INSTRUCTIONAL LEADERSHIP OF THE SCHOOL PRINCIPAL IN IMPROVING TEACHER PERFORMANCE META-ANALYSIS

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Abstrak: *Penelitian ini bertujuan untuk menganalisis seberapa kuat korelasi kepemimpinan pembelajaran kepala sekolah dengan kinerja guru. Penelitian ini menggunakan metode kuantitatif dengan pendekatan meta-analisis menggunakan software JASP 0.18.1.0. Dengan menggunakan pendekatan meta-analisis kita akan mengetahui kesimpulan umum dengan cakupan yang lebih luas mengenai seberapa kuat korelasi variabel-variabel yang kita uji. Data yang ditemukan sebanyak 20 artikel melalui pencarian di Google Scholar dan pencarian Mendeley serta SinceDirect dengan kata kunci Internal Leadership dan kinerja guru. 10 artikel dipilih berdasarkan karakteristik dan kriteria peneliti yang telah ditentukan. Data yang diambil dari artikel terpilih adalah jumlah sampel (N) dan nilai r tiap artikel, kemudian dianalisis effect sizenya. Objek data meliputi; lembaga pendidikan, baik lembaga pendidikan umum maupun lembaga pendidikan Islam. Data hasil penelitian kepemimpinan pembelajaran kepala sekolah terhadap kinerja guru dianalisis secara mendalam untuk mengetahui hubungan antara kepemimpinan pembelajaran kepala sekolah terhadap kinerja guru. Penelitian ini diawali dengan merumuskan topik penelitian, menggali hasil penelitian yang relevan untuk dianalisis. Data dianalisis menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa kepemimpinan pembelajaran kepala sekolah mampu meningkatkan kinerja guru. Berdasarkan hasil analisis kepemimpinan pembelajaran kepala sekolah terhadap kinerja guru. Hasil analisis menggunakan random effect model menunjukkan terdapat hubungan positif yang signifikan antara korelasi kepemimpinan pembelajaran kepala sekolah dengan kinerja guru Z; 3.913,P; <0,001; 95% (0,197; 0,591).*
Kata Kunci: Kepemimpinan, Instructional, Kinerja Guru, Lembaga Pendidikan.

Abstract: This research aims to analyze how strong the principal's instructional leadership correlation is with teacher performance. This research uses quantitative methods with a meta-analysis approach using JASP 0.18.1.0 software. By using a meta-analysis approach we will find out general conclusions with a wider scope regarding how strong the correlation of the variables we are testing is. The data found were 20 articles through searches on Google Scholar and Mendeley search as well as SinceDirect with the keywords Internal Leadership and teacher performance. 10 articles were selected based on predetermined researcher characteristics and criteria. The data taken from the selected articles is the number of samples (N) and the r value for each article, then the effect size is analyzed. Data objects include; educational institutions, both general and Islamic educational institutions. Data from research on principals' instructional leadership on teacher performance were analyzed in depth to find the correlation between principals' instructional leadership on teacher performance. This research begins by formulating a research topic, exploring relevant research results for analysis. Data were analyzed using quantitative descriptive analysis. The research results show that the principal's instructional leadership is able to improve teacher performance. Based on the results of the analysis of the principal's instructional leadership on teacher performance. The results of the analysis using the random effect model show that there is a significant positive correlation between the principal's instructional leadership correlation with the performance of teacher Z; 3.913, P; <0.001; 95% (0.197; 0.591).
Keywords: Leadership, Instructional, Teacher Performance, Educational institutions.

Introduction

An educational institution is a school organization in education in which there are school principals, teachers, employee staff, students and parents of students who work together to achieve a goal. A school principal is someone who is given the task of leading a school and is responsible for achieving the school's goals. Principals become leaders and innovators in schools. So the quality of leadership is very important for school success (Mala et al., 2021).

