

The Implementation of Instructional Leadership of Headmaster at *Madrasah Aliyah Negeri 1 Palu*

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ABSTRAK

The objectives of this research are: 1) To discover the description of the instructional leadership of Headmaster at Madrasah Aliyah Negeri 1 Palu; 2) To discover the strategy for implementing instructional leadership of headmaster at Madrasah Aliyah Negeri 1 Palu. The type of this research is descriptive-qualitative with a pedagogical, sociological and philosophical approaches. The data collection techniques are observation, interviews and documentation. The results of research showed that: 1) The application of instructional leadership is reflected on the leadership of headmaster which is oriented around improving the quality of education in Madrasah Aliyah Negeri 1 Palu; 2) The strategy for implementing instructional leadership of headmaster is by maximizing supervision and training at the level of school, and involving the teachers and educational staff in workshops or seminars to improve the quality of education in Madrasah Aliyah Negeri 1 Palu. The implications: 1) Headmaster needs to increase creativity in bringing up new ideas in directing and supervising teachers and educational staff to improve the quality of educational services at Madrasah Aliyah Negeri 1 Palu; 2) Headmaster needs to implement strategies of supervision, discussion, training for teachers and educational staff, and involving parents of students in making policies relating to the improvement of quality of the learning process at Madrasah Aliyah Negeri 1 Palu.

ABSTRAK

Tujuan penelitian ini adalah: 1) Untuk mengetahui gambaran kepemimpinan pembelajaran Kepala Sekolah di Madrasah Aliyah Negeri 1 Palu; 2) Untuk mengetahui strategi penerapan kepemimpinan pembelajaran kepala sekolah di Madrasah Aliyah Negeri 1 Palu. Jenis penelitian ini adalah deskriptif-kualitatif dengan pendekatan pedagogi, sosiologis dan filosofis. Teknik pengumpulan datanya adalah observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Penerapan kepemimpinan pembelajaran tercermin pada kepemimpinan kepala sekolah yang berorientasi pada peningkatan mutu pendidikan di Madrasah Aliyah Negeri 1 Palu; 2) Strategi penerapan kepemimpinan pembelajaran kepala sekolah adalah dengan memaksimalkan supervisi dan

pelatihan di tingkat sekolah, serta melibatkan guru dan tenaga kependidikan dalam workshop atau seminar untuk meningkatkan mutu pendidikan di Madrasah Aliyah Negeri 1 Palu. Implikasinya: 1) Kepala Sekolah perlu meningkatkan kreativitas dalam memunculkan ide-ide baru dalam mengarahkan dan mengawasi guru dan tenaga kependidikan untuk meningkatkan mutu pelayanan pendidikan di Madrasah Aliyah Negeri 1 Palu; 2) Kepala Sekolah perlu menerapkan strategi supervisi, diskusi, pelatihan terhadap guru dan tenaga kependidikan, serta melibatkan orang tua siswa dalam pengambilan kebijakan yang berkaitan dengan peningkatan mutu proses pembelajaran di Madrasah Aliyah Negeri 1 Palu.

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INTRODUCTION

Schools must be able to do their functions of realizing national goals as stated in Laws on the National Education System (No. 20/2003) concerning the National Education System and its explanation in Chapter III below:

"National Education's function is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, health, independent, and become a democratic and responsible citizen."¹

Headmaster is a functional teacher with the task of leading a school where the teaching and learning process is held. Or school is a place where interaction between teachers who give lessons and students who receive lessons occurs.² The leadership of headmaster can be seen in his ability to influence and inspire teachers to improve and achieve learning goals.

¹UU RI. No. 20 tahun 2003. Sistem Pendidikan Nasional dan Penjelasannya, (Bandung: PT. Citra Umbara, 2003): 7

²Wahjo Sumidjo, *Kepemimpinan Kepala Sekolah; Tinjauan Teoritik dan Permasalahannya*, (Jakarta: Raja Grafindo Persada, 2003): 83

Headmaster is responsible for guiding teachers and educational staff toward the best for school.

