Table 2.

Based on Table 2, the simultaneous comparison test resulted in p value < 0.05. This shows that at the 95% confidence level, there are significant differences in the three aspects of the instructional leadership capacity of general high school principals at the regency level in the Special Region of Yogyakarta.

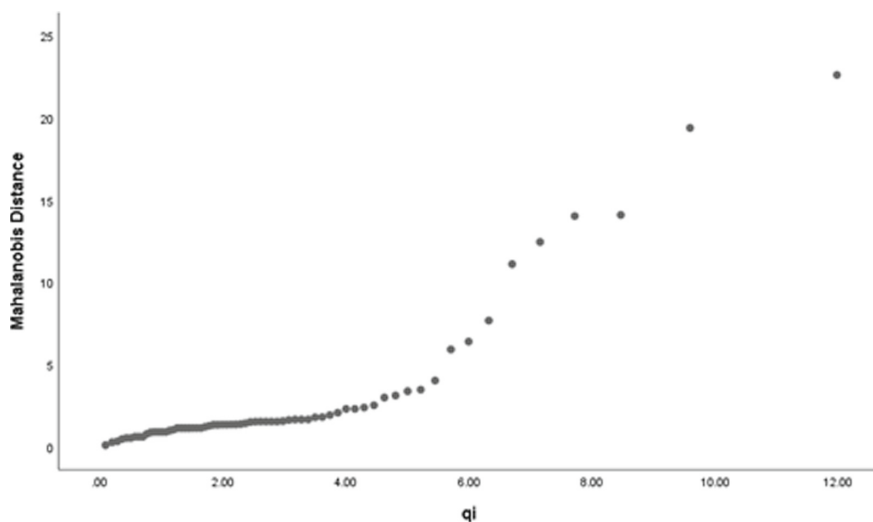


Fig. 3. Scatter-plot of correlation between mahalanobis distance variable and the qi variable

Table 2. Result of multivariate analysis of variance

Multivariate Tests ^a							
Effect		Value	F	Hypothesis dif.	Error dif.	Sig.	Partial Eta Squared
Intercept	Pillai's trace	0.978	888.362 ^b	3.000	60.00	0.000	0.978
	Wilks' Lambda	0.022	888.362 ^b	3.000	60.00	0.000	0.978
	Hotelling's trace	44.418	888.362 ^b	3.000	60.00	0.000	0.978
	Roy's largest root	44.418	888.362 ^b	3.000	60.00	0.000	0.978
Wilayah	Pillai's trace	0.334	1.941	12.000	186.000	0.032	0.111
	Wilks' Lambda	0.697	1.935	12.000	159.037	0.034	0.113
	Hotelling's trace	0.391	1.910	12.000	176.000	0.036	0.115
	Roy's largest root	0.218	3.375 ^c	4.000	62.000	0.015	0.179

^a Design: Intercept + Wilayah

^b Exact statistic

^c The statistic is an upper bound on F that yields a lower bound on the significance level.

Post Hoc Test with Games-Howell approach. The results of the Games-Howell test show that the instructional leadership capacity of general high school principals in the city of Yogyakarta in terms of defining the school's mission is higher than in other regencies. In terms of managing teaching programs, Gunungkidul regency is higher than other regencies. Meanwhile, in the aspect of developing a positive school learning climate, Gunungkidul regency is higher than other regencies. This shows that from the three aspects of the principal's instructional leadership capacity, the differences are the highest in Yogyakarta city, Gunungkidul regency, and Gunungkidul regency, respectively.

4 Discussion

The results of this study prove that the instructional leadership capacity of general high school principals in the city of Yogyakarta is at the highest rank, while Sleman regency is in the lowest rank. The findings of this study indicate that the zoning system new student's enrollment policy has an impact on changes in the leadership pattern of principals, namely the capacity of instructional leadership. Instructional leadership carried out by principals focuses on teaching and learning and on the behavior of teachers who teach students. The influence of the principal is directed at the student learning process carried out by the teacher [21]. Thus, the zoning system new student's enrollment policy has a different impact on the instructional leadership capacity of general high school principals in each district. It seems that the city of Yogyakarta has a higher instructional leadership capacity than other regions. This of course will have an impact on the process and learning outcomes of general high school students in the city of Yogyakarta, so that the learning outcomes of general high school students in Yogyakarta will increase. According to [21, 22], the most significant factor in increasing student learning processes and outcomes is instructional leadership. As a result of professional teacher empowerment, general high school principals in Yogyakarta pay more attention and concentrate on the process and student learning results.

