



The Role of the School Principle Instructional Leadership on Teacher Professional Competence

Eki Anisa Putri¹, Riswandi², Sowiyah³, Riswanti Rini⁴

^{1,2,3,4} (Faculty of Teacher Training and Education, University of Lampung, Indonesia)

* Corresponding Author. E-mail: ekianisaa@gmail.com

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Abstrak

Artikel penelitian ini memiliki dua tujuan, yaitu menganalisis dan mendeskripsikan peran kepemimpinan instruksional kepala sekolah terhadap kompetensi profesional guru. Metode penulisan artikel ini menggunakan metode studi kepustakaan yaitu dengan mengumpulkan data atau sumber yang berkaitan dengan topik yang diangkat. Hasil penelitian ini menunjukkan bahwa kepemimpinan instruksional atau biasa disebut kepemimpinan pembelajaran, harus dapat mengasumsikan bahwa sekolah akan meningkat jika kepala sekolah dapat menetapkan tujuan akademik yang jelas, memotivasi staf dan siswa untuk bekerja menuju tujuan tersebut, memantau kemajuan, dan menyelaraskan pengajaran dan pembelajaran. kegiatan belajar untuk mencapai tujuan tersebut. Penelitian menunjukkan bahwa kesesuaian dengan kurikulum, metode yang sesuai dengan karakteristik dan tujuan siswa, evaluasi, dan tindakan supervisi yang terintegrasi dengan sistem yang berkelanjutan merupakan indikator kualitas proses pembelajaran.

Kata Kunci: kepemimpinan instruksional kepala sekolah, kompetensi professional guru

Abstract

This article aims to analyze and describe the role of the school principal instructional leadership on teacher professional competence. The method of this article uses the literature study method, namely by collecting data or sources related to the topic raised. The findings can be concluded that the school are expected to contribute to realizing the role of the principal's instructional leadership. Based on the findings it can be concluded that instructional leadership or commonly called learning leadership, must be able to assume that schools will improve if the principal can set clear academic goals, motivate staff and students to work towards these goals, align progress, and align teaching and learning. learning activities to achieve these goals. Research shows that in line with the curriculum, methods that are appropriate to the characteristics and goals of students, evaluation, and supervision actions that are integrated with a sustainable system are indicators of the quality of the learning process.

Keywords: principal instructional leadership, teacher professional competence

Introduction

The globalization era is a technological improvement that encourages people to be fast, accurate, simple, and competitive. This competitiveness also enters the education world. The positive effect of the competitiveness is a consistency of the education provider for better quality in education (Aslam, 2022). Quality education must be supported from various aspects. Starting from policies set by the government, education management, human resources, to educational funding sources (Sunardi, 2019). One of the important issues in the implementation of education in Indonesia is finding ways to improve the quality of education in the midst of the changing times that are moving very fast at this time. Based on the Program for International Study Assessment (PISA) in 2015, Indonesia was ranked as one of the countries with the lowest ranking in achieving quality education. Of the 72 countries that were assessed, Indonesia ranked 65th out of 72 countries for ability in mathematics, 63rd out of 72 countries for science in reading ranked 66th out of 72 countries. This can be seen from the ranking scores achieved on reading, mathematics and science abilities in students aged 15 years (Wahyudi, 2020).

Professional competence affected the quality of learning, achievement, motivation, and student outcomes. As the top school leader, the principal must carry out managerial tasks. Still, the focus of these activities must be directed towards achieving high student achievement, and the leadership must be an emphasis on attaining effective schools (Herawati, 2020). High-performing schools are significantly influenced by great leadership. Various leadership approaches can be practiced in schools according to the suitability and abilities of the leader. Instructional leadership is appropriately practiced by school leaders towards bringing school excellence through educational change and innovation. Therefore, schools need to have leaders who practice instructional leadership. The role of instructional leadership can also enhance the

teacher professional competence (Wahab, 2020).

Over the past few decades, the role of the principal has been viewed as building manager, politician, instructional leader, and change agent. With the global upsurge of emphasis on accountability, principal instructional leadership was brought to the forefront of strategies designed to improve school organizations. Principals are expected to be responsible for the quality of teaching and learning, curriculum, and for staff motivation and capacity development (MA, 2021). Principals who assume an instructional leadership role understand that one of their duties is to encourage teachers and other school members to join their efforts and focus their energies on school goals. One of the factors that helps the principal in achieving the school's mission is having clear, measurable and achievable school academic goals (Dwiyono, 2022).