The achievement of educational success in creating quality human resources is marked by an increase in the quality of knowledge, attitudes and skills that are more dynamic and independent in social life. Teachers have an important role in maximizing student competence through the learning process in the classroom. Qualified teachers must have the skills and competencies required for the school. With good performance, school quality will also improve (Fatonah, 2022). Instructional leadership is a strategy used to improve the quality of learning. This leadership style is oriented towards leadership to improve the quality of learning, instructional leadership policies become school parameters in improving the quality of student learning outcomes.

In general we know that leadership is the ability to take the initiative in social situations to create new forms and procedures, design and organize actions and by doing so produce cooperation to achieve goals. Leadership is basically the science and art of influencing and directing other people by building loyalty, trust, respect and collaborating enthusiastically in achieving goals (Artana & Suastika, 2018).

The leader who has an important role in developing the quality of education in the school is the principal. To lead, a person's ability and readiness are needed to direct, guide or manage other people in such a way as to achieve mutually agreed goals, including the school principal. The style that school principals apply in carrying out their leadership varies, depending on the capacity of the principal and the conditions of the school they lead. Apart from that, the implementation of the leadership style is also adjusted to the goals the school is trying to achieve. For example, in the school principal's efforts to realize instructional goals, the school principal's appropriate leadership style to use is instructional leadership.

Instructional leadership focuses on direction and teaching, building learning communities, collaborating together in making decisions, maintaining and sustaining fundamental matters, benefits and optimizing time, supporting continuous staff development, redesigning resources to support school programs (Hidayat et al., 2019). The school principal's leadership style in carrying out his duties and responsibilities greatly influences teacher performance, because a successful leader is a leader who is able to manage and empower the resources available in the school effectively and efficiently to achieve school goals or educational goals.

Considering the importance of instructional leadership in the work process of school principals so that they can improve teacher performance and to prove how big a relationship the principal's instructional leadership has on teacher performance, the researcher wants to conduct research with a meta-analysis approach taking the title "Instructional Leadership of School Principals in Improving Teacher Performance" with a meta-analysis approach.

Method

This research uses quantitative research with a Meta-Analysis approach and systematic review using JASP 0.18.1.0 software. The data found were 10 papers from Google Scholar, Mendeley and SinceDirect and were selected based on predetermined characteristics. The data taken from the selected articles are the number of samples (N) and the r value in each article, then the effect size is analyzed. As part of research, meta-analysis is a study of a number of research results on similar problems.

The data collection technique was carried out by searching for journals related to the influence of the principal's instructional leadership on teacher performance. This research aims to see how much influence the principal's instructional leadership has on teacher performance. The population in this study was 10 articles/journals regarding research into the influence of school principals' instructional leadership on teacher performance. The focus of this research is teacher performance as variable Y. The object of research is educational institutions.

According to Anugraheni, (2018) meta analysis is a study by analyzing data originating from primary studies. The results of the analysis of primary studies are used as a basis for accepting or supporting hypotheses, rejecting or invalidating hypotheses proposed by several researchers (Anugraheni, 2018). In other words, meta-analysis is a technique aimed at re-analyzing research results that have been processed statistically based on the collection of primary data. This is done to examine the regularity or unconstancy of research results caused by the increasing number of replications or verifications of research, which often actually increase the occurrence of variations in research results.

Findings and Discussion

In this meta-analysis research, the domain determined in this research focuses on the correlation of principals' instructional leadership with teacher performance in general education institutions and Islamic education institutions. There are 10 relevant journal literature or studies and were obtained according to the research variables determined by the researcher.

