Factors Influenced by Instructional Leadership
A Literature Review

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Abstrak

Kepemimpinan instruksional adalah gaya kepemimpinan yang berfokus pada pengelolaan dan peningkatan proses pembelajaran di lingkungan pendidikan. Beberapa variabel dapat dipengaruhi oleh kepemimpinan instruksional di sekolah. Artikel ini menyelidiki faktor-faktor yang dapat dipengaruhi kepemimpinan instruksional kepala sekolah. Penelitian ini menggunakan metode tinjauan pustaka, di mana data dikumpulkan melalui artikel-artikel dari tahun 2019 hingga 2024. Ada 10 artikel sebagai referensi dari Google Scholar. Artikel ini mengidentifikasi faktor-faktor seperti sekolah efektif, prestasi akademik siswa, budaya akademik, motivasi berprestasi siswa dan guru dan komitmen guru yang dipengaruhi kepemimpinan instruksional. Artikel ini dapat bermanfaat dari segi teoritis, yaitu, untuk meningkatkan pengetahuan tentang faktor-faktor yang dipengaruhi kepemimpinan instruksional. Kemudian, artikel ini dapat digunakan sebagai referensi untuk penelitian berikutnya.

Kata Kunci: faktor, kepemimpinan instruksional, sekolah

Abstract

Instructional leadership is a leadership style that focuses on managing and improving the learning process in an educational environment. Several variables can be influenced by instructional leadership in schools. This article investigates the factors that can be influenced by principals' instructional leadership. This research uses the literature review method, where data is collected through articles from 2019 to 2024. There are 10 articles as references from Google Scholar. This article identifies factors such as effective schools, student academic achievement, academic culture, student and teacher achievement motivation and teacher commitment that are influenced by instructional leadership. This article can be useful from a theoretical perspective, that is, to increase knowledge about the factors that instructional leadership influences. Then, this article can be used as a reference for future research.

Keywords: factors, instructional leadership, school

INTRODUCTION

Education is one of the strategic supports for realizing a developed country. Because education guarantees the availability of quality human resources to fill the space for the future progress of the nation and state [1]. For this reason, all elements of the nation need to pay sufficient attention to the creation of an education system that can answer future challenges and opportunities. The world of education is a complex and ever-changing environment. This complexity includes various factors, ranging from individual student needs, curriculum changes, educational technology, to social and cultural dynamics [2]. In the midst of this complexity, the role of all stakeholders becomes very important.

Teachers, students, parents, school administrators, government and the community at large all have different but interrelated roles in ensuring the success of the education system. With the active involvement of all stakeholders, the potential to solve problems, face challenges and improve the quality of education is greater. The active involvement of all parties allows for collaboration, good communication and a deeper understanding of each party's needs and expectations. [3]. The active involvement of all parties allows for collaboration, good communication and a deeper understanding of each party's needs and expectations. This helps in designing more effective and sustainable solutions to improve the quality of education and prepare future generations that are better equipped to face global changes and challenges.

Among the many elements in the education system that need attention, this research tries to focus on the leadership aspect of school principals, as leaders at the forefront of the national education system. School principals must have a strong character to be able to implement policies from the leadership above (government), as well as dynamize with the existing conditions in the schools they lead [4].

Opportunities and challenges in the school environment must be combined wisely to become a force to accelerate the achievement of educational targets and goals. School principals have great authority to manage all resorces. Human resources, infrastructure, funding and the environment are assets that must be mobilized and developed in a structured and sustainable manner. Bush [5] states that a school leader is one who sets goals, motivates and evaluates, appraises, empowers teachers and school administrators, motivates and inspires subordinates.

A leader must have the ability to encourage and provide guidance. The ability to encourage relates to how the principal encourages the emergence of a strong will with enthusiasm and confidence of teachers, staff and students in carrying out their respective duties and obligations. While the ability to provide guidance is to direct teachers, staff to stand in front for the sake of progress and inspire the school in achieving its goals [6].

Indeed, studies on school leadership in Asia are still rare. This lack of information about Asia and other school leadership contexts may limit our understanding of the world view of school leadership, especially in Indonesia [7]. Meanwhile in North America during the 1990s, scholars and practitioners began to introduce school leadership terms such as shared leadership, instructional leadership, distributed leadership, and transformational leadership [8].

Instructional leadership is the responsibility of a school principal in solving problems related to the teaching and learning process, staff development, management of facilities and infrastructure and even mobilizing stakeholders. Therefore, this study aims to analyze in practice how instructional leadership works in schools in Indonesia.

The concept of instructional leadership has had a place in scholarly circles since the 1980s. Instructional leadership is defined as a school leader who is sensitive to teachers' teaching and students' learning and development and constantly fosters a conducive learning atmosphere and climate in schools to spur school excellence [9].

