Principal's Instructional Leadership Based on Education Reports at SMPN 15 Mataram

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Abstract

This research aims to provide a clear understanding of instructional leadership of school principals based on educational reports in SMPN 15 Mataram, with sub-focuses including: identifying the forms of instructional leadership strategies employed by school principals in realizing the school's vision and mission, assessing the forms of instructional leadership strategies employed by school principals in realizing the school's vision and mission, assessing the impact of instructional leadership of school principals on student learning, and analyzing participation and support in the formulation and updating of the school's vision and mission. This study utilizes a qualitative descriptive approach with a case study design. Data were collected through interviews, observations, and documentation, using both primary and secondary data sources. Data analysis employed an interactive model consisting of data collection, data condensation, data presentation, and conclusion drawing. Triangulation of sources and methods was employed to ensure data validity. The research findings indicate that strategies such as staff training, teacher collaboration, and focus on teaching quality have successfully created a dynamic and responsive learning environment in alignment with the school's vision and mission. Active and comprehensive participation from all school stakeholders in the formulation and updating of the school's vision and mission was also identified as a key factor in successful implementation. Recommendations include maintaining and enhancing effective instructional leadership strategies, increasing teacher participation and collaboration, supporting curriculum renewal, and providing further support from the Department of Education and researchers to improve the quality of education at SMPN 15 Mataram.

Keywords: Leadership; Instructional; School Principal

Introduction

Education is the most important part of improving human development in a country (Muhardi, 2004). If the quality of education in the country is good, then the people will be good. According to the National Education System Law no. 20 of 2003, the national education system aims to improve the quality of education.

Currently, education is expected in various dynamics in society. The development of science and technology is very rapid. Instructional leadership is needed to face these challenges, so that it can adapt to change (Desfiyanti et al., 2021). In facing this challenge, improving the quality of education is a big responsibility that must be realized by the education unit through the

implementation of the School Vision and Mission at State Junior High School (SMPN) 15 Mataram, as explained in the education report card that in point D.3 of instructional leadership there are three achievement indicators namely the school's vision and mission, curriculum management and support for teacher reflection.

The Ministry of Education and Culture, in this case, released version 2.0 of education report cards for each education unit. This education report card displays the results of national assessments and surveys involving education units and regions, where education units and regional governments can use education report cards as a reference in identifying problems, reflecting their roots and improve the quality of education as a whole. The education report card of SMPN 15 Mataram in 2022 according to public data regarding instructional leadership achievements is still low or below the national average. The definition of achievement in question is that instructional leadership leads to the school's vision and mission so that it encourages some learning planning, practice and assessment to begin to lead to an orientation towards improving student learning outcomes with the existence of programs, incentive systems or resources that begin to support teachers in reflecting and improving learning.

The role of the school principal in implementing his leadership greatly influences the rhythm of progress and decline in efforts to improve the quality of education. Instructional leadership can certainly be used to improve the quality of education through understanding literacy and numeracy in educational institutions, as has been explained (Desfiyanti et al., 2021). From the results of initial observations made, SMPN 15 Mataram, where this research will be conducted, may face special challenges that need to be overcome in improving the quality of education, especially in terms of realizing the school's vision and mission. School principals must be able to identify and overcome these obstacles so that teachers and students can reach their maximum potential. For this reason, this research is very important to do. This research will explore the role of instructional leadership in realizing the Vision and Mission at SMPN 15 Mataram. By understanding how instructional leadership can be a solution to the educational challenges of an uncertain future, this research is expected to make a significant contribution in developing effective and relevant educational strategies in this school. The results of this research can also provide guidance for school principals and other education stakeholders to improve the quality of education in other schools in facing unexpected future challenges.