Table .1
Research Results According to Characteristics
The Relationship between Principal Instructional Leadership
and Teacher Performance

Author	Level	County/city	N	R
Totoh Fatonah (2022)	SD	Kab. Purwakarta	53	0,599
Roni Walean, at., all (2023)	SMKN	Kab. Batang	70	0,735
Tri Ari Werdiningsih, at., al (2022)	SMKN	Kab. Batang	157	0,954
Shandi Nugraha, at., all (2018)	SMKN	Kab. Bandung	181	0,954
Eki Anisa Putri (2023)	SMPN	Kab. Bandar Lampung	333	0,361
Sucipno (2017)	SMAN	Kab. Bengkulu Utara	52	0,554
Nidya Utari (2019)	SMPN	Kab. Mamuju	24	0,744
Yuliana Pebristofora Marni Mala, at., all (2021)	SMP & SMA	Kab. Manggarai	32	0,601
Risanna Ritonga, at., all (2023)	MIS	Kab. Labuhan Batu	71	0,259
Kayamuddin Saragih (2023)	SMK	Kab. Deli Serdang	68	0, 630

Source : Research Results (2023)

Referring to Table 1 above, a summary of the researcher's results relates to relevant themes. Researchers choose educational levels based on educational institutions in general, whether institutions under the auspices of the department or the Ministry of Religion, according to their characteristics. There were 10 articles selected at different levels in educational institutions used as research samples in Purwakarta district, Batang district, Bandung district, Bandar Lampung district, district. North Bengkulu, Mamuju district, Manggarai district, Labuhan Batu district and Deli Serdang district. Overall, the highest sample was found in research conducted by Eki Anisa Putri (2023) Kab. Bandar Lampung with (N=333), while the lowest was by Nidya Utari (2019) district. Mamuju (N = 24) and the r values from each study varied. Before carrying out a meta-analysis, it is necessary to clarify the specifications of the literature that will be used in the meta-analysis. There are three main reasons why it is important to determine criteria, firstly, these criteria can be used to guide choosing which studies to use in meta-analysis. The second reason is that these criteria are important for determining the population related to making conclusions. The third reason is transparency related to the publication of meta-analyses.

Table .2
Uji Heterogenitas

Fixed and Random Effects

	Q	df	p
Omnibus test of Model Coefficients	15.308	1	< .001
Test of Residual Heterogeneity	13.438	9	0.144

Note. p-values are approximate.
Note. The model was estimated using Restricted ML method.

Source : JASP 0.18.1.0 Results (2023)

The analysis results from table 2 above show that the 10 effect sizes of the studies analyzed are heterogeneous with (Q: 13.438; P<0.001), therefore the random effect model is more suitable for estimating the average effect size of the 10 studies analyzed. The results of this analysis also identify that there is potential to investigate moderator or control variables that have a relationship between the principal's instructional leadership and teacher performance. Next Tabel Summary effect:

Table .3
Summary effect / Average Effect Size

Coefficients

	Estimate	Standard Error	z	p	95% Confidence Interval	
					Lower	Upper
intercept	0.394	0.101	3.913	< .001	0.197	0.591

Note. Wald test.

Source : JASP 0.18.1.0 Results (2023)