The results of other studies also prove that aspects of the instructional leadership capacity of general high school principals in five districts in the Special Region of Yogyakarta are of good and very good value. The aspect of developing a positive school learning climate is in the first place in the very good category, and the aspect of managing the teaching programs is in the second place with a very good category, and the aspect of defining the school's mission is in the third place with a good category. The findings of this study indicate that the zoning system new student's enrollment policy has an impact on aspects of developing a positive school learning climate and aspects of managing the teaching programs. This is in accordance with the definition of instructional leadership, namely mentoring that focuses on learning which includes planning, implementing, and evaluating learning according to the curriculum, and developing the professionalism of teachers to improve students learning processes and outcomes [23]. Thus, the zoning system new students enrollment policy has an impact on strengthening two aspects of general high school principals' instructional leadership capacity, namely aspects of developing a positive school learning climate and aspects of managing teaching programs. These two aspects of instructional leadership are more directed and focused on the process and students learning outcomes carried out by the teacher.

The results of this study also prove that based on three aspects of the instructional leadership capacity of general high school principals, the city of Yogyakarta received the highest score in the aspect of defining the school's mission, Gunungkidul regency received the highest score in the aspect of managing the teaching programs, and the aspect of developing a positive school learning climate. The findings of this study indicate that the zoning system new student's enrollment policy has an impact on the development of aspects of the instructional leadership capacity of general high school principals that differ in each district. Principals of general high schools in the city of Yogyakarta are more focused on developing the capacity of school institutions in the form of achieving the school's mission. Meanwhile, the principals of the general high school in Gunungkidul regency is concerned with developing students learning processes and outcomes in the form of managing the teaching programs and developing a positive school learning climate. Thus, the zoning system new students enrollment policy has an impact on strengthening school institutions in the city of Yogyakarta and strengthening student learning processes and outcomes in Gunungkidul regency.

The results of this study are in accordance with the policies and strategies carried out by the government in implementing the zoning system new student's enrollment, namely, to improve the quality of education starting at the elementary education level to secondary education for schools managed under the district government. As stated, this zoning system new students enrollment is carried out as a form of equal distribution of the quality of education and eliminating educational disparities [20, 24]. Likewise, research results reveal that the government issued a zoning system new students enrollment policy as a solution in overcoming education quality problems [25]. Improving the quality of education in this school can be measured from the process and learning outcomes carried out by teachers who teach students. This is supported by the instructional leadership role shown by general high school principals in five districts in the Special Region of Yogyakarta which provides reinforcement for aspects of developing a positive school learning climate and aspects of managing teaching programs.

Thus, the principal's instructional leadership is an important component that determines the course of school organization and the achievement of school performance. This is supported by the results of research showing that in order to improve the quality of education, school principals implement the instructional leadership [4]. The principal's instructional leadership looks good, because of his concern for teacher's development and student's participation [26]. This is also supported by research conducted by [5] that the quality of the school or not is very dependent on the leadership pattern of the principal, because the principal is the highest leader in the school and who can make decisions in everything. The principal's instructional leadership role is very important in improving learning processes and outcomes in schools. This is supported by [27] statement that the instructional leadership includes the behavior of the principal in communicating the goals of the school and also monitoring, assisting, building an academic climate, and providing facilities. Reference [28] says that instructional leadership always focuses on learning which includes curriculum, teaching and learning processes, assessment of learning outcomes, excellent service, and being able to build a learning community in schools. This is in accordance with the goal of instructional leadership conveyed which is to provide learning facilities so that there is an increase in learning achievement,

learning satisfaction, learning motivation, knowledge, creativity and innovation. Thus, this instructional leadership capacity is in accordance with what was conveyed by [29] that instructional leadership is defined as a principal's leadership that focuses on teaching consisting of: school mission or goals, teaching programs or curriculum and school teaching climate programs.

5 Conclusion

This study concludes that there are differences in the instructional leadership capacity at the senior high school level in each district in the Special Region of Yogyakarta. In general, the high school level in each region in the Special Region is included in the very high category for all aspects. There is a significant impact of the zoning system on new students enrollment on the instructional leadership capacity of general high school principals in the Special Region of Yogyakarta in terms of 3 aspects of the instructional leadership capacity: The aspect of defining the school's mission in the very high category is 94.03%. The aspect of managing the teaching programs in the very high category is 85.65%. The aspect of developing a positive school learning climate in the very high category is 82.09%.

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