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INSTRUCTIONAL LEADERSHIP PROFILE OF JUNIOR HIGH SCHOOL'S PRINCIPAL (A Case Study of Junior High School in Malang)

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ABSTRACT

This study aims to determine the profile of instructional leadership shown by the Principal of Junior High School, Malang City. The experiment was conducted with a qualitative approach. The technique of collecting data used interview, observation, and documentation. Data was analyzed using an interactive model as proposed by Miles and Huberman. The results showed the profile of instructional leadership principals were: (1) the action according to the vision and mission of the school; (2) developing the curriculum according to the vision, mission, and objectives of the school; (3) develop schools towards learning organization; (4) work hard to achieve the success of the school as a learning organization; (5) creating a culture and school climate conducive to learning and innovative; and (6) manage learners in order to develop its capacity.

Keywords: instructional leadership, principal, junior high school

INTRODUCTION

The leadership of principal becomes decisive and crucial factor in developing the school quality. The principal as instructional leadership in schools must display a greater emphasis on instructional leadership. The school principal has a strategic position in developing the learning activities undertaken by teachers through effective leadership aspects of learning. The most important responsibility of school principal is to improve the quality of learning (Lunenburg, 2010). Actually, many school management experts agree on the importance of school principal as instructional leaders (Bafadal, 2016:13). Instructional leadership is a principal who prioritizes leadership learning (Gunawan, 2016b:1116).

Success instructional leaders work with other stakeholders to shape the purposes to fit the needs of the school and its environment (Hallinger, 2005:28). A different view of instructional leadership emphasizes organizational management for instructional improvement rather than day-to-day teaching and learning (Loeb and Horng, 2010). Instructional leaders also influence the quality of school outcomes through the alignment of school structures (academic standards, time allocation, and curriculum) and culture with the school mission (Hallinger and Heck, 1996; Southworth, 2002). Instructional leaders both lead through building and managing mission through activities that increase the alignment of activities with those purposes (Hallinger, 2005:28). The underlying conceptualization assumed that school would improve if principals were able to create clear academic goals, motivate teachers, and students to work towards those goals, monitor progress, and align teaching and learning activities to achieve the desired academic outcomes (Hallinger and Heck, 2002).

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal (Wikipedia, 2016). Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Some key elements of instructional leadership include the following: (1) prioritization to the teaching and learning must be at the top of the priority list on a consistent basis; (2) scientifically based reading research; (3) focus on alignment of curriculum, instruction, assessment, and standards; (4) data analysis, in their focus on improving achievement, effective leaders use multiple sources of information to assess performance; and (5) culture of continuous learning for adults, effective instruction is a skill that can never be perfected (Department of Education, 2005).

METHODS

This research was conducted with a qualitative approach. The study was conducted at four Junior High School, Malang City. The technique of collecting data used interview, observation, and documentation. Interviews were conducted to supervisors, principals, and teachers. The focus of the interview questions is the role of the leadership of principal in developing learning activities in schools. Observations carried out on learning activities in the classroom. Documents analyzed included Schools Curriculum 2013 Annual Program, the semester program, syllabus, lesson plans and assessment instruments. The research instrument was developed from the Principal Performance Appraisal (Penilaian Kinerja Kepala Sekolah) 2016. Data was analyzed using an interactive model as proposed by Miles and Huberman

(2014), namely: (1) data reduction; (2) data display; and (3) conclusion drawing/verifying.

RESULTS AND DISCUSSION

Instructional leadership is a model of the principal leadership that focuses on improving the quality of learning undertaken by teachers. The instructional leadership profile shown by the principals are: (1) the action based on to the vision and mission of the school; (2) develop the curriculum based to the vision, mission and objectives of the school; (3) develop schools towards learning organization; (4) work hard to achieve the success of the school as a learning organization; (5) create a culture and school climate conducive to learning and innovative; and (7) manage learners in order to develop its capacity.

Action Based on Vision and Mission

Principals in developing a work program refer to the vision and mission of the school. Aspects of the vision and mission of the school that became the emphasis is to bring the school as a vehicle for learning where students are comfortable, safe, and environmentally sound. Learning program implemented refers to the vision and mission of the school as an educational institution student friendly. The vision and mission of the school is implemented in the learning activities, such as giving the freedom of teachers to develop learning, facilitating students to study comfortably in schools, and creating a green school environment for learning.