The purpose of this research is to understand the instructional leadership strategies implemented at SMPN 15 Mataram, in implementing the school's vision and mission. This research focuses on three main aspects:

1. What is the principal's instructional leadership strategy in realizing the Vision and Mission at SMPN 15 Mataram.

2. What is the impact of the principal's instructional leadership on student learning at SMPN 15 Mataram.

3. How to participate and support in the formation and updating of the vision and mission at SMPN 15 Mataram.

Method

This research is qualitative research with a case study type. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. by descriptive means in the form of words in a special natural context by utilizing various natural methods. The aim of qualitative research is to

understand social phenomena through a holistic picture and increase in-depth understanding (Moleong 2018). According to Creswell (2015) case study research is a type of qualitative research whose research explores real life, contemporary limited systems (cases) or various limited systems (various cases), through detailed and in-depth data collection involving various sources of information or multiple sources of information (for example; observations, interviews, audiovisual materials, and various report documents), and reporting case descriptions and case themes.

Leadership Based on Education Reports at SMPN 15 Mataram was researched qualitatively. By looking at the reality in the field during initial observations, it was discovered that there was an influence of instructional leadership that emerged when implemented, so the author wanted to find out how the instructional leadership strategy was in realizing the vision and mission at SMPN 15 Mataram. The research results will be compiled and produce a theory built based on the data obtained during the research. The presence of researchers in the field is one measure of success in understanding cases, because data collection must be carried out in actual situations (Sugiyono, 2020). The presence of researchers in a qualitative research setting is needed as a key research instrument (human instrument). When entering the field, researchers must be careful, especially with key informants, to create an atmosphere that supports success in data collection.

This research was carried out at SMPN 15 Mataram, starting in October 2023 and lasting until February 2024. This research is qualitative researchwith a case study type that aims to understand the instructional leadership strategies implemented at SMPN 15 Mataram, in implementing the school's vision and mission. This research method involves collecting data through observation, interviews, and documentation studies. Primary data was obtained directly from informants such as the principal, head of curriculum, homeroom teacher and teacher, while secondary data was obtained from various sources and official literature.

The data analysis process follows Miles and Huberman's interactive model, which involves data collection, data condensation, data presentation, and drawing conclusions. Data validity is maintained through triangulation of sources and methods, as well as member checks. Dependability and confirmability were also tested to ensure the reliability of the data and research results. The results of this research are expected to provide an in-depth understanding of the instructional leadership strategies implemented at SMPN 15 Mataram, in implementing the school's vision and mission. BesidesTherefore, this research is also expected to contribute to theory development and problem solving in this field.

Results and Discussion

The school's vision and mission are a vital basis for the educational direction and targets to be achieved. To ensure alignment with shared values and actual needs, the process of forming and updating the vision and mission requires active involvement from the entire school community. At SMPN 15 Mataram, participation and support in this process is key to ensuring that the school's vision and mission reflects shared passion and goals, while remaining responsive to contextual changes and educational trends. In the literature, the importance of vision and mission in educational leadership has been widely recognized. A strong vision and mission not only sets clear direction and goals, but also inspires members of the school community. However, the process of forming and updating the vision and mission is often faced with challenges, especially related to the involvement and support of various parties within the school community. Various approaches have been proposed to increase engagement and support in this process, including inclusive and collaborative approaches.

This research reveals that the process of forming and updating the vision and mission at SMPN 15 Mataram involves active involvement from various parties in the school community. Based on interviews with school principals, it appears that this process begins with holding an open forum to listen

to ideas and input from all school staff. The next step involves group meetings, where staff work together to formulate a Vision and Mission that reflects shared values. Updates to the vision and mission are integrated with the existing school culture and values, aligning new elements with the continuity of old values, thereby ensuring the continuity and integrity of the school culture.

An interview with the Deputy Head of Curriculum highlights his important role in ensuring that the school's vision and mission reflect shared aspirations and values. WKR pays attention to the impact of updating the vision and mission in learning planning, by focusing more on the values and goals of the school as a whole, thereby creating closer cohesion between learning material and the broader educational vision.