Instructional leadership is portrayed as strong and directive (directing instructional leadership is portrayed as strong and directive leadership and directing the school to change for the better) [10]. Since the last quarter of the 20th century, effective school research has shown that school leaders have a significant influence on school development and student performance [10]. School leadership shapes processes and indirectly influences student achievement, therefore knowledge of the characteristics that influence school leadership can be used to create conditions to strengthen management and leadership practices. [11]

Based on a thorough literature review, there is limited research on the factors influenced by instructional leadership, especially in the range of 2019 to 2024. Therefore, more in-depth research in this regard is crucial to fill the existing knowledge gap. The focus of research on factors influenced by instructional leadership is expected to provide broader insights for education.

METHOD

The method used in this research is literature review. The data source used in this research is articles. Data were obtained from national and international articles searched on Google Scholar published in 2019 to 2024. The keywords used in the article search are: "instructional leadership", "factors influenced by instructional leadership". This study did not include articles other than national and international articles.

RESULT AND DISCUSSION
Result

Research related to the effect of instructional leadership on organizational commitment is the subject of this study, which will be presented in the table below.

Table 1. Review Table

Author/title	Variables/Instruments	Result/Hasil
1. [12] The Impact of Transformational and Instructional Leadership Styles in Creating Effective Schools; A Literature Review	• Transformational Leadership • Instructional Leadership • effective school	The principal's instructional leadership style also has a positive effect on school effectiveness.
2. [13] The role of districts in supporting school leaders' instructional leadership: a view and experience from a developing country.	Instructional leadership	Highlighting progress and changes at the district level in developed countries, and the need for policies and lessons learned in the Indonesian context to improve learning leadership.

3.	[14] The Development of Teacher's Professional Competence: A Theoretical Review..	Dimensions and behaviors of learning leadership	Demonstrate that learning leadership behaviors are important for improving student achievement
4.	[15] Perceptions and Implications of Principals' Instructional Leadership Practices.	• Instructional leadership • Student achievement	Indicates that instructional leadership is very significant to student academic achievement.
5.	[16] Insights into Teacher Ledership and the Concept of Teacher Activators	• Teacher leadership • Teacher mobilizer	Teacher leadership is the ability to influence students to achieve learning goals.
6.	[17] Professors' Instructional Leadership Practices and Their Relationship with Teacher Commitment Level in Southwest Region	• Professor instructional leadership • Teacher commitment stage	there is a significant relationship between all dimensions of professors' instructional leadership and the organizational commitment stage in the studied schools.
7.	[18] The Influence of Instructional Leadership, Academic Culture and Achievement Motivation on the Performance of Faculty Lecturers Keguruan Dan Ilmu Pendidikan Universitas Simalungun Pematangsiantar	• Instructional leadership • Academic culture • Achievement motivation • Lecturer performance	There is a positive influence between instructional leadership, academic culture, achievement motivation, and lecturer performance.
8.	[19] Analysis of the Effect of Instructional Leadership on Teacher Work Quality Teacher Work Quality at Smk Perguruan Al Washliyah Petumbukan Deli Serdang	• Instructional leadership • Teacher performance	positive and significant effect of instructional leadership on teachers' work quality
9.	[20] The Effect of Instructional Leadership, Digital Literacy,	• Instructional Leadership • Digital Literacy • Emotional Intelligence (EQ) • Intellectual Intelligence (IQ) • teacher performance.	Instructional Leadership, Digital Literacy, Emotional Intelligence, and Intellectual Intelligence have a positive effect on teacher performance.

Emotional Intelligence, Intellectual Intelligence on Teacher Performance		
10. [21] The Practice Stage of Professors' Instructional Leadership and Its Relationship with the Stage of Teacher Commitment	• Teacher Instructional Leadership Stage • Teacher Commitment	There is a positive relationship between the practice of instructional leadership of professors and teacher commitment

Discussion

Table 1 shows that there are several variables that can be influenced by instructional leadership. The first variable that can be influenced by instructional leadership is effective schools [12]. This is reflected in the progress and changes taking place at the district level in developed countries, emphasizing the importance of policy and learning in the Indonesian context to improve learning leadership. Principals who are effective in leading the learning process will contribute to the achievement of broader school goals.

Furthermore, effective instructional leadership has a positive impact on student academic achievement [22]. This suggests that instructional leadership is not only concerned with the ability to direct academic staff, but also has a concrete impact on student learning outcomes. In this context, the role of teachers as leaders is also important, as they have the ability to influence learners in achieving learning goals. Principals who are able to provide appropriate direction and support in the learning process will help improve student learning outcomes.

In addition, instructional leadership can shape academic culture [18] that support the learning process at school. Principals who prioritize learning will help create a positive and collaborative learning environment. In addition to academic culture, this research can also influence student and teacher achievement motivation. By providing appropriate challenges and providing the right support, instructional leadership can increase motivation to achieve better results.

Professors' instructional leadership and teachers' instructional leadership practices also have a positive relationship with teachers' commitment stage [17, 21]. This shows the importance of instructional leadership in influencing overall organizational culture and performance Principals who lead instructionally will influence teachers' level of commitment to the school's vision, mission and goals.

CONCLUSION

Instructional leadership plays a very important role in creating an effective learning environment and influences educational outcomes. Therefore, serious attention to instructional leadership development, both by principals and teachers, is essential to improve the quality of education in Indonesia.

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