The instructional leadership of headmaster is part of his responsibilities as a schoolleader. Headmaster has to have solution to every problem his subordinates face, especially the teachers who experience problems in developing learning process in the classroom.³ It can be concluded that instructional leadership is a necessity in the leadership of headmaster.

The results of observations at Madrasah Aliyah Negeri 1 Palu (hereafter referred to as MAN 1 Palu) shows that there are still many teachers who are late in completing learning administration, some teachers are not yet capable of using technology, whereas it can increase learning effectiveness. In addition to that, the outcomes of student learning are not optimal because students take part in remedial courses .

The objectives of this research are, 1) To discover the description of the instructional leadership of Headmaster at MAN 1 Palu; 2) To discover the strategy for implementing instructional leadership of headmaster at MAN 1 Palu.

Leadership is the ability to manage people to do actions with full awareness and sincerity. Or in other words, leadership is the ability to mobilize people to actively participate freely in achieving goals.⁴

As the leader of Islamic educational institution, headmaster is expected to be able to carry out his duties well, and also be able to develop himself together with his work partners to achieve progress of his school.⁵

According to Scheeren, as quoted by Andang, effective schools are influenced by: (1) strong learning leadership; (2) importance of acquiring basic skills; (3) safe and organized environment; (4) high expectations of student achievement; (5) assessment of student progress of studying.⁶

According to Keefe & Jenkins, as quoted by Supardi, the instructional leadership of headmaster plays an important role of improving teaching and

³Syarwan Ahmad, "Problematika Kurikulum 2013 Dan Kepemimpinan Instruksional Kepala Sekolah", Jurnal Pencerahan Volume 8, no. 2 (2014): 98-108

⁴Fatah Syukur, Manajemen Pendidikan berbasis pada Madrasah, (Semarang: Pustaka Rizki Putra, 2011):19

⁵Abdullah Munir, *Menjadi Kepala Sekolah Efektif*, (Jogjakarta: Ar ruzz Media, 2008):13

⁶Andang, *Manajemen dan Kepemimpinan Kepala Sekolah*, (Yogyakarta:Ar Ruzz Media, 2014): 174

learning process in school, by continually providing direction and resources to the teachers, and most importantly providing assistance to them.⁷

METHOD

The method used in this research is qualitative, which is a research procedure that produces descriptive data in the form of written or spoken words and observable behavior. This approach is directed at settings and individuals holistically.

The approaches used in this research include pedagogical, empirical, and philosophical approaches. And also sociological approach which is used to look at social factors in the implementation of education at MAN 1 Palu.

Qualitative data analysis is carried out by working with data, organizing and sorting it into manageable units. And also synthesizing data, looking for and finding patterns, discovering what is important to learn, and deciding what to tell others.⁸

This data analysis goes through the following steps: 1) Determining the focus of research, 2) Preparing temporary findings grounded in the collected data; 3) Making plan for the next data collection grounded in the findings of previous data collection; 4) Rising analytical questions in the context of the next data collection; 5) Defining the targets for the next data collection (informants, situations, documents).

The collected data is then processed and analyzed by means of the following steps 1) Data reduction; 2) Data presentation; 3) Data verification. It is necessary to assess the validity of data, so that the data in qualitative research can be accounted for as scientific research. The data validity can be assessed by 1) Credibility; 2) Extension of observation; and 3) Triangulation.⁹

RESULT

The Description of Instructional Leadership of Headmaster at MAN 1 Palu.

⁷Supardi, *Sekolah Efektif; Konsep Dasar dan Prakteknya*, Jakarta: Raja Grafindo Persada, 2013): 45.

⁸Sugiyono, *Memahami Penelitian Kualitatif*. (Cet. III; Bandung: Alfabeta, 2005): 284.

⁹Hamidi, *Metode Penelitian Kualitatif, Aplikasi Praktis Pembuatan Proposal dan Laporan Penelitian* (Malang: UMM Press, 2004): 83.

