

The Instructional Leadership and Professional Learning Community on Teacher's Performance

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Abstract: Education in Indonesia has much religious influence seen on the elementary schools managed by one of Indonesia's most prominent Islamic organizations. While the numbers of elementary schools from the Islamic organization, the people see the quality of their school as not that good. One of the significant issues is the teachers' performance in learning activities. The Islamic Organization keeps trying to improve their teacher performance by creating Professional Learning Communities (PLC) and improving the leadership competencies of their school principals. This study aims to find the influence of instructional leadership as a significant style adopted by school principals and PLC contribution to teachers' performance. This study used a quantitative method with a survey instrument on each variable, distributed to all teachers and school management in Jakarta Region, and analyzed using regression and correlation method on SPSS. 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. The contribution of school principal leadership to teacher's performance is 36,2% and 63,8% influenced by other variables, and the contribution of PLC to teacher's performance is 38,2% and 61,8% influenced by other variables. This study can explain how school principals could improve their teachers' performance by creating an active and innovative PLC in the organization.

Keywords: Professional learning community, instructional leadership, teacher performance.

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, both in general and religious-based education. The positive effect of the competitiveness is a consistency of the education provider for better quality in education. It spread to all stakeholders, especially Islamic Organizations in Indonesia that have a long history of providing education

for the community in the lower middle class. Unlike other organizations that focus on providing religious education services called Pesantren, one organization has put more interest in the general schooling system with an Islamic value taught in the school. That organization builds schools from early education, elementary, middle school, high school, and university levels. The Islamic Organization can be called M Organization and one of Indonesia's most prominent Islamic organizations. However, the major problem has

spread across the organization that society seen M Organization's School considered as secondary level on quality of their services. It can be seen from the schools' accreditation in Jakarta Region. There are about 12 from the total 27 schools in the region with only a B level accreditation, and one school has a C level, while the rest are in A level. This explains how M Organization's schools are not genuinely trusted by society in service quality areas and other factors. One of the critical aspects of education service quality is teachers' performance.

Society has high expectations of teachers. The success or the failure of educational institutions is often linked to teachers. Teachers are often blamed for the low quality of education or the failure of their students. Therefore, many efforts have been conducted to improve teacher quality. The problem of teacher teaching quality must receive continuous supervision and guidance. Supervision in education aims to develop students' potential through quality learning activities served by teachers. Professional supervision of teachers by school principals aims to improve teaching skills and is part of teacher development by school principals. Teachers' teaching performance is related to planning, managing learning, and assessing student-learning outcomes. As a planner, the teacher designs learning modules based on the conditions in the class, the teacher as a manager creates a conducive learning climate so that students can learn well. As an evaluator, the teacher carries out an assessment of the process and student learning outcomes. In addition, the duties and roles of teachers include mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating student-learning activities.

Teacher performance also needs to be evaluated by school leaders. At this level, one who should take responsibility is the school headmaster. Of course, school principals must also have a decent level of leadership, whatever their leadership styles. Although, the school headmaster's leadership that is not flexible will

also halt the school management process and give a bad environment in the schools and stakeholders. The leadership styles are very diverse, fostering a positive climate and vice versa. The principal's expected leader is fair leadership and can answer every problem teacher's face with the right solution. School principals' Instructional leadership is related to teachers' professional activities, such as developing learning methods with classroom action research or other innovative ideas. Effective principal leadership is widely accepted as a critical component for school quality improvement. Research from (Ismail et al., 2018) concludes that instructional leadership among school leaders is a critical factor in developing educational quality and school success. International studies or research showing school instructional leadership focuses on teaching leadership, resulting in a 20% increase in student achievement. Based on the (Hallinger, 2003), instructional leaders focus on:

1. create a sense of shared purpose in the school, including clear goals focused on student learning;
2. encourage continuous improvement of schools through cyclical school development planning involving various stakeholders;
3. develop a climate of high expectations and a school culture aimed at innovation and improvement of teaching and learning;
4. coordinate curriculum and monitor student learning outcomes;
5. establish a school reward structure to reflect the school's mission;
6. organizing and monitoring various activities aimed at continuous staff development; and
7. Being a visible presence at school exemplifies the desired school cultural values.