Method

The method used in this study is a literature review. The purpose of this literature review is to obtain a theoretical basis that can support solving a problem. The review process begins with a search engine, Google Scholar, to search for articles with the keywords: "The Influence of Principal's Instructional Leadership on Teacher's Professional Competence". The search ranged from articles published in 2018 – 2023 and identified 200 studies and articles related to that keyword. The inclusion criteria in this study were: Qualitative and quantitative results of "The Influence of Principal's Instructional Leadership on Teacher's Professional Competence"

- a. Research article written in Indonesian
- b. Dissertations and theses are excluded

The steps in the Literature Review of each variable in " The Influence of Principal's Instructional Leadership on Teacher's Professional Competence " are: Choose a topic that fits the problem The problem must be written completely

Step 1: Problem Formulation

- Choose a topic that fits the problem
- The problem must be written completely and accurately

Step 2: Search Literature

- Search literature relevant to research
- Get an overview of the research topic
- Research resources will be very helpful if they are supported by knowledge related to the topic being studied.
- Sources must provide an overview/summary regarding previous research

Step 3: Evaluate the data

- Pay attention to the contribution the article makes to the topic
- Pay attention to the contributions of articles related to the topic
- Data can be quantitative data, qualitative data or a combination of both

Step 4: Analysis and Interpretation

Discuss and summarize the literature

Based on the above steps found 20 articles that are closely related to this literature review. These articles have the same main topic, namely the principal's leadership on teacher performance. The following is a description of the 20 articles in tabular form.

Tabel 1. *Literature Review Study Summaries*

No	Author(s) and year of Publication	Title	Country	Method	Sample	Results
1.	Jared Boyce and Alex J. Bowers (2018)	Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years	USA	Quantitative	-	Instructional leadership has been an active area of educational administration research over the past 30 years. However, there has been significant divergence in how instructional leadership has been conceptualized over time. The purpose of this paper is to present a comprehensive review of 25 years of quantitative instructional leadership research, up through 2013, using a nationally generalizable data set.
2.	Sunardi, Piter Joko Nugroho, Setiawan (2019)	Kepemimpinan Instruksional Kepala Sekolah	Indonesia	Qualitative	-	Efforts made by school principals to improve the quality of learning in the teacher aspect are carried out by conducting workshops to improve the quality of learning, supporting teachers to participate in MGMP activities, routine academic supervision of teachers, while in the student aspect it is carried out through the implementation of additional lesson hours and private tutoring activities.
3.	Ahmad Wahyudi, Sabar Narimo, Wafroturohman (2019)	Kepemimpinan Pembelajaran Kepala Sekolah dalam Meningkatkan Hasil Belajar Siswa	Indonesia	Qualitative	SMK Pelita Bangsa Sumberlawang	Based on the results of research conducted in SMK Pelita Bangsa Sumberlawang, it can be concluded that the principal is the most important element in improving the quality of education. To be able to improve the quality of education, principals must conduct good learning leadership.
4.	Jamalullail Abdul Wahab, Ahmad Zamri Mansor, Muhammad Hussin, and Sharla Kumarasamy (2020)	Headmasters' Instructional Leadership and Its Relationship with Teachers Performance	Malaysia	Quantitative	92 teachers from National Primary School (Tamil) (SJKT) in Jasin, Melaka, Malaysia.	The result showed that the level of instructional leadership of the headmasters and the level of performance of the teachers were high and there was a significant relationship between the headmaster instructional leadership practice and the performance of the teachers.
5.	Reni Herawati and Heru Kurnianto	The Influence of Instructional Leadership on	Indonesia	Literature Review	-	The researchers suggested that the principal implement instructional leadership to improve teacher competence, which ultimately