Headmaster is a position full of great responsibility which requires more abilities. Even though the appointment of headmaster is not completed arbitrarily, let's say the person appointed is an experienced teacher, or a long-serving deputy headmaster, but that still doesn't ensure that he or she will be a professional headmaster.¹⁰

Providing appropriate services to the teachers in conducting learning process, the instructional leadership of headmaster creates new learning ideas.¹¹

Headmaster is one of the educational components that plays the most important role in improving the quality of education as stated in Article 12 Section 1 PP 28 of the Law which states that "The headmaster is responsible for the implementation of educational activities, school administration, development of educational staff, and utilization and maintenance of infrastructure." Hence, the leadership of headmaster is central in improving the quality of education in the institution he leads.

The aforementioned theory is in accordance with the findings of researchers that providing direction and control over teachers and educational staff, Headmaster of MAN 1 Palu appears to have implemented an instructional leadership style in leading the school. Not only directing but also discussing and producing ideas in developing the institution.

The results of this research show that Headmaster of MAN 1 Palu applies instructional leadership that is focused on improving the quality of learning process. Headmaster uses this strategy by providing direction and guidance to the teachers in developing curriculum, managing learning process, and conducting learning evaluations.

This research also confirms that instructional leadership can improve the quality of education. Instructional leadership is a type of leadership that focuses on developing quality of learning process and also improving teacher performance. Headmaster of the MAN 1 Palu applies instructional leadership by running direction and guidance to the teachers in developing curriculum, managing learning process, and conducting learning evaluations.

¹⁰E. Mulyasa, *Menjadi Kepala Sekolah Profesional dalam Konteks Menyukseskan MBS dan KBK*, (Bandung: PT Remaja Rosdakarya, 2003): 97.

¹¹Innova Riana Yanti Sinambela dkk, "Gaya Kepemimpinan Instruksional Kepala Sekolah pada Era Pandemi Covid 19", *Jurnal Inovasi Penelitian 2*, no.12 (2022): 4169

Instructional leadership is the main key in creating an effective educational atmosphere and providing a positive effect on student learning. In this context, providing direction and guidance to the teachers in curriculum development, learning management, and learning evaluation is an important responsibility for an educational leader.

Instructional leadership correlates strongly with guiding teachers in curriculum design process. Not only about policy announcements, but also about an active and collaborative involvement in every single stage of curriculum development. Headmaster can organize regular meetings, workshops or teacher working groups to ensure that the ideas and experiences of all teachers can be combined together. In this context, references such as Marzano and Kendall's model of taxonomy of educational objectives can be used to support the development of curriculum that promotes a high understanding and high application by students.¹²

Headmaster must also guarantee the developed curriculum is relevant to the local context. In the situation of Islamic school (*madrasah*), it means the possibility to include Islamic values, Islamic history, and other local elements enriching students' understanding of the learning material into the curriculum. An effective instructional leadership will combine global and local perspectives to make a holistic curriculum that appropriate to student needs.

Headmaster with an effective instructional leadership will inspire teachers to adopt active learning models in the curriculum. This model directly involves students in the learning process, increases students' engagement, and also encourages their deeper understanding of the learning material. Leadership that guides teachers to implement learning strategies such as cooperative learning, inquiry-based learning, and project-based learning can provide a dynamic nuance to students' learning experiences.¹³

Through in-depth direction and guidance in curriculum development, headmaster creates a strong foundation for the student learning experience. Collaboration, local relevance, and the application of active learning models are key elements in instructional leadership that focuses on improving the quality of education in the *madrasah*.

¹²Marzano, R. J dan Kendall, J. S, *The New Taxonomy of Educational Objectives* (Corwin Press, 2007): 43.

¹³Johnson, D. W., & Johnson, R. T, "Making Cooperative Learning Work." *Theory into Practice* 38 no. 2 (1999): 67-73.

The Instructional leadership of headmaster plays a key role in ensuring the success of the learning atmosphere in the *madrasah*. This involves providing direction and guidance focussed on learning management. In this context, headmaster must not only support, but also empower teachers in creating a safe, inclusive and motivating learning atmosphere.