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. Desired academic outcome (Hallinger, 2003). Instructional leadership that has not been fully described in the form of customer-oriented practices and the factors that influence the lack of school quality are the weakness of organizational learning for teacher professionalism. 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 (Sallis, 2014).

The teacher factor role is central because they directly contact the students. The teacher will know their students' cognitive, psychomotor abilities and attitudes in the classroom. Therefore, teachers need activities that can improve teacher competencies and skills, such as training seminars that require a large budget. However, some activities directly contact teachers' learning process needs, namely for elementary schools called KKG (Teacher Working Groups). KKG is a model used to improve teacher-learning competence. This KKG activity can replace technical guidance patterns such as training and others. Teachers gather to discuss the thematic of the curriculum, create agreements and prepare steps to be implemented in their respective schools. This activity is another form of a Professional Learning Community (PLC), a kind of group or community in developing the quality of the competence of its members, especially for teachers having the opportunity to collaborate with professional colleagues and, more specifically, with teachers have the same subject. (Ratts et al., 2015) state that professional learning community (PLC) processes can influence student achievement positively. (Ho et al., 2016) show that there is a significant relationship between school-level teacher qualifications and teachers' perceptions of school-based PLC practices, while (Lee et

al., 2011) mentions that PLC and trust faculty on colleagues can significantly and positively affect the collective effectiveness of teachers on learning strategies. Teachers are agents of change for student development and school improvement (Ho et al., 2016). One of the keys to improving schools is fostering professional learning communities where teachers can develop their practices and build learning communities. In addition, there has even been a shift away from knowledge transmission towards a professional learning approach for universities and professional organizations. This can be interpreted that the professional learning community (PLC) is a community of teachers who always make changes based on the results of each meeting with their community who provide new references in classroom learning.

Based on the background, it can be identified problems related to teachers' teaching performance empirically in improving the quality of M Organization's elementary schools. However, theoretically, another problem is the problem of the phenomenon of science regarding the principal's instructional leadership and the Professional Learning Community (PLC) on teaching performance.

1. The low teaching performance of teachers, due to the lack of competencies possessed by teachers, incredibly professional and pedagogical competencies, professionals related to the disciplines taught, and pedagogics related to how the material will be conveyed to students. If pedagogic competence is weak or poorly understood, it will hinder organizational achievement.
2. The learning design made by the teacher with plans and learning objectives does not describe the goals to be achieved. Sometimes teachers teach according to habits that are often done and are not guided by the lesson plans made. In terms of lesson plans are made to be guided in the learning process.

3. Teachers have not been optimal in utilizing the available learning facilities. Even the skills of teachers in using learning tools also have difficulties. Learning orientation is still contextual, meaning that it conveys according to what is in the curriculum, without any development and reinforcement of the material discussed.
4. Low awareness of teachers taking part in PLC (Professional Learning Community) activities in improving teacher competence through KKG or Ismuba or PLC (Professional Learning Community) activities due to internal teacher factors such as many unfinished tasks, including correcting test results.
5. PLC (Professional Learning Community) is an alternative to improve the quality of teachers because its activities are problem-solving. Namely, each teacher brings problems related to teaching materials or learning techniques used, but sometimes teachers are underutilized due to external factors, namely organizational support, which are not wholehearted.
6. The leadership applied by the principal is leadership based on power and authority rather than instructional leadership, which is more like providing direction to the teacher's learning process and teacher behavior in serving students.
7. Student learning outcomes cannot be separated from the teacher's responsibility as a supervisor. In this case, what is the teacher's teaching performance like, whether teaching is only carrying out obligations as a work routine so that it can hinder the achievement of educational goals?

This research aims to find a connection between the Instructional Leadership model that school principals practiced and the Professional Learning Communities conducted inside the

institution and its effect on teacher's performance. Therefore, the research question formulations are:

1. Is there any connection between instructional leadership and teachers' teaching performance, and how much is the principal's instructional leadership model influence on the teaching performance of teachers at M Organization's Elementary School?
2. How significant is the PLC (Professional Learning Community) model's influence on teachers' teaching performance at M Organization's Elementary Schools?
3. How significant does the principal's instructional leadership model influence teachers' teaching performance through PLC (Professional Learning Community) at M's Organization Elementary School?
4. How is the influence of the PLC (Professional Learning Community) model on the teaching performance of teachers through the principal's instructional leadership at M Organization's Elementary Schools?
5. How much is the influence of the principal's instructional leadership model for the PLC (Professional Learning Community) in M Organizations' Elementary School?

