



---

## Principal's leadership in improving student learning outcomes

**Firdaus<sup>1</sup>, Muhammad Giatman<sup>2</sup>, Ernawati<sup>3</sup>**<sup>1,2,3</sup>Universitas Negeri Padang<sup>1</sup>[firdaus171098@gmail.com](mailto:firdaus171098@gmail.com), <sup>2</sup>[giatman@ft.unp.ac.id](mailto:giatman@ft.unp.ac.id), <sup>3</sup>[ernawati@fpp.unp.ac.id](mailto:ernawati@fpp.unp.ac.id)

---

**Info Artikel****Sejarah artikel:**

Diterima 15 April 2022

Disetujui 2 Juni 2022

Diterbitkan 25 Juni 2022

---

**Keywords :**Leadership  
instructional; Head  
school; Learning outcomes;  
Education; Learning  
activities

---

**ABSTRACT**

The purpose of this research was to identify, explain, and analyze the principal's of headmasters learning as a step in improving student learning outcomes. The method used is a literature study method with a conceptual research approach related to ideas and theories. Principall leadership in improving student learning outcomes is the most important element in improving the quality of education. In order to be able to improve the quality of education, school principals must do good learning in their leadership. Based on the instructional leadership model expressed by Weber dan Murphy, it can be concluded that good instructional leadership must include activities including, developing the school's vision, mission, and goals, developing learning programs that can meet needs, developing an academic learning climate, creating a work environment that is conducive to learning, support and implement comprehensive learning assessments. Principal instructional leadership is a multidimensional construct that focuses on how principals organize and perform coordination tasks in school life. In creating effective learning leadership a synergistic relationship is needed with all school members.



©2022 Penulis. Diterbitkan oleh Program Studi Akuntansi, Institut Koperasi Indonesia.

Ini adalah artikel akses terbuka di bawah lisensi CC BY

[\(https://creativecommons.org/licenses/by/4.0/\)](https://creativecommons.org/licenses/by/4.0/)

---

## INTRODUCTION

The downstream development of the times from the industrial revolution era 4.0 to the era of society 5.0 encourages the development of the necessities of life to become increasingly complex , namely an era that encourages the integrity of virtual space with physical or real space. Of course, this change is very influential on educational services which are the basis for improving people 's lives . The usefulness of education as a process of increasing resources power Article 3 states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Ministry of Education and Culture, 2003). So to face the era of society 5.0 and realize the national education goals of the school as an education service provider requires a leader or principal who has a good understanding orientation about learning that can support student learning outcomes . In line with the opinion of Aziz (2011) that leadership in education is the ability to move the implementation of education that has been determined effectively and efficiently . The principal as the owner of an important position in the school must have competencies and advantages that can be excelled to set an example for the citizens and so that they can work to achieve one's desires set.

Leadership Learning (*instructional leadership*) is one of the most important leadership styles for school principals . The meaning of learning leadership itself is an act carried out by the principal as an effort to develop a more productive environmental condition in work, and a sense of satisfaction felt by the teacher so as to be able to create an improved learning environment (Tan & Tan, 2017). In addition, according to Bush & Glover (2014) the concept of learning leadership as a form of leadership that prioritizes factors that are related to learning such as curriculum, teaching and learning processes, assessment, teacher development, excellent learning services , and development in the learning community. school. The purpose of learning leadership is to provide excellent service to all students so that they are able to develop their various potentials, interests, talents, and needs. In addition, facilitating learning so that students in the aspect of learning achievement also increase, learning satisfaction also progresses, learning motivation is higher, curiosity in students is increasingly realized , creativity and innovation are increasingly fulfilled and realized, the formation of an entrepreneurial spirit , and the awareness to make learning a lifelong process because they realize that science and technology (Science, Technology, and the Arts) are increasingly experience rapid development and growing very good.