The instructional leadership must seek to involve students in creating the above learning atmospheres. Headmaster need to ensure that every single student feels accepted, respected and supported. This can be realized by encouraging school norms that prioritize cooperation, respect diversity, and pay special attention to the needs of students with unique and various talents.¹⁴

Headmaster as an instructional leader must arrange for guidance and support in order to develop effective teaching strategies. This comprises a deep understanding of various learning models, customization of learning, and use of innovative learning resources. Guiding teachers to adopt interesting and relevant teaching methods will create more exciting and meaningful learning experiences for students.

An effective classroom management is also crucial facet of instructional leadership. Headmaster must provide guidance in developing classroom management skills that create helpful atmosphere to learning. It includes strategies for managing student behavior, providing constructive response, and creating positive discipline. Models such as the Classroom Management approach developed by Wong and Wong can be an effective guide in this regard.¹⁵

Utilizing educational technology in the digital era is an important component of progressive instructional leadership. Headmaster must provide guidance to teachers regarding the use of technology in learning. This involves the integration of relevant technological devices, developing the digital literacy of teachers and students, and warranting that technology is used as an aid to improve learning quality.

By providing direction and guidance in key aspects such as teaching strategies, classroom management, and use of technology, headmaster can create an active learning culture and focus on students' holistic progress. This

¹⁴Ainscow, M. "Developing inclusive education systems: What are the levers for change?" *Journal of Educational Change* 6 no. 2 (2005): 109-124.

¹⁵Wong, H. K., & Wong, R. T., *How to be an effective teacher: The first days of school*. (Harry K. Wong Publications, 2005): 35

creativity reflects the responsibility and commitment of headmaster in guaranteeing ideal quality of education in the *madrasah* environment.

Headmaster as instructional leader must ensure that the curriculum implemented is in line with educational standards and meets student needs. Providing direction in curriculum development involves collaboration with teachers to design and plan learning programs that are relevant, interesting, and appropriate to student development. Involving teachers in this process, Headmaster ensures that the curriculum reflects contextual needs and promotes meaningful learning.

Instructional leadership must involve itself and provide direction in learning management. Headmaster has to support teachers in creating a safe, inclusive and motivating learning atmosphere. Providing guidance regarding effective teaching strategies, classroom management, and the use of educational technology can help teachers improve their skills in delivering learning material and managing interactions in the classroom.

Headmaster plays an important role in providing direction and guidance regarding learning evaluation. By working together with teachers, headmaster can help them design and implement effective and reliable evaluation strategies. This process will help him assess student achievement, determining instructional effectiveness, and designing needed improvements. Strong instructional leadership in learning evaluation provides the foundation for continuous improvement in instructional practices.

Headmaster not only serves as administrator, but also as instructional leader who play a central role in ensuring the quality of learning process. One of the most important facets of instructional leadership is providing direction and guidance in the evaluation of learning. By working together with teachers, headmaster has the opportunity to design and implement effective and reliable evaluation strategies, and to make the basis for continuous improvement in learning practices.

Headmaster has to have a deep understanding of effective and reliable evaluation methods. This involves the use of evaluation instruments appropriate to the learning objectives and student abilities. Evaluation methods consist of formative and summative assessments, standardized tests, student projects, and other forms of evaluation that suit the needs of the

madrasah. Headmaster can also refer to study of learning evaluation to gain in-depth insights.¹⁶

The learning evaluation process directed by headmaster aims to assess student achievement. This involves monitoring and assessing students' cognitive, affective and psychometric development. Headmaster needs to collaborate with all teachers to develop achievement indicators which are in accordance with the curriculum and educational standards. Regular monitoring and analysis of evaluation results help headmaster understand the extent to which learning objectives are achieved.

Headmaster has the responsibility to determine the effectiveness of teaching process in the *madrasah* environment. This involves analyzing learning evaluation results to identify the strength and the weakness in the implemented teaching methods. By understanding the factors that influence teaching effectiveness, headmaster can provide guidance to teachers in improving their learning practices.