Develop Curriculum Based on Vision, Mission, and Goals of the Schools

The curriculum used by the school is the Curriculum 2013. Based Document Curriculum 2013, teachers carry out learning based on the annual program, the semester program, syllabus, and lesson plans. Head gives freedom to teachers in developing learning activities that can enhance students' potential. The curriculum is designed to give a vehicle as possible to teachers in designing learning. In accordance with the vision and mission of the school, principals directing teachers to implement learning that can create an atmosphere of discipline, hospitality, solidarity, mutual respect, cleanliness, and tolerance among students in the classroom.

Schools Development towards the Learning Organization

Principals in order to develop his school as a learning organization is to form a team of teachers to conduct the lesson study, helps teachers implement action research, and facilitates students can learn comfortably in school by creating a green school. Lesson study activities have the support of the Lembaga Pengembangan Pendidikan dan Pembelajaran (LP3) Universitas Negeri Malang, the teachers become eachers tutor students

participating in Research and Practice Field (*Kajian dan Praktik Lapangan*) opted to be a trainee lesson study at the Universitas Negeri Malang. The principal of the school to create an atmosphere that is green and lush to make students feel comfortable when learning. School principals engage students by giving responsibility to maintain the school garden, planted a variety of flowers and trees that can be made into a beautiful school.

Work Hard for Successing Schools as Learning Organization

The school principal encourages teachers to always record all the things that the findings on learning activities. School head teachers cultivate to write anything that happens in class. The findings were compiled into a report for follow-up action research. The class action research reports are used by teachers in proposing functional promotion of teachers concerned. Based on the results of action research reports as well, being the principal consideration in giving supervision to the teacher teaching, because the principal can determine where teachers who have high abstraction or abstraction, and where teachers are committed to high or low.

The principals encourage teachers to always do a self-evaluation on learning activities that have been implemented. Teachers are given the facility to implement the lesson study. Results of lesson study is a report on the implementation of lesson study by a team of teachers and the report then reduced in the form of articles submitted to the journal and proceedings of seminars organized by the college. The principal as instructional leader create a friendly learning environment of students. The principal of the school to create an atmosphere that is comfortable for the students to create a school environment that is green, that is by building a learning gazebo, garden learning, and student friendly library.

Create School Culture and Conducive Climate to Learning and Innovation

Principal in creating a culture and climate in the school can conducive learning activity and innovative is to divide the task fairly and equitably, provide rewards for outstanding teachers and staff, and provide promotional opportunities and fair rotation. In addition, the physical condition of the school is also a concern of the school, the school office and classroom space looks clean, tidy, beautiful, healthy, and safe. All school members to establish a harmonious working relationship indicated by: family relationships, not mutual suspicion, not fragmented, as well as mutual respect and respect. In addition, the principal also formed a partnership with the community and community leaders in developing the quality of learning, such as inviting community leaders as speakers in school activities, visits to small industries as a source of student learning.

Manage Students in the Context of Capacity Development

The principal designing extracurricular programs emphasize on developing the capacity of students according to their talents and interests of students. Extracurricular activities designed is includes fields Scouts, Red Cross Youth, entrepreneurship, sports, and the arts. The principal design a character education program by conducting sholat dhuha jama'ah, sholat dhuhur jama'ah, and read a book at the beginning of the lesson.

Leadership shown principal of the school is a critical success factor in achieving the vision, mission, and purpose. Leadership education has a crucial role in the governance and organization of education (Gunawan, 2016a: 68). The effective principal is the principals committed to the vision of the school and constantly focuses on the school management (Gunawan, 2015: 303). These successful schools typically have no greater amounts of time or resources than those where this scenario is a pipe dream, but the difference is how time, focus, and structure are used; how staff development, school improvement, personnel evaluation, and classroom assistance are used together; and how instructional leadership is defined and employed (Glickman, 2002:2). Strong instructional leadership is essential for a school to be successful (Loeb and Horng, 2010).