Meanwhile, an important function in the learning leadership role is an effort to improve teacher performance in schools, especially those related to the responsibility for improving school quality (Yörük & Şahin, 2012). One of the effectiveness of schools requires strong learning leadership. Besides other factors, there are high expectations for student achievement, a conducive school climate to support learning activities and continuous monitoring of the progress of students and teachers. Even schools that bear the title of good or successful schools can not be separated from the role played by the principal, namely learning leadership. Therefore, the role of learning leadership as an effort to improve as well as guide teacher performance in professionalism would be nice to have an impact that should always pay attention to the aspect of coaching. This includes professional coaching and not just administrative attention in terms of performance in teacher learning carried out in schools. Another role is to design high expectations in the quality of teacher and student performance, understand the teaching program and always make observations to teachers when teaching in class and provide input to teachers for improvement of learning problems. Weber (1989, in Lingam, 2012) explains that there are five basic domains of learning leadership that must be applied by school principals who are covers, 1) Formulate the school's mission; 2) Manage learning curriculum; 3) encourage the creation of a positive learning climate; 4) Observing and improving lessons; 5) conduct an assessment of the learning program. In addition, Murphy in Subarino et al. (2011:24) also explains that schools that have good learning quality reflect good learning leadership either directly or indirectly. Learning leadership emphasizing the four dimensions of activities including, 1) building the school's mission and goals; 2) coordination, monitoring and assessment of curriculum, teaching and assessment of educational production functions; 3) encourage academic learning climate; and create a supportive work environment.

Based on the description above, the purpose of this study is to find out, explain, and analyze the learning leadership of the principal as a step in improving student learning outcomes. Then, it is hoped that this research can further be a reference material for other researchers related to these problems.

## **METHODS**

The method used in writing scientific articles is literature study. This method is a series of library data collection activities, reading and recording and managing research materials (Zed, 2008: 3). The steps of data analysis include several stages, namely: 1) The data that has been collected is grouped based on the formulation of the problem being studied, 2) The data that has been studied qualitatively are then analyzed using a content approach, 3) Based on the assumptions and results of the analysis and interpretation of the data, then concluded and equipped with suggestions. Based on the research method above, the writing of this scientific article uses the literature study method by examining journals that have a relationship with how the principal's learning leadership is an effort to improve student learning outcomes. The journals studied consist of national journals and international journals. In addition, this study also uses textbooks as a reference for writing scientific articles. All of the above sources relate to the role of learning leadership applied by school principals in improving student learning outcomes.

## **RESULTS AND DISCUSSION**

The results of this study examine what has been sorted by a literature study approach to further find findings from various journals so that in the future they will be able to be useful as input, suggestions, or other efforts that can be made related to the title of related research.

Research from Wahyudi et al. (2020) explain about implementation of learning leadership applied at SMK Pelita Bangsa Sumberlawang. Judging by the approach of the leadership style model according to Hallinger and Murphy, which was analyzed, it was running well according to the concepts and theories of learning leadership. In addition, reviewing the 3 dimensions in the learning leadership style indicators that are carried out only provides a formulation in the mission which is not implemented by the principal. Meanwhile, for the management of learning, evaluation and academic supervision are carried out where review the ongoing learning process which will coordinate the curriculum adapted to the times, the needs of the community and the progress of the learning process student.

Furthermore, research conducted by Bafadal et al. (2021) analyzed the various influences of learning leadership on the learning achievement of students. The results of the study indicate that the principle of learning leadership is to have a direct effect on teacher performance and provide an indirect

effect on student learning achievement through improving teacher performance . The principal also influences the school environment and instructional organizations that are related to student achievement . The researcher also added that the principal 's leadership will work effectively when the principal observes and discusses the learning progress of students with the teacher. Principals must also be able to motivate teachers to work together to improve the quality of learning.

Research conducted by Prarasri et al. (2018) explains about developing the strengthening of the learning leadership of principals at the school or secondary education service level by examining the components and indicators of learning leadership and examining the condition of the principal. school. The research results show that there are six components of learning leadership which include creativity and courage, independent learning, team learning, integrity in diversity, using technology and learning facilities that innovate in the digital era and context-oriented transformation . Furthermore, there are 21 indicators of learning leadership in the in the components already mentioned. The development program for strengthening learning leadership for school principals at the secondary school level has a ratio of 70:20:10 as a development requirement. The description of the ratio includes, 70 percent is a reinforcement obtained from experience at work and experience outside profession,

20 percent reinforcement with professional learning communities and 10 percent reinforcement gained from training. Process This strengthening program has three stages, namely the training stage , the integration stage with work practices and monitoring and evaluation. The results of the development show a very good feasibility value . This value can be seen from the results of the program usefulness assessment at the program evaluation stage which shows that the accumulation of participant reactions, participant learning , organizational support and change, participant knowledge and skills and participant satisfaction get high scores .