Carefully analyzed learning evaluation results help headmaster design continuous improvements in learning practices. Headmaster needs to collaborate with all teachers to identify areas requiring improvement, to develop corrective action plans, and to organize an appropriate training or professional development. This process creates a continuous cycle of feedback and improvement to make the quality of learning better.

Strong instructional leadership in learning evaluation not only produces data, but also motivates teachers and students to reach higher levels of achievement. By providing appropriate direction and guidance, headmaster plays a key role in establishing a dynamic and sustainable learning culture in the *madrasah*.

Instructional leadership must be able to provide resources, particularly human resources, which are capable of providing important change at MAN 1 Palu. Headmaster, wherever possible, collaborates with campus for academic activities in the *madrasah* such as training and internal supervision to create new ideas, improve the competence of teachers and educational staff in order to improve the quality of the learning process and education services for students.

¹⁶Popham, W. J. "Assessment Literacy for Teachers: Faddish or Fundamental?" *Theory into Practice* 48 no. 1 (2009): 4-11.

Leadership in an educational context, particularly in *madrasah*, requires a combination of technical, social, and conceptual skills in order to achieve an optimum effectiveness.¹⁷ Headmaster as the main leader has a crucial role in guiding, managing and developing Islamic educational institutions. Therefore, it is important to understand how technical, social, and conceptual skills can work together to create effective leadership.

Technical Skill. Technical skills refer to the specific knowledge and expertise needed to execute tasks related to leadership in *madrasah*. It includes an in-depth understanding of educational curriculum, teaching methodology, and educational evaluation. An effective headmaster must be able to plan educational programs, to manage the physical and financial resources of the *madrasah*, and to understand modern educational technology. These technical skills are important to ensure that the education provided in *madrasah* conforms to educational standards and is relevant to students' needs.

Human Skills. These skills include headmaster's ability to interact, to communicate and to collaborate with other people effectively. Headmaster who has good human relations skills can make positive relationship with staff, students, parents and the surrounding community. He must be able to understand the emotions, needs and hopes of others. And also must be able to motivate and guide *madrasah* staff in an inspiring way. These skills are very important in creating an inclusive, supportive and motivating all members of *madrasah*.

Conceptual skills. Conceptual skills refer to headmaster's ability to understand and to systematically analyze situations, to develop a vision, to plan strategies, and to make the right decisions. Headmaster who has good conceptual skills can see the big image of education and identify trends, opportunities and challenges in the world of education. He must be able to formulate long-term goals for *madrasah*, develop innovative policies and programs, and manage change wisely. These conceptual skills enable headmaster to direct the *madrasah* towards achieving sustainable educational goals that are relevant to current developments.

If headmaster can combine these three basic skills, he will become an effective leader and be able to move education in the *madrasah* ahead, to

¹⁷Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. "Implications for educational practice of the science of learning and development." *Applied Developmental Science* 24 no. 2 (2020): 97-140.

ensure the best possible human resource development, and to create an excellence educational atmosphere for students and all members of the *madrasah*.

The results of this research also come into direct contact with leadership functions including:

First, the Instruction Function. This function is a one-way communication. The leader as the communicator is the side who determines what, how, when, and where orders are executed, so that decisions can be implemented effectively. Effective leadership requires the ability to mobilize and to motivate other people to complete orders.

Second, the Consultation Function. The consultation is intended to acquire input in the form of feedback to improve and to complete the decisions that have been made and implemented. By completing the consultation function, it is hoped that the leader's decisions will be supported and easy to execute, so that leadership will be effective.

Third, Participative Function. In completing this function, the leader attempts to activate the people he leads, both in making decisions and in implementing them. Participation does not mean being free to do whatever we like. But it means we do it in a controlled and directed manner, in the form of cooperation without interfering other people's main tasks. The leader's participation must remain in the function of leader, not of executor.

Fourth, Delegation Function. This function is completed by delegating authority to make decisions, either with or without the agreement of the leader. The delegation function chiefly means that the people who receive the delegation must be convinced to be assistants to the leader who have the same principles, perceptions and aspirations.