Research uses different measurement methods. These very different measures result in different numerical values that are only meaningful in relation to the particular operationalization and scale used. Therefore, the quantitative findings in these studies were coded in a way that allowed them to be combined and compared statistically using effect sizes. The results of the analysis in table 3 using the random effect model can be seen and show that there is a significant positive correlation between the principal's instructional leadership and teacher performance with the Z value; 3.913, P; <0.001; 95% (0.197; 0.591). The strength of the correlation between the principal's instructional leadership and teacher performance is in the low category (re: 0.394). Because researchers think based on theory (Cohen, 1988) which states that the random effect criteria are based on the r category: 0.1/0.1000 in the (low) category, r: 0.3/0.3000 in the (medium) category and r: 0, 5/0.5000 with category (high).
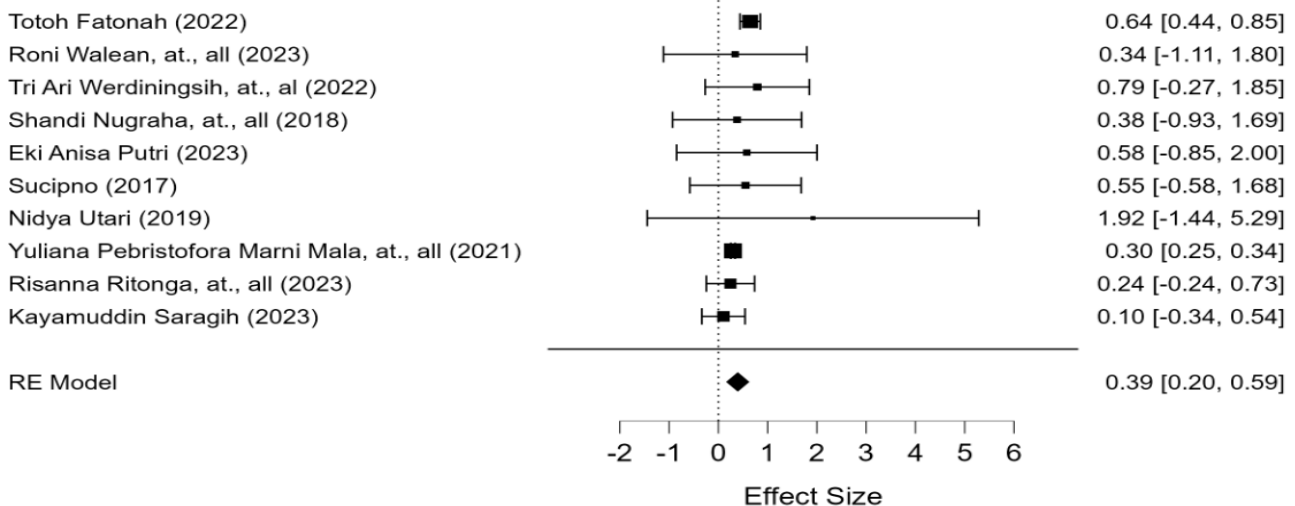
One of the things that is very interesting about leadership style is Instructional Leadership which has a style that focuses/emphasizes learning whose components include curriculum, teaching and learning processes, assessment of learning outcomes, teacher assessment and development, excellent service in learning and development of school learning communication (Kusmintardjo, 2014). Principals as leaders in schools are always required to be able to provide instructional leadership in a competitive and innovative manner.

Instructional leadership according to Bush (2011: 017), "Instructional leadership focuses sessions on teaching and learning and on the behavior of teachers in working with students. Leader's influences is targeted at students learning via teachers". Which means instructional leadership focuses on teaching and learning and on the teacher's behavior in working with students. This leadership influence is targeted at student learning through teachers.

The function of instructional leadership is to empower all stakeholders with quality abilities that will help improve the process and learning outcomes of students indirectly. (Whitehead, 2012) describes instructional leadership in 4 important points where the principal's instructional leadership functions to serve and guide teachers in enhancing productive learning experiences. Apart from that, it is responsible for solving problems and resources in modifying the teaching and learning process. As a visionary leader, the principal is expected to be able to develop an ideal school image and become an agent of change in renewing the operational effectiveness of educational institutions (Saragih et al., 2023). Instructional leadership focuses on direction and teaching, building learning communities, sharing together in making decisions, maintaining and maintaining basic matters, benefits and optimizing time, supporting continuous development of staff, redesigning resources to support school programs (Melawati, at all., 2022).

The following are the aspects or indicators of instructional leadership according to McEwan (2002: 4) by developing a more operational learning leadership concept with seven steps of learning leadership complete with indicators as follows. First, set learning objectives clearly; second, become a resource for staff; third, creating a school culture and climate that is conducive to learning; fourth, communicating the school's vision and mission to staff; fifth, conditioning staff to achieve high professional aspirations.