Methodology

Participant

The M Islamic organization in Indonesia has many branches across the nation. In this research, the Jakarta branch was chosen based on the organization size and considered the representatives of other branches. Elementary school on M organization also chosen because of the complexity of the management, and already used the custom curriculum from the organization called ISMUBA, and teacher population for those who implement the ISMUBA is also picked from main subjects from the curriculum. Therefore, elementary

school from M Organization are divided into five areas which is shown in this table below:

Table 1. The population of the participant

No.	City Areas	Population
1	Jakarta Pusat	15
2	Jakarta Barat	10
3	Jakarta Timur	21
4	Jakarta Utara	6
5	Jakarta Selatan	22
TOTAL		74

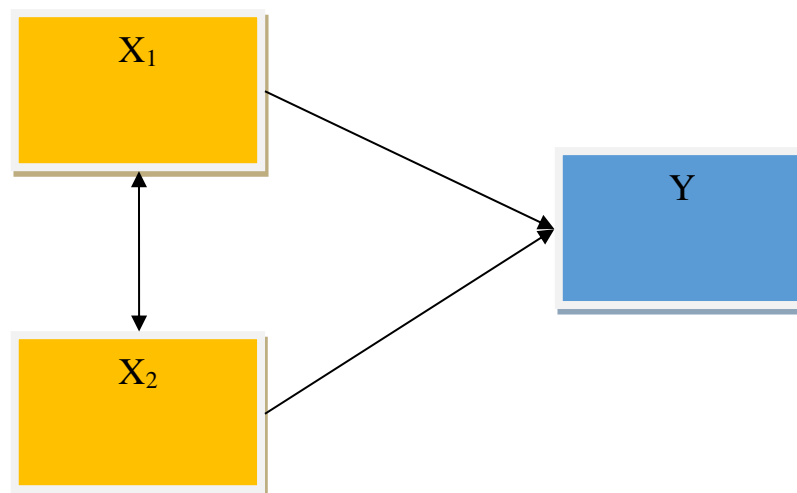
Because the total population of teachers from 5 different city areas is below 74, all of the population can be included as a sample. The technique for this sample picking is a saturated sample.

Method

This research used a descriptive method with survey data. The quantitative data from the survey was used to explain a brief and measured image about the answer to the research questions. The research used the linear

regression analysis technique, giving the simultaneous correlation between multiple independent variables to the dependent variable. The independent variables in this research are instructional leadership which is represented by X_1 , and professional learning community, which is represented by X_2 . Moreover, the dependent variable of the research is teacher performances and then called the Y variable. The research correlation can be described in the diagram below.

Picture 1. Research Correlation Diagram



The survey questionnaire was created with the guidance of the indicator. All of the instruments created by the researcher explained by these stages: (1) build a theoretical base to obtain clarity on the definition of each variable studied, (2) determining the indicators of each variable, (3) developing a grid based on the selected indicators, (4) compiling instrument items in the form of statements while at the

same time determining the measurement scale, (5) conducting instrument trials for the variables of instructional leadership, Professional Learning Community (PLC) and teacher teaching performance, (6) selecting and rearranging the items of the instrument which are declared valid and meet the level of reliability. Also, the researcher uses descriptive statistical analysis for the data gathered to

create a generalization of the research. Statistic calculation is done by using SPSS software. The statistical hypothesis in this research based on the research question are:

1. $H_0 : \beta_{y1} \leq 0$

The principal's instructional leadership model does not have a direct positive effect on teacher teaching performance.

$H_1 : \beta_{y1} > 0$

The principal's instructional leadership model directly positively affects teacher teaching performance.

2. $H_0 : \beta_{y2} \leq 0$

Professional Learning Community (PLC) model does not have a direct positive effect on teacher teaching performance.

$H_1 : \beta_{y2} > 0$

Professional Learning Community (PLC) model has a direct positive effect on teacher teaching performance.

3. $H_0 : \beta_{21} \leq 0$

The principal instructional leadership model and professional learning community simultaneously do not directly positively affect teacher teaching performance.

$H_1 : \beta_{21} > 0$

The principal instructional leadership model and professional learning community have a direct positive effect on teacher teaching performance.