Fifth, Control Function. The control function means that successful or effective leadership is able to regulate the activities of its members in a directed manner and in effective coordination. Thereby the maximum achievement of common goals can be realized. The control function can be achieved through guidance, direction and supervision activities. Meanwhile, according to Burns, the role or function of leadership is as follows: determiner of direction, as agent of change, spokesperson and coach.¹⁸

¹⁸J.M Burn, *leadership*, (New York: Happer, 1987): 111

This research describes the implementation of headmaster's instructional leadership at MAN 1 Palu which is obviously oriented towards improving the quality of the learning process. In this context, instructional leadership is not only seen as an authoritative action, but also as a collaborative struggle to improve the quality of education. Headmaster of MAN 1 Palu prioritizes a supervision approach, which emphasizes straight supervision and guidance to teachers and educational staff.

The importance of this orientation is that education is not only about providing information, but also ensuring that the information is understood and internalized by students. Therefore, focusing on the quality improvement of the learning process is an essential step in educational institution development.

Based on this description, the researchers concluded that Headmaster of MAN 1 Palu had an instructional leadership style in running his educational institution.

Instructional leadership strategy implemented by the Head of Madrasah at MAN 1 Palu.

The research results show that the strategies used by madrasa heads in implementing instructional leadership are supervision, discussion and training for teachers and educational staff to improve the quality of education at MAN 1 Palu.

Instructional leadership strategy implemented by the Head of Madrasah at MAN 1 Palu.

The research results show that the strategies applied by Headmaster of MAN 1 Palu in implementing instructional leadership are supervision, discussion and training for teachers and educational staff to improve the quality of education at MAN 1 Palu.

The strategy run by Headmaster of Madrasah MAN 1 Palu comprises several concrete steps:

First, supervision in the scope of *Madrasah*. This step comprises direct observation of teachers performance and of the learning process in the classroom. This allows headmaster to identify areas requiring improvement. It also provides fast feedback to teachers, which can inspire positive change. Educational supervision is a process of supervision, guidance and evaluation performed by leaders or superiors on the performance of their subordinates.

In the context of *madrasah*, headmaster plays a key role in carrying out supervision of teachers and educational staff.

Supervision run by headmaster is very important for the following reasons: it can improve the quality of teaching, it can develop the professionalism of educators and educational staff, it can control or monitor curriculum implementation, it can identify and overcome operational problems, and lastly it can empower educators and educational staff.¹⁹

Supervision helps headmaster improve the quality of teaching process in *madrasah*. Directly observing the learning activities, headmaster can provide constructive feedback to all teachers. This can stimulate the rise of innovation, improve teaching methods, and ensure that learning material is effectively delivered.

Supervision provides opportunities for teachers and educational staff to develop their professionalism. Through the training provided by headmaster, they can identify their strengths and weaknesses, and formulate professional development plans.

As a device for monitoring curriculum implementation, supervision is important to carry out. Through supervision, the headmaster can ensure that the curriculum arranged by the government or related institutions is implemented well. This is important to ensure that students receive an education that meets national standards.

Supervision can identify and overcome operational problems: Supervision also helps headmaster identify and overcome operational problems that may arise in the *madrasah*. This includes classroom management, school administration, and interpersonal issues among teachers.

Beside all, supervision is also important to do as a step to empower teachers and educational staff. In Addition to teachers, supervision is also important for educational staff such as administrative staff and security officers. By providing guidance and training, headmaster can ensure that the entire *madrasah* work team contributes effectively to realizing educational goals.

Second, training in the scope of *Madrasah*: to make training available for teachers and education staff is an important step in guaranteeing that they

¹⁹Bush, T and Glover, D. "School leadership models: What do we know?. *School Leadership & Management* 34 no. 5 (2014): 553-571.

have an up to date skills and knowledge about effective learning approaches. Education is the core basis in creating the character and potential of students. To achieve high educational standards, training for teachers and education staff is a crucial element. Training not only will improve their competence, but also will help in handling dynamic changes in the world of education. Several reasons why training for teachers and education staff is very important are: improving the quality of teaching, adapting to curriculum changes, developing managerial and leadership skills, increasing understanding of students' needs, empowering technology in teaching, and increasing a sense of ownership and involvement.²⁰

Third, involving parents of students. This means making strong partnerships with parents of students through regular meetings, open communication, and involving those who have relation to the quality improvement of students' learning.