Research conducted by Karwanto (2020) also explains the principal's learning leadership strategy . This research was conducted at SDN Model Banyuwangi using a qualitative approach. The results of this study are the establishment of educational institutions or schools that need a vision and also a mission to achieve school goals . By referring to the vision and mission, the educational services provided by the principal in the learning process are considered capable of producing outstanding students . The researcher also added that the principal's role in learning the 2013 curriculum was to use the inquiry method. With this method, the principal 's performance can affect the quality of the school . The behavior of the principal is used as a good example in protecting the environment, coaching and spiritually. The principal also supervises so that teachers are monitored in the process learning.

Johnson et al. (2016:1-8) also explains strategy learning leadership that can be applied to students in their research. Based on the results of the study, it was explained that there was a good influence from the learning leadership model applied to students , namely with 3 applied strategies which included developing a mindset to continue to grow. This mindset requires students to always be open to continue to develop their talents and interests . Next planting concept of being and having. Students are led to become part of the leadership community by constantly participating in various activities. These conditions can form the awareness of students. And the third is to apply individual learning journal tools. Journal Application This learning aims to make students aware of their own learning process.

Study which done by Kusumaningrum et al. (2020) discusses the impact or influence of learning leadership, change leadership , spiritual leadership, school culture, and professional ethics on teacher performance . The researcher uses the design reference for the model of human resource empowerment for junior high schools based on Islamic boarding schools with a *soft system methodology approach* . The results of the study prove that there are many points that can foster the implementation of good learning leadership including, the principal's goals are clearly expressed and modeled , in writing , around the school , all teachers and use the same language to discuss academic priorities, teachers give priority on the school 's mission in planning and implementing learning, and goals are well articulated , supported and modeled by the principal . Based on the description the T h e learning leadership style is recommended to be applied by school principals as a model in the implementation of educational services in schools. It can be interpreted that the principal must be a role model for his staff to achieve good school performance . The description also emphasizes the research conducted by Listyasari (2016) which explains the influence of learning leadership and teacher performance on student achievement . The results showed that the principal 's leadership and teacher performance had a positive influence on student achievement . This means that student achievement is much influenced by the ability of the principal in carrying out functions and is also influenced by the level of teacher performance . The results of the study stated that the leadership at

State Senior High Schools throughout Tasikmalaya Regency is democratic leadership, which tends to absorb the aspirations of its subordinates more. The principal is also able to move, influence and provide encouragement to all educational staff in the educational institution he leads to improve student achievement. Teacher professionalism is also taken into account in increasing student achievement. Teacher who professionals have reliable competence in terms of both quality and quantity. Based on the description above, it proves that the principal's active role in growing good teacher performance is very important. The results of the study are very closely related to the learning leadership style that must be applied by school principals.

Environmental conditions are very influential in the application of learning leadership. In a study conducted by Karwanto (2020: 331-336), he explained the role of school principals as actors of learning leadership in improving student learning achievements during the pandemic. covid-

19. The results of the study show that various activities of school principals in overcoming the COVID-19 pandemic situation include making recommendations, government regulations and policies, coordinating, synergizing, and collaborating with teachers, working groups and supervisors and conducting outreach to parents and students regarding the adjustment of the learning process. The principal also sets an example for teachers. Some of the activities that can be done are providing motivation to teachers when giving assignments to students according to schedules and subjects, providing data packages to students who do not able so online and accessible learning can be done, provide internet data packages for teachers and manage online learning using applications. The three principals need to maintain communication with teachers during the online learning process. Fourth, the principal monitors and evaluates the learning process and uses the evaluation results as a policy reference next.

Brolund (2016) also explains about the success of student achievement through learning leadership in his research. To achieve good performance, learning leaders establish and communicate a clear vision and mission for schools that are oriented towards high student achievement and superior quality learning. Principals manage resources for their schools and ensure teachers have access to everything needed to provide the best for students. Principals should support teachers in their practice by providing supporting facilities profession. In addition, the principal can also provide guidance and assistance to improve good learning practices. So based on the description, it can be said that the principal positively influences the learning outcomes of students in schools through the learning leadership practices that have been mentioned.