Apart from that, the active involvement of the homeroom teachers is also visible in this process. In interviews with homeroom teachers, it was revealed that they provide feedback from a classroom perspective, ensuring that the school's vision and mission reflects the aspirations and needs of students at grade level. Their participation in group discussions and open forums creates space for ideas and input from various members of the school community. Teachers also play a significant role in the process of forming and updating the vision and mission. They are involved in meetings and group discussions, provide input from an operational perspective, and plan and support teaching in accordance with changes in the vision and mission. Teachers contribute to the formulation of a vision and mission that is practical and can be implemented effectively in daily activities at school.

Overall, participation and support from the entire school community creates a solid foundation for implementing the school's vision and mission in daily activities. A deep understanding of contextual changes and educational trends is also visible through the active involvement of all parties, ensuring that the school's vision and mission remains relevant and responsive to the dynamics of the ever-evolving educational environment. Participation and support from the entire school community plays a crucial role in the formation and renewal of the vision mission at SMPN 15 Mataram. Through active involvement in open dialogue and collaboration in group discussions, the school's vision and mission reflects the shared aspirations and values valued by the entire school community. In this way, the vision and mission that is formed creates a solid foundation for achieving the desired educational goals, while remaining responsive to the dynamics of education that continue to develop.

The discussion of research findings at SMPN 15 Mataram reflects the harmony between instructional leadership theory by (Hallinger, 2014) and (Wahjosumidjo, 2010) with practice in the field. In the context of professional development, the principal (KS) at SMPN 15 Mataram actively implements instructional leadership strategies, in accordance with Hallinger's theory which emphasizes creating a positive learning atmosphere and supporting the professional development of teaching staff. Managing relevant curriculum and implementing innovative teaching methods is the focus of KS to ensure the quality of learning is in line with the school's vision and mission.

The involvement of teachers as informants 6 in training and professional development is concrete evidence of implementation. Instructional leadership strategies. KS's support in aligning learning materials with the values and goals of the new school also reflects an active role in motivating staff and integrating the changing vision and mission into daily teaching practices.

An interview with the Deputy Head of Curriculum as informant 2 illustrates that instructional leadership is not only limited to the principal level, but also involves deputy principals in curriculum development and learning policy evaluation. This is in line with Wahjosumidjo's theory which states that school principals have a special function in leading a school, and in this case, WKR is actively involved in the curriculum development process.

Through training activities, monitoring learning implementation, and data management, WKR plays an important role in connecting theory with practice. Resource management and coordination with

stakeholders, as explained by WKR, also supports the integration of the school's vision and mission into policies and learning activities. From the teacher's perspective (informant 6), involvement in collaboration and implementation of innovative teaching methods shows the positive impact of instructional leadership strategies in the learning environment. Student-centered learning, monitoring learning outcomes, and self-development through training create classroom dynamics that are responsive to student needs, in line with Hallinger's theory which emphasizes the influence of instructional leadership on achieving learning goals. In addition, collaboration between teachers (informant 6) and encouraging collaboration among teaching staff (informant 4) proves that the successful implementation of instructional leadership strategies does not only depend on individuals, but also on teamwork. This supports Hallinger's idea of leadership as the skill of influencing groups of people towards set goals.

Interviews with Class 1 (WK1) homeroom teachers highlighted the impact of instructional leadership strategies on student participation. Assistance with joint evaluation activities and development of follow-up plans by the homeroom teacher shows a direct contribution to improving the quality of learning and student participation, which is in accordance with Hallinger's theoretical focus on creating a positive learning atmosphere. The importance of emotional and academic support to students (informants 3 and 5) is also reflected the role of instructional leadership in creating a learning environment that supports optimal student development. This is in line with Wahjosumidjo's view of school principals as teachers who have special responsibilities for the teaching and learning process and teacher-student interactions. Active collaboration and group discussions between teachers, as explained by informant 4, are important tools in implementing innovative teaching methods. This supports Hallinger's theory of the importance of instructional leadership in guiding teaching staff toward the development of best teaching practices and the implementation of innovative methods.

In general, research findings at SMPN 15 Mataram illustrate the alignment of instructional leadership practices with Hallinger and Wahjosumidjo's theory. Implementation of strategies such as staff training and development, collaboration between teachers, and a focus on learning quality creates a dynamic and responsive learning environment in accordance with the school's vision and mission. This confirms the importance of instructional leadership in achieving educational and learning goals.