The results of the research showed that Headmaster of MAN 1 Palu has various strategies for running instructional leadership. So that Headmaster can influence teachers and all educational staff together make quality improvements of the learning process.

The results of this research are also in conformity with Blase & Blase Gaya's view that instructional leadership is an effort of headmaster to indirectly have an impact on student achievement by creating a teaching community in the school through participatory actions and by building noble school climate and culture.²¹ This concept requires headmaster to find effective strategies to make the quality improvement of education, especially relating to learning process. This comprises how to frequently evaluate the quality of teachers, to provide training for the improvement of teachers competency, and to involve parents of students, so he can apply learning methods that are appropriate to the way students learn based on datas from the students' parents.

Headmaster must first be professional before his teachers. Headmaster must have skills in commanding groups and delegating tasks and

²⁰Ingersoll, R. M., & Strong, M. "The impact of induction and mentoring programs for beginning teachers: A critical review of the research." *Review of Educational Research*, 81 no. 2 (2011): 201-233.

²¹Blase, J., & Blase, J. "Effective Instructional Leadership: Teachers Perspectives on How Principals Promote Teaching and Learning in Schools." *Journal of Educational Administration* 38 no. 2 (2000) :144

authority. Headmaster must try to set a good role model. Headmaster should not only give orders, but also be an example and role model for teachers, staff and students.²² This concept also requires headmaster to be actively involved in encouraging and improving the quality of learning. The instructional leadership style of headmaster demonstrated by Headmaster of MAN 1 Palu is in conformity with the above concept.

This research also shows that instructional leadership strategies by headmaster are key aspects in ensuring the quality of education provided in madrasah. Instructional leadership is closely related to the ability of headmaster to guide and improve the teaching practices of teachers in *madrasah*, with the aim of increasing student academic achievement. The following are some of the important functions of the headmaster's instructional leadership:

First, Developing an Educational Vision. The headmaster has an important role in developing an obvious and inspiring educational vision. This vision must reflect great and brilliant educational goals, and provide direction for all *madrasah* members. *Second*, Encouraging quality improvement of teaching practices. The headmaster must empower teachers by providing training, resources and support necessary to improve the quality of their teaching. He should also evaluate teachers' teaching practices and provide constructive feedback to help their improvement. *Third*, Monitoring and Evaluating Teachers Performance. Headmaster is responsible for regularly monitoring teachers performance. This involves classroom observations, analysis of student test results, and various other forms of evaluation. From the results of this evaluation, headmaster can provide guidance and support to teachers who need improvement. *Fourth*, Developing a Relevant Curriculum. Headmaster must be actively involved in developing curriculum that is relevant to student needs and the demands of the times. He must ensure that the curriculum includes up-to-date materials and innovative teaching methods. *Fifth*, Manage Resources Efficiently. Headmaster needs to manage existing resources, including budget, facilities and teachers, efficiently. He must make wise decisions to ensure that existing resources are used optimally to support learning activities. *Sixth*, Encouraging Educational Innovation. Headmaster must be agents of change who boost innovation in

²²E. Mulyasa, *Menjadi Kepala Sekolah Profesional* : 119.

education. They may explore and implement new teaching methods, educational technologies, or extracurricular programs that can improve students' learning experiences. *Seventh*, Building a Positive Learning Culture. Headmaster must create a positive and inclusive learning environment in *madrasah*. He must build a culture where students feel safe to express, ask questions, and actively participate in learning process. *Eighth*, Measuring and Evaluating Student Achievement. Headmaster must use test and evaluation data to measure student achievement systematically. By understanding student achievement curves, Headmaster can identify areas that need to be improved and take appropriate steps to improve learning results. *Ninth*, Interacting with Stakeholders. Headmaster must establish good relationships with students' parents, local communities and other related partners. He must communicate openly about the progress and challenges faced by *madrasah* and seek support from stakeholders to improve education quality.