	Tjahjono (2020)	Professional Competence Mediated by Self Efficacy and Social Capital				impacted student achievement. The principal's instructional leadership had direct and indirect effects on the teacher's professional learning competence. Time management and self-efficacy had a small impact on the instructional leadership of the principal.
6.	Xiaorong Ma and Russ Marion (2021)	Exploring how instructional leadership affects teacher efficacy: A multilevel analysis	China	Quantitative	-	The results indicate that instructional leadership, in terms of developing a positive learning climate, directly and positively affects teacher efficacy. Instructional leadership practices that define the school's mission, manage the instructional program, and develop positive school learning climate, positively affect faculty trust. The results underscore the fact that specific instructional leadership practices have more indirect than direct impacts on teacher efficacy through faculty trust in the principal.
7.	Yudo Dwiyono, Warman, Dydik Kurniawan A. Bagus Surya Atmaja, Lorensius (2022)	Kepemimpinan Instruksional Kepala Sekolah dalam Meningkatkan Efektifitas Pembelajaran	Indonesia	Qualitative	-	The results of this study indicate that the principal's strategy is to formulate the school's vision, mission, and goals together with teachers, school committees, and stakeholders.
8.	Thomrat Siriparp, Prompilai Buasuwan, Suchada Nanthachai (2022)	The effects of principal instructional leadership, collective teacher efficacy and teacher role on teacher self-efficacy: A moderated mediation examination	Thailand	Quantitative	-	The results showed that the principal instructional leadership affected teacher self-efficacy via collective teacher efficacy moderated by teacher role (1 = managerial role, 0 = non-managerial role).
9.	Ahmad Nurabadi, Fendy Suhariadi, Antun Mardiyanta, Teguh Triwiyanto, Maulana Amirul Adha (2022)	Digital principal instructional leadership in new normal era	Indonesia	Quantitative	-	The study findings provided solid evidence that model of digital principal instructional leadership in new normal era is supported by field data.
10.	Stefan Brauckmann, Petros Pashiardis and Helene Ärlestig (2023)	Bringing context and educational leadership together: fostering the professional development of school principals	UK	Literature Review	-	Differentiated perspective about contextual conditions and their roles as facilitators or obstacles to effective leadership must be further explored
11.	Dewi Kartini, Muhammad Kristiawan and Happy Fitria (2020)	The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance	Indonesia	Quantitative	128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air Saleh, and SMA Negeri 2 Muara Sugihan	1) there is significant influence between the principal's leadership and the teachers' performance; 2) there is significant influence between the academic supervision and the teachers' performance; 3) there is significant influence between the professional competence and the teachers' performance; and 4) there is a significant influence of principal's leadership, academic supervision, and professional competence simultaneously to teachers' performance.
12.	Reni Herawati,	Does Teacher's Willingness to	Indonesia	Literature Review	-	The results showed that instructional leadership significantly influences teachers'

	Heru Kurnianto Tjahjono, Ika Nurul Qamari and Sri Handari Wahyuningsih (2022)	Change Enhance Professional Competence?				willingness to change with a positive impact on their professional competence. Furthermore, there is a significant effect on teachers' willingness to change their professional competence, insignificant on self-efficacy with substantial impacts on their willingness to change.
13.	Yanli Li, Yonghong Cai and Runjia Tang (2023)	Linking Instructional Leadership and School Support to Teacher Expertise: The Mediating Effect of Teachers' Professional Development Agency	China	Quantitative	-	Results showed that teachers' professional development agency mediated the effects of principal instructional leadership and school support on teacher expertise. School support was a better predictor of teacher expertise than principal instructional leadership.
14.	Osias Kit. T Kilag and Jhon Michael Sasan (2023)	Unpacking the Role of Instructional Leadership in Teacher Professional Development	Philippines	Literature Review	-	The study's findings have important implications for school leaders and policymakers who seek to improve teacher professional development programs. By prioritizing instructional leadership and creating collaborative professional development opportunities, schools can better support their teachers in their professional growth, ultimately leading to improved student outcomes
15.	Crisanto Alao Daing and Leonila Cauan Mustapha (2023)	School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the national capital region, Philippines	Philippines	Quantitative	-	The researcher concluded that most of the respondents believe that the school administrators who function as instructional leaders in public Senior High Schools in the National Capital Region assessed themselves to be good instructional leaders particularly in the four areas such as resource provider, instructional resource, communicator and visible leader as it was revealed in the Teachers' Performance.
16.	Hpauyu Ja San Mai and Yan Ye (2022)	A study of relationship between teachers' perceptions towards principal's instructional leadership style and their competence at the school of mungmyit sinli idps high school, kachin state, Myanmar	Myanmar	Quantitative	-	This study revealed that enhancing teachers' knowledge, abilities, and skills development could be helped by principal frequent formative evaluation, observation, and interaction with each teacher of instruction practice processes in the classroom.
17.	Lyndon A. Quines and Marvi T. Monteza (2023)	The mediating effect of teacher collegiality on the relationship between instructional leadership and professional development of teachers	Philippines	Quantitative	-	Results revealed that there are significant relationships between instructional leadership and between teacher collegiality and professional development of teachers. Further, it was revealed that there was full mediation effect of teacher collegiality on the relationship between instructional leadership and professional development of teachers.
18.	Aslam, Abdul Azis Wahab, Diding Nurdin and Nugraha Suharto (2022)	The Instructional Leadership and Professional Learning Community on Teacher's Performance	Indonesia	Quantitative	All teachers and school management in Jakarta Region	This research found that PLC has a significant effect of about 60,1% on improving teachers' performance, whereas instructional leadership from schools' principals has a 61,8% influence on teachers' performance.