Principals play an essential role in ensuring teacher quality and fostering creativity (Yilmaz, 2010:3950). Educational leadership is implemented at educational institutions, with the aim to encourage all citizens of school to do their work and duties properly and correctly in accordance with their respective responsibilities, which ultimately aims to develop all the potential of the learners (Gunawan, 2016b:1109). The learning activities are the most dominant activity at school. Instructional leadership shown principals become a critical success factor in the success of school learning activities. Instructional leadership becomes crucial in the implementation of the curriculum (Gunawan, 2016b:1110). Curriculum is a key factor in defining programmed outcomes; it typically consists of modules and courses, which should be linked together to produce the desired learning outcomes for students (Malkki and Paatero, 2015:292). Therefore, the principal should be a model for teachers, students and other employees at school in terms of moral values as he should be in all other areas (Yildirim and Bastug, 2010:4111).

Instructional leadership has long been used to explain achievements and improvements associated with leadership at the school level (Heck, 1992). In the most successful schools, the leadership team was able to construct the goals of leadership in such a way that they focused attention on instruction as part of the day-to-day leadership and management tasks (Jita, 2010:853). Instructional leadership refers to a series of behaviors

designed to affect classroom instruction (Aziz and Baba, 2011:1566). The school principal has the responsibility to develop his school into a learning organization. If a principal develops an effective organizational culture, teachers, students and the stakeholders can feel themselves more effective and they can work in a good atmosphere and healthier school (Yucil, et. al., 2013:415).

The current condition of leadership and organizational learning is relatively desirable in the institutions (Mirkamali, et. al., 2011:139). Instructional leadership is very important in the developing of school and for the developing of students' competencies.

Leadership behaviors that allow principals to create positive school cultures and learning environments (Bulach, et. al. 2006). Educational leadership is a term that has to do mainly with the duties and responsibilities of the leadership team in order to improve school management, as well as students' achievement (Dina, 2013:290). Instructional leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of their students (Leithwood, et. al., 2004:17). One lesson learned by successful leaders is that the best approach to school improvement is to be conservative (Sergiovanni, 2001:4). This does not mean abandoning efforts to improve the quality of life offered by schools to teachers and students, the curriculum, or existing patterns of planning, teaching, and evaluating (Sergiovanni, 2001:4). In an earlier work, Glickman (1980) defined four basic approaches to working with teachers on classroom issues based on the clustering of types of verbal and nonverbal behaviors; these behaviors is listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing.

Strong leaders are artists; they inspire, applaud, chastise, steer, and stand on the side; they create, monitor, reinforce, encourage, and stand in the back (Hoerr, 2005:1). Strong organizational managers consequently are able to support classroom instruction without providing that support directly to individual teachers (Loeb and Horng, 2010). If principals are to fulfill their school's responsibility for meeting the educational and developmental needs of their students, they must continually initiate action and respond to problems (Thomson, 1993:x). Leaders' effects on learning appear to involve more than just student learning (Portin, et. al., 2006:11). Set big goals, invest students and their families, plan purposefully, execute effectively, continuously increase effectiveness, and work relentlessly; these six ideas make up teaching as leadership, a framework of principles and teacher actions distinguishing teachers whose students, despite starting behind and facing huge challenges, are demonstrating tremendous academic gains (Farr, 2010:5).

The importance of principals who function as strong instructional leaders in improving academic achievement (Hallinger and Heck, 1998). The role of principals in recruiting, developing, and retaining teachers; creating a learning culture within the school; and supporting improvements in student learning (Leithwood

and Duke, 1999; Leithwood, et. al., 2004). The effects of leadership on classroom outcomes operate through at least two mediating pathways: (1) through the selection, support, and development of teachers and teaching processes; and (2) through processes that affect the organizational conditions of the school (Darling-Hammond, et. al., 2007:9).

CONCLUSION

The study concluded that the profile of learning leadership principals are: (1) the action according to the vision and mission of the school; (2) developing the curriculum according to the vision, mission and objectives of the school; (3) develop schools towards learning organization; (4) work hard to achieve the success of the school as a learning organization; (5) creating a culture and school climate conducive to learning and innovative; and (6) manage learners in order to develop its capacity. Instructional leadership is the model of leadership that concentrate all its resources to develop learning activities continuously and systematic.

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