Findings / Results

Instrument Validity

The instrument testing for validity was conducted to 30 respondents, or above 30% of the population and sample for the research. The data-gathering technique for the instrument validity uses Google Form and is given to 30

respondents chosen for the testing. The validity of the research instrument was tested using the correlation coefficient between the item scores and the total score through the Pearson Product Moment correlation technique. According to Pearson, the research instrument is considered valid if the correlation coefficient (r_{count}) is greater than the table coefficient (r_{table}) or $r_{count} > r_{table}$. The number of samples of this research instrument trial was 30 ($N = 30$), then the statement items in the instrument were declared valid if $r_{count} > r_{table}$ (0.361). The reliability of the instrument was tested using the alpha Cronbach equation.

The validity test for Teachers' Teaching Performance Instrument shows that from 40 question items, there are only two invalid items, and the rest (38 question items) are declared valid. The reliability test for this instrument obtained an alpha Cronbach coefficient of 0,9829; therefore, the Teachers' Teaching Performance Instrument can be stated to have high reliability. The result of the Instructional Leadership instrument shows that 39 of the 40 items are valid. Therefore, the Alpha Cronbach coefficient for this instrument is 0,9837 and can be stated to have high reliability. Professional Learning Community instrument has 37 valuable items from 40 items, and the Alpha Cronbach coefficient is 0,9656, or it has high reliability.

Results

Data gathered from the survey are analyzed first with descriptive statistics to determine generalizations and other values such as mean, median, standard deviation, and variance, guiding the path analysis. Therefore, the descriptive statistic data are shown in the table below

Table 2. Descriptive Statistics

		Statistics		
		X1	X2	Y
N	Valid	74	74	74
	Missing	0	0	0

Mean	164.86	155.19	161.54
Median	165.00	156.50	159.50
Mode	162	148	152
Std. Deviation	18.636	19.968	18.867
Variance	347.297	398.703	355.978
Range	116	108	85
Minimum	79	77	105
Maximum	195	185	190
Sum	12200	11484	11954

From the table, it can be described that X1 has a mean of 164,86, median of 165, mode of 162, the standard deviation of 18,6, and variance of 347,29. Meanwhile, X2 has a mean of 155,19, median of 156,5, mode of 148, a standard deviation of 19,9, and a variance of 398,7. Also, the Y variable has a mean of 161,5, median of 159,5, mode of 152, a standard deviation of 18,8, and variance of 355,9. From these

descriptive statistics, the standard deviation level is lower than the means from every variable, so the data is considered homogeneous.

The data were also analyzed using multiple linear regression and correlation tests with the α significance (2-tailed) of 0,01, and the r table for $n= 74$ is 0,306.

Table 3. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.686 ^a	.470	.455	13.925

a. Predictors: (Constant), PLC, Kepemimpinan

The table above shows that X1 and X2 variables have an R coefficient of 0.686 or 68,6% contribution to dependent variable Y simultaneously. At the same time, the rest are influenced by other variables. On the other hand, the ANOVA result, as shown in the table

below, shows that Instructional Leadership (X1) and Professional Learning Community (X2) have a significant correlation simultaneously to Teacher Teaching Performances (Y).

Table 4. ANOVA Table

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12218.575	2	6109.287	31.505	.000 ^b
	Residual	13767.804	71	193.913		
	Total	25986.378	73			

a. Dependent Variable: KinerjaGuru

b. Predictors: (Constant), PLC, Kepemimpinan

The hypothesis proves a correlation between principals' instructional leadership and professional learning communities to teaching

performance. The results of correlation analysis are obtained in the following table below.

Table 5. Correlations X1, X2 to Y

		Kepemimpina n	PLC	KinerjaGuru
Kepemimpinan	Pearson Correlation	1	.582**	.601**
	Sig. (2-tailed)		.000	.000
	N	74	74	74
PLC	Pearson Correlation	.582**	1	.618**
	Sig. (2-tailed)	.000		.000
	N	74	74	74
KinerjaGuru	Pearson Correlation	.601**	.618**	1
	Sig. (2-tailed)	.000	.000	
	N	74	74	74