Research (2019: 35-43) aims to examine the effect of learning leadership on teacher teaching *self-efficacy*. Research results explain that learning leadership has an influence on *self-efficacy*. The results showed that the principal of the school could increase teacher confidence in teaching by increasing understanding of the school's vision and mission, increasing awareness of teacher professional responsibilities, supporting and providing opportunities for teachers to develop abilities, implementing induction programs for teachers, providing debriefing for teachers to always learn, recruiting prospective teachers who have good abilities and are in line with school goals. In curriculum governance and learning programs, the principal is positioned as controlling teaching that occurs in the classroom, assessing learning success, assessing teaching performance behavior, identifying teacher strengths and weaknesses in teaching, arranging improvement programs to increase teacher capacity in teaching and learning. teach.

Next are the results of research from Nurdyansyah & Fitriyani (2018) which have results, namely the results of research with active learning on learning outcomes, teaching planning that is carried out wisely produces quality Learning to increase the attention of students to follow a series of learning processes who want to get the opportunity to ask questions, discuss, and actively use the new knowledge gained and easy to understand. The learning strategy can affect the results of students. Based on the results of the study, learning strategies must not only be mastered by educators or teachers. However, the principal as the highest policy holder must be able to master the learning strategies that will be applied on the school he leads. The principal must know the situation and conditions of the learning process. So it can be concluded that skills in managing learning strategies are part of head learning leadership style school.

Research conducted by Indra et al. (2020) aims to find out the professional leadership evaluation model and characteristics that are successful at the high school level. The results showed that there were indicators leadership Principals who have a correlation to realize effective learning are principals who must be wise in solving problems that occur at school, be firm in their actions control implementation of

learning in the classroom, have the initiative to improve quality learning, having informal discussions with teachers about good approaches to improvement learning, have the knowledge and skills of teachers in assessing learning tools , and have leadership qualities that guide schools towards an effective learning process . The researcher also adds that a successful principal is a leader who can formulate a vision to shape a school 's future that is good.

The urgency of the importance of learning leadership in improving teacher performance and student learning outcomes is explained by Urpatullia et al. (2021) through his research to examine the influence of learning leadership and organizational climate on teacher teaching performance . The researcher states that the teaching performance of teachers in learning is an important factor in supporting the creation of an effective educational process, especially in fostering a disciplined attitude and the quality of student learning outcomes because the teaching element is related to the process of a teacher or educator being able to make students understand in everything that is not yet understood. is known. The results of the study present the first hypothesis , namely learning leadership has a positive effect on teacher teaching performance with a significant value . In the second hypothesis , the results of the study indicate that the organizational climate provides many significant contributions to teacher performance . In the third hypothesis, the research results show that by partial learning leadership, organizational climate can be a reference in assessing teacher performance . The researcher also adds that the principal can increase his managerial capacity . The capacity that must be increased in particular is the ability to make appropriate decisions . Teachers can improve their teaching performance by increasing their knowledge, insight, and knowledge, especially in the implementation of the learning process in order to realize effective learning effective.

Research conducted by Suyahman (2016) also explains about learning leadership strategies in an effort to create quality learning . This research uses descriptive qualitative method . The results of the study explain that quality learning is a process of optimally utilizing all components in learning to achieve good learning objectives . So quality learning requires maximum contribution of learning leadership so that it can contribute to the realization of good learning . It is necessary to strengthen the essence of learning leadership so that learning continues to learn continuously and continuously. It is necessary to support communication strategies in effective and efficient learning by building a communication strategy that is multi- humanism that is synergistic between school principals , teachers, educational staff and participants educate.

the research of Sucipno et al. (2017) which explains the influence of principal 's learning leadership and job satisfaction on teacher performance in public junior high schools in Ulok Kupai District, North Bengkulu . The results showed that the principal 's learning leadership and teacher satisfaction had a significant effect on teacher performance . The effect is that the better the level of learning leadership applied by the principal and the level of teacher satisfaction, the better the teacher 's performance in carrying out their duties. Furthermore, teacher satisfaction has an effect on teacher performance . In this context , the research results show a significant value so that it can be concluded that job satisfaction has a very positive effect on job satisfaction performance teacher. From this description it can be explained that teacher performance can also be improved along with increasing job satisfaction through efforts to add supporting facilities . And finally , in the context of the influence of principal leadership and teacher job satisfaction together on teacher performance , it shows a positive significant value . Principal leadership can be assumed as principal's learning leadership . Meanwhile , work facilities , expectations, all beliefs of school personnel are included in satisfaction work.