The Influence of Instructional Leadership on the Quality of Teaching and Learning. In the context of research findings at SMPN 15 Mataram, Robinson's theory of instructional leadership appears relevant. The positive impact on the quality of teaching and learning, as expressed by principals (KS) in interviews, shows that effective instructional leaders are able to guide teachers to implement better teaching strategies. Teacher coaching programs, active support, skills enhancement, and evaluations carried out by school principals illustrate the practical implementation of this theory, which leads to consistent improvement in student learning outcomes.

Based on the opinion expressed by (Louis, 2010) which emphasizes the role of instructional leadership in supporting teacher professional growth, it can be seen in the research findings. The Head of Curriculum (WKR) serves as a model for professional development, providing quality training, and providing constructive feedback to teachers. The integration of these strategies creates an environment where pedagogical skills are continuously improved, supporting the school's vision and mission, in line with theories that emphasize a focus on teaching staff development.

The importance of collaboration between teachers, implementing innovative teaching methods, and creating a dynamic learning environment, as expressed by the homeroom teacher of class 1 (WK1), is in line with theory and research findings. Robinson's theory underscores instructional leadership's orientation to learning, which is reflected in efforts to increase focus on student learning outcomes and create a collaborative atmosphere among teaching staff.

Interviews with class 2 (WK2) homeroom teachers highlighted the positive influence of instructional leadership on inter-teacher collaboration and relevant curriculum development. Louis'

theory, which emphasizes instructional leadership support for teachers' professional growth, is consistent with these findings. A focus on skill building and curriculum development as part of an instructional leadership strategy creates an environment that consistently supports student learning outcomes. The homeroom teacher for class 3 (WK3) noted the positive influence of instructional leadership in improving teaching effectiveness and student learning outcomes. These findings are in line with Robinson's theory, which emphasizes orientation towards student learning outcomes as a positive impact of instructional leadership. With good support and direction from the school principal, teachers can identify and develop more effective learning strategies.

Teachers (GR) in interviews assessed the positive impact of instructional leadership on the quality of learning at SMPN 15 Mataram. The development of teacher staff and the creation of a dynamic learning environment, in accordance with Louis's theory, indicates that teacher activities are also an integral part of instructional leadership strategies. Findings from homeroom teacher 3 (WK3) indicate that instructional leadership provides teachers with the ability to identify and develop more effective learning strategies. The integration of Louis' theory in this context provides a deeper understanding of how instructional leadership can support teacher professional growth and student learning outcomes. Recognition from teachers (GR) regarding the positive impact of instructional leadership is reflected in increased student learning outcomes. This effectiveness measurement is important in assessing the success of implementing instructional leadership strategies and achieving educational goals set by the school.

Interviews with principals (KS) and teachers (GR) show that instructional leadership at SMPN 15 Mataram has a focus on developing teacher staff and creating a dynamic learning environment. Louis' theory which emphasizes the role of instructional leadership in supporting teacher professional growth and creating a collaborative atmosphere supports these findings.

Overall, the research findings illustrate that the integration of instructional leadership strategies at SMPN 15 Mataram supports the stated educational goals. Efforts to consistently improve student learning outcomes, collaboration between teachers, staff development, and the application of innovative teaching methods are indicators of successful implementation of instructional leadership in accordance with Robinson and Louis' theory.

Research findings at SMPN 15 Mataram show that the active participation of the entire school community in the formation and renewal of the Vision and Mission is in accordance with Harris & Chapman's theory. Through open forums, group discussions, and meetings, school principals, curriculum leaders, teachers, students, and parents can contribute their ideas and views. This process creates opportunities to hear different perspectives and values, in line with the participatory concept emphasized by the theory.