Figure 1
Forest Plot

Forest Plot

Totoh Fatonah (2022)	0.64 [0.44, 0.85]
Roni Walean, at., all (2023)	0.34 [-1.11, 1.80]
Tri Ari Werdiningsih, at., al (2022)	0.79 [-0.27, 1.85]
Shandi Nugraha, at., all (2018)	0.38 [-0.93, 1.69]
Eki Anisa Putri (2023)	0.58 [-0.85, 2.00]
Sucipno (2017)	0.55 [-0.58, 1.68]
Nidya Utari (2019)	1.92 [-1.44, 5.29]
Yuliana Pebristofora Marni Mala, at., all (2021)	0.30 [0.25, 0.34]
Risanna Ritonga, at., all (2023)	0.24 [-0.24, 0.73]
Kayamuddin Saragih (2023)	0.10 [-0.34, 0.54]
RE Model	0.39 [0.20, 0.59]

Source : JASP 0.18.1.0 Results (2023)

Then an analysis of the effect size value was carried out. Based on the analysis results, the influence of the size value is 0.390, with a standard error of 0.101. In short, the results of the effect size analysis of the principal's instructional leadership on teacher performance based on the forest plot results can be seen. The effect size results from the analyzed studies vary in size from 0.10 to 1.92, which can be seen in Figure 1 above.

Figure .2
Funnel Plot

Source : JASP 0.18.1.0 Results (2023)

Funnel Plot
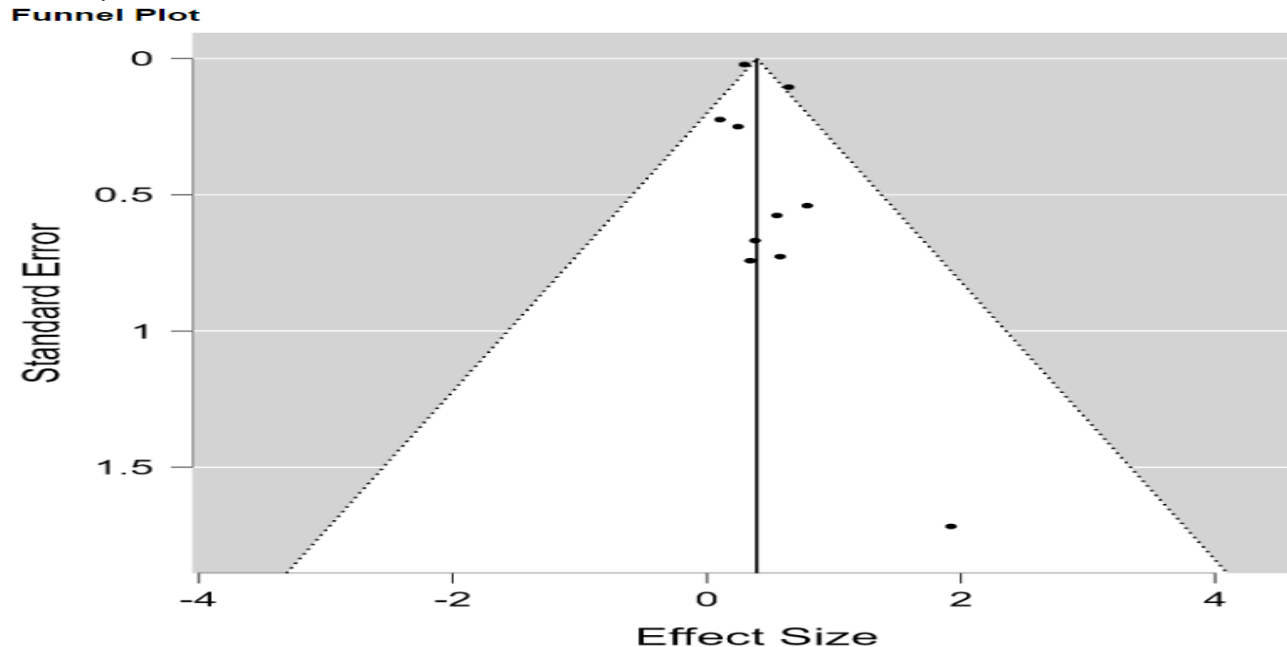
After interpreting, information on publication bias is also needed. Are the sources used only significant sources, or are they sources with all good quality research methods. Conclusions based on studies involving different sample sizes will of course produce conclusions that may be good or may contain bias. As for the funnel plot, we will evaluate publication bias, so a good meta-analysis study is if there is no publication bias problem in the meta-study. Looking at the funnel plot above, it is very difficult to determine whether there is publication bias or not, so researchers need an Egger's test to be able to see in depth.