By completing these functions, headmaster can create a conducive learning environment, motivate teachers, and improve student achievement. Effective instructional leadership not only influences the quality of education in *madrasah*, but also has a long-term positive impact on the development of students and the surrounding community.

The functions of headmaster's instructional leadership will have positive impact on teachers competencies, especially professional competence and also indirectly motivate student learning. Then the teacher's professional competence and motivation to student learning have a positive influence on student learning outcomes.²³

The indicator of headmaster's leadership can be seen from how he supports and encourages teacher performance to improve the achievement of learning goals. The headmaster is responsible for directing what is good for his employees. And he, himself, must do good and wise things. Leaders must be an example, patient, consistent and wise in line with Ki Hadjar Dewantara's motto: "*Ing Ngarsa Sung Tulada, Ing Madya Mangan Karsa, Tutwuri Handayani*" (giving a model in front, giving spirit in the middle, giving support in the

²³Masmur M, "[Pengaruh Kompetensi Profesional Guru dan Motivasi Belajar terhadap Hasil Belajar Siswa Pada Mata Pelajaran PAI di SD Negeri No. 12 Pulau Pamalikang Desa Sabaru Kecamatan Liukang Kalmas Kabupaten Pangkajene Dan Kepulauan](#)", *Jurnal Pendidikan Kreatif* 1 No. 1 (2020): 74-84.

back).²⁴ The impacts of these characteristics include the effectiveness of education, strong school leadership, effective management of educational staff, quality culture, cohesive, intelligent and dynamic teamwork, independence, participation of school members and community, transparency of management, willingness to psychological and physical changes, constant evaluation and improvement, responsive and anticipatory to needs, accountability and sustainability.²⁵

The instructional leadership of the Headmaster of MAN 1 Palu in line with the concepts and indicators above. Although not all of it, the blueprint is appropriate. The Headmaster of MAN 1 Palu in his leadership wishes to constant improvement in learning. Teachers and parents of students are involved in making decisions related to learning process improvement in the classroom.

At the level of *madrasah*, the headmaster is crucial person in the advancement of teaching and learning process. In this regard, the headmaster has responsibility for developing *madrasah* programs, curriculum and resources. He is also responsible for improving teacher professionalism. The headmaster must be professional before his teachers. The headmaster has to have skills in leading groups and delegating tasks and authority. Headmaster should not only give orders, but also be an example and role model for teachers, staff and students

The headmaster's instructional leadership should improve the quality of teaching and learning process in schools by constantly providing direction, resources, and assistance to teachers. The headmaster's instructional leadership can place common interests higher than personal interests. He also can understand changes in the emotions and psychology of school members regarding changes in the execution of their duties, and use a good approach to maintain the relationship among school members. Thereafter, the headmaster's instructional leadership delegates and divides tasks and responsibilities.

Based on the explanation above, the researchers conclude that in implementing instructional leadership, the Headmaster of MAN 1 Palu uses

²⁴Soerjono Soekamto, *Sosiologi Suatu Pengantar*, (Raja Grafindo Persada: Jakarta, 2003): 292.

²⁵E.Mulyasa, *Menjadi Kepala Sekolah Profesional*, (Bandung: PT Remaja Rosdakarya, 2013): 89.

strategies of supervision, discussion, training for teachers and educational staff and involving parents of students in decision making related to the quality improvement of the learning process. This is really good for improving the quality of education in MAN 1 Palu.

CONCLUSION

Based on the descriptions and explanations above, besides the results of the description and interpretation of research datas, the researchers present the following several final conclusions: 1) the portrayal of the implementation of instructional leadership is reflected in the leadership of the Headmaster of MAN 1 Palu which is oriented towards the quality improvement of the process in order to upgrade the quality of education at MAN 1 Palu, 2) In applying instructional leadership, the Headmaster of MAN I Palu uses the following strategies: supervision, discussion, training for teachers and educational staff and involving parents of students in decision making related to the quality improvement of the learning process at MAN 1 Palu.

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