Harris & Chapman's theory emphasizes the importance of full support from the entire school community in updating the Vision and Mission. Research findings indicate that active support from principals, curriculum cadets, teachers, and homeroom teachers plays a central role in ensuring the sustainability and success of the reform. This support includes an in-depth understanding of contextual changes and educational trends, in accordance with a theoretical view that emphasizes the involvement of all stakeholders. Based on interviews with the Head of Curriculum (WKR), it appears that Harris & Chapman's theory about participation and support is reflected in WKR's involvement. Through open dialogue with staff, students and school committees, WKR ensures that the Vision and Mission reflects shared aspirations and values. Thus, the research findings provide a concrete understanding of how the role of a WKR can strengthen the implementation of this theory. Teachers, as informants involved in interviews, are actively involved in the process of forming the Vision and Mission. Teacher participation does not only occur in discussion forums, but also involves providing feedback from a classroom perspective. This is in line with theory (Harris & Chapman, 2002) which highlights the importance of

teacher participation as an integral part of the success of establishing a Vision and Mission. Interviews with homeroom teachers show that homeroom teacher participation is not only limited to discussion forums, but also includes providing feedback from the student's perspective. By involving the homeroom teacher, student voices can be accommodated, creating a Vision and Mission that is more holistic and reflects the aspirations of all stakeholders, in accordance with the theoretical principles adopted. The research findings highlight that teacher participation does not only occur in the Vision and Mission formation stage, but also continues to influence the planning and implementation of learning. Teachers plan and support the learning process in accordance with the values and goals of the new school. This shows the concrete implementation of Harris & Chapman's theory which underlines teacher involvement in daily practice. This theory emphasizes the need to update the Vision and Mission to include new values and more ambitious goals. The results of interviews with school principals revealed that the reforms were integrated with the existing school culture and values. This approach reflects the implementation of this theory in the concrete context of SMPN 15 Mataram.

Teachers, as informants in the research, provided an overview of how the updated Vision and Mission influenced their teaching practices. By aligning learning materials with the new school's values and goals, teachers demonstrate their support for the implementation of the reform. This is in line with theory which emphasizes that full support from all parties is needed to achieve reform goals. Teacher informants highlighted the importance of feedback from an operational perspective in ensuring that the Vision and Mission reflects the practical aspects and operational needs of the school. This is in line with theory (Harris & Chapman, 2002) which emphasizes that support and participation are not only conceptual, but must also take into account practical aspects in implementing a new vision and mission.

Overall, the research findings provide concrete confirmation of Harris & Chapman's theory which states that participation and support from the entire school community is the key to success in the formation and renewal of the Vision and Mission. By involving the principal, head of curriculum, teachers, students and parents in this process, SMPN 15 Mataram.

Conclusion

Based on the findings and discussion of the results of this research, conclusions can be drawn regarding the instructional leadership of school principals based on educational reports at SMPN 15 Mataram as follows: 1. That the instructional leadership strategies implemented, such as staff training, collaboration between teachers, and a focus on learning quality, creating a dynamic and responsive learning environment in accordance with the school's vision and mission. 2. The integration of instructional leadership strategies at SMPN 15 Mataram has a positive impact on student learning. The focus on improving the quality of teaching and learning, professional growth of teachers, and collaboration between teachers creates a learning environment that facilitates consistent improvement in student learning outcomes. 3. Comprehensive participation and support from the entire school community is the key to success in forming and updating the Vision and Mission at SMPN 15 Mataram. Involving school principals, curriculum leaders, teachers, students and parents in this process creates a strong foundation for an adaptive and relevant vision and mission.

The process of forming and updating the Vision and Mission involves various parties, including the school principal, head of curriculum, and teachers. Active support from every element of the school community creates opportunities to hear various perspectives, ensuring the vision and mission formed reflect shared aspirations and values. Overall, the research findings provide a concrete picture of the alignment of instructional leadership theory and practice, the positive impact on student learning, and the importance of participation and support in the formation and renewal of the Vision and Mission at SMPN 15 Mataram. Implementation of instructional leadership strategies and participatory processes in developing the school's vision and mission play a central role in improving the quality of education in the institution.

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