Table .4
Egger's Test

Regression test for Funnel plot asymmetry ("Egger's test")

	z	p
sei	0.630	0.529

Source : JASP 0.18.1.0 Results (2023)

From Egger's test in table 4 above, it plays a role in strengthening whether the funnel plot or funnel plot is symmetrical or not and there is no publication bias. So after observing the results we can conclude that the P value; >0.05 confirms that the funnel plot is in the symmetric category, which means there is no problem of publication bias in the meta-analysis study conducted by the researcher.

In the era of rapid modern globalization, organizations are required to be able to develop the capabilities of their human resources. Development of quality human resources is created through the education process. Improving the quality of education is determined by the readiness of human resources involved in the field of education. Improving the quality of education requires optimizing human resources, especially teachers. In order for the implementation of education to be carried out well, teachers are required to have good performance as well (Iqmalia et al., 2022).

According to (Thalib et al, 2013) performance is the result of work that is achieved in quality and quantity by an employee in carrying out tasks with a given sense of responsibility. Teacher performance in learning is the most important part of supporting the creation of an effective educational process, especially in building a disciplined attitude and the quality of learning outcomes given to students (Sari, 2019). Teachers as educational staff are the most determining component, because it is in the teacher's hands that the curriculum, learning resources, facilities and infrastructure, and the learning climate become something meaningful for the lives of students. Teachers play a major role in educational development, especially those held formally in schools. Teachers also greatly determine the success of students, especially in relation to the teaching and learning process (Abd. Khalid & Hs. Pandipa, 2019).

The focus of teacher performance in improving the quality of education is as follows: (a) preparing teacher books and student books before the learning process; (b) understanding student books and teacher books; (c) making lesson plans according to needs with some adjustments; (d) teachers always insert moral messages during the learning process; (e) to increase students' interest in learning, teachers implement reward and punishment systems; (f) teachers develop students' cognitive potential in1learning; (g) provide learning tools and media both real media and using LCDs; (h) prepare assessment instruments.

Teacher performance is based on professional teaching competencies which reflect the absolute needs that all teachers must have. Furthermore, from the results of Subroto research, it was found that teacher performance (through indicators of knowledge, attitudes, skills) had a positive effect on education quality. The performance of teachers has an important role in influencing the improvement of the quality of education in elementary schools in Surabaya. Teacher performance really determines the development of educational institutions, in this case personality, attitude, knowledge, skills and other indicators that support improving education.

Criteria or benchmarks for teacher performance can be seen from the competencies teachers have, which include the following: (1) developing personality; (2) mastering educational foundations; (3) master the learning materials; (4) arranging teaching programs; (5) implementing teaching programs; (6) assessing the results in the teaching and learning process that has been implemented; (7) carrying out simple research for teaching purposes, (8) organizing guidance programs; (9) interacting with colleagues and the community; (10) carrying out school administration (Tumiran, 2018).

Conclusion

Based on the discussion and research results using a meta-analysis approach and each stage was carried out well and systematically. So it can be concluded that the principal's instructional leadership has a positive correlation with teacher performance in general education institutions or Islamic education institutions. This can be seen from the research results which show that the results of analysis using the random effect model show that there is a significant positive correlation between the principal's instructional leadership and teacher Z's performance; 3.913, P; <0.001; 95% (0.197; 0.591).

The strength of the correlation between principals' instructional leadership and teacher performance in educational institutions based on the results table above is in the low significance category (re: 0.790). Because based on theory (Cohen, 1988) the random effect criteria are based on the categories r: 0.1 (low), r: 0.3 (medium) and r: 0.5 (high). P value; >0.05, namely 0.529, confirms that the funnel plot is in the symmetrical category, which means there is no problem of publication bias in the meta-analysis study conducted by the researcher.

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