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be stated that the principal's instructional leadership positively correlates with teachers' teaching performance, which is about 0,601 or 60,1% correlations. At the same time, the rest are influenced by other variables. Because the rcount is in this analysis has a positive value, therefore if the principal's instructional leadership is higher, so does the teacher teaching performances. Therefore, hypothesis 1 is accepted. The table above shows that Professional Learning Community has a positive correlation on teachers' teaching performance, determined by the Pearson correlation of 0,618 or 61,8%. Therefore, if the Professional Learning Community is higher, so does the teacher's teaching performance, and hypothesis 2 is accepted. Hence the correlation between independent variables is shown to have a 0,582 coefficient or has 58,2% correlation which is still larger than r table. The correlation of X1 and X2 simultaneously to Y is determined by the R coefficient in the model summary table (Table 3), with 0,686 or 68,6%. In brief, the results of hypothesis testing can be concluded as follows:

1. There is a correlation between principal instructional leadership (X1) and teacher performance (Y) of 0,601,

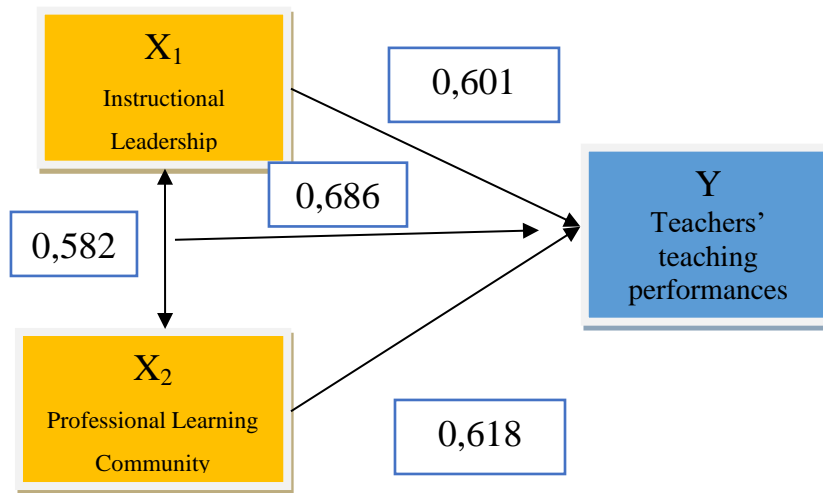
which shows that principal instructional leadership contributed 60,1% of teachers' teaching performance. Therefore, H_1 of hypothesis 1 is accepted, and H_0 of hypothesis 1 is rejected.

2. There is a correlation between the professional learning community (X2) and teacher performance (Y) of 0,618, which shows that the professional learning community contributed about 61,8% of teachers' teaching performance. Therefore, H_1 of hypothesis 2 is accepted, and H_0 of hypothesis 2 is rejected.
3. There is a correlation between principal's instructional leadership (X1) simultaneously with professional learning community (X2) to teachers' teaching performance (Y) of 0,686, which shows that principal's instructional leadership and professional learning community contributed about 68,6% of the teacher's teaching performances. Therefore, H_1 of hypothesis 3 is accepted, and H_0 of hypothesis 3 is rejected.

4. Meanwhile, there is a correlation between principal instructional leadership and the professional learning community, which described that when the principal instructional leadership is

higher, so does the professional learning community and vice versa. It is also contributed indirectly to the correlation of X1 and X2 to the teachers' performance.

Picture 2. Correlation Result Diagram



From the regression analysis, the following coefficient table is obtained as shown below

Table 6. Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	41.112	15.432		2.664	.010
	Kepemimpinan	.370	.108	.366	3.442	.001
	PLC	.383	.100	.405	3.813	.000

a. Dependent Variable: KinerjaGuru

Therefore, the regression model to describe this research is

$$Y = 41,112 + 0.370 + 0.383$$

Discussion

This research concluded that there are correlations between principals' instructional level and professional learning community on improving teacher teaching performance. However, the correlation found cannot be stated as a high correlation. Other variables not mentioned in this research might also influence the teacher's teaching performance, such as teacher motivation, the curriculum used in the school, or the organizational management condition. Therefore, it can be stated that the

teachers' teaching performance can be improved by improving the PLC practices in the school and supported by principals' instructional leadership.

Conclusion

Finally, the study found that PLC has a significant impact on teacher performance, and the principal's instructional leadership also impacts teacher performance. This study adds that principals can help their teachers do better

by setting up an active and innovative PLC in their schools.

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