19.	Septi Wahyu Estiyani and Enung Hasanah (2022)	Principal's Leadership Role in Improving Teacher Competence	Indonesia	Qualitative	-	The results of this study indicate that regular supervision, increasing ethical teacher responsibilities, and developing the moral integrity of teachers are all ways to improve teacher quality.
20.	Afzal Sayed Munna (2023)	Instructional Leadership and Role of Module Leaders	UK	Qualitative	-	Research findings suggest that instructional leadership enables the programme/module leaders to establish a shared belief around the learning and can improve the learner's achievement.

Result and Discussion

Based on the results of a review of the various articles obtained, the results of the analysis show that most of the articles focus on the role of school principals' instructional leadership on teacher professional competence. Table 1. shows that research related to this topic has been conducted in various educational institutions from various countries. The rationale of this article is to find out the role of the principal's instructional leadership on the professional competence of teachers so that they can carry out their roles and functions. Principal leadership is a very important thing for a school to have.

The results of the research imply that instructional leadership or commonly called learning leadership, should be able to assume that schools will improve if the principal can establish clear academic goals, motivate staff and students to work towards those goals, monitor progress, and align teaching and learning activities to achieve these goals. Research shows that conformity with the curriculum, the methods that met students' characteristics and goals, evaluation, and supervision actions integrated with a sustainable system are indicators of a learning process quality.

Research results (Sunardi dkk, 2022) efforts made by school principals to improve the quality of learning in the teacher aspect are carried out by conducting workshops to improve the quality of learning, supporting teachers to participate in MGMP activities, routine academic supervision of teachers. While research (Wahyudi, 2020) it can be concluded that the principal is the most important element in improving the quality of education. To

be able to improve the quality of education, principals must conduct good learning leadership. In addition, there is also (Li, 2023) the study findings have important implications for school leaders and policymakers who seek to improve teacher professional development programs. By prioritizing instructional leadership and creating collaborative professional development opportunities, schools can better support their teachers in their professional growth, ultimately leading to improved student outcomes. Research results (Kilag, 2023) by prioritizing instructional leadership and creating collaborative professional development opportunities, schools can better support their teachers in their professional growth, ultimately leading to improved student outcomes.

Conclusion

Regardless of the limitations of the literature, the findings in this literature review are expected to contribute to realizing the role of the principal's instructional leadership. Based on the findings it can be concluded that instructional leadership or commonly called learning leadership, must be able to assume that schools will improve if the principal can set clear academic goals, motivate staff and students to work towards these goals, align progress, and align teaching and learning. learning activities to achieve these goals. Research shows that in line with the curriculum, methods that are appropriate to the characteristics and goals of students, evaluation, and supervision actions that are integrated with a sustainable system are

indicators of the quality of the learning process.

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Profile

My name is Eki Anisa Putri. I was born in Bandar Lampung on September 12, 1997. I am the first child. I have one younger brother and three younger sisters. I took formal elementary level education at SD Negeri 5 Suka Jawa which was completed in 2009. Junior level education at SMP Negeri 10 Bandar Lampung which was completed in 2012. Upper level education at SMA YP UNILA Bandar Lampung which was completed in 2015. In 2015, the researcher is registered as a student of the Mathematics Education Study Program, Department of MIPA Education, FKIP, University of Lampung through the MANDIRI route. The researcher completed his undergraduate study in 2019. Then in 2020, the researcher continued his education as a Master of Educational Administration student at the University of Lampung. Currently the researcher works as a mathematics teacher at UPT SMP Negeri 40 Bandar Lampung.