Research conducted by Ernawati (2020) also explains the effectiveness of learning leadership as an effort to develop the quality of teaching and learning process services . Through descriptive research methods with an *action research approach* , this study aims to determine the effectiveness of leadership learning in improving the quality of teaching and learning services . The findings of this study describe that the quality of service in the teaching and learning process at SMP Negeri 115 , Tebet District , South Jakarta includes a very high category . This value category is evidenced by the various activities that have been carried out by the school including , 1) in the context of assigning assignments, giving authority to act effectively and 2) in the context of the completeness of good advice and infrastructure , the skills of teachers and education staff to the needs of customers (students and students). old) punctuality in service , teacher and employee attention to customers and attitudes in fostering satisfaction and trust in customers. The researcher also adds to the results of his research that the relationship between leadership effectiveness and service quality that has been mentioned shows value positive. So it can be concluded that if the

perception of leadership is high , the quality of school education services will increase.

In line with the explanation of several previous studies , improving the quality of teaching performance of teachers or educators is one of the goals of successful implementation of learning leadership. Based on research conducted by Suryana (2018). Through survey research methods with a quantitative approach, research which This study aims to describe the influence of the principal's learning leadership role and professional development on the quality of teacher performance . The results of the study explain that the quality of teaching performance of public elementary school teachers in Batujaja sub-district, West Bandung Regency gets a high category with good grade specifications . However , in particular , it has not been maximal in providing guarantees for evaluating student satisfaction . Furthermore, the principal's learning leadership shows good criteria . However , in particular, the application of visionary and situational learning leadership to teachers is still not optimal. There is a significant correlation between learning leadership and continuous professional development with the quality of teachers ' teaching performance . The higher the level of principal 's learning leadership , the quality of teacher teaching performance also increases . Quality teaching performance will foster the process and learning outcomes of participants educate.

Research conducted by Suyitno (2020) explain on principals ' learning leadership and analyze the principal 's instructional relationship to leadership performance and the school 's *National Achievement Test* (NAT) performance . The results of the study indicate several learning leadership roles carried out by school principals which include , the readiness of school principals regarding responsibilities and carrying out managerial functions in schools. The principal 's ability to manage time, utilize and mobilize human resources in innovation planning must include the standard function of the principal as a resource provider . The principal as a resource person is able to evaluate learning practices , strengthen the right approach, utilize information that can be useful in the formulation of instructional plans and monitor and supervise staff to improve the instructional process. Have a good communicator attitude with an open attitude and encourage collaboration with members of the school organization. always present in the process of school activities . The researcher also adds that based on the analysis of the influence of leadership performance on NAT , it is hoped that the principal can involve students in improving student achievement school NAT.

The relationship of learning leadership is also described by Ismail et al. (2018) in his research with the aim of testing the relationship between principal 's instructional , leadership and functional competence of teachers. The results of the study explain that learning leadership has a strong relationship with teacher knowledge but weak relationship with teacher skills . For aspects of teacher functional competence, the dimensions of teacher skills show a strong correlation compared to teacher knowledge. This shows that teacher skills are very important to grow functional competence. In addition , teachers must have broad insight and in - depth knowledge in aspects of developing the quality of their teaching . School leaders must practice learning leadership that is believed to be strong and significant and has a positive relationship with teachers. Principals must ensure that teachers teach and students learn , ensuring that classrooms are equipped with various facilities for the improvement of the learning process . Ensuring that the learning process is adhered to by all teachers, planning school objectives and ensuring that they are understood and followed by all teachers and student.

Meanwhile , research conducted by Sharif et al. (2020) explains the principal 's strategy in carrying out leadership learning. The results of the study explain that there are three activities that become learning leadership strategies that can be carried out. The first strategy is to form a learning leadership team with experts. The principal can form a team with curriculum experts or other parties who can assist in their instructional function . The principal can not achieve the school 's goals alone but the principal is the leader of the learning leadership team . Together with teachers and expert staff, principals can take advantage of policies based on collective support and staff synergy to help move forward. Second, principals must be able to manage instructional discontinuities. The principal must be able to keep teacher activities evenly distributed by carrying out good supervision . Principals need collaboration in supervision activities this.

some efforts that can be done include, principals can recruit content-based expert staff according to school needs, the formation of content experts in teacher settings , must emphasize content - based supervision which emphasizes the suitability of their expertise. Develop expert staff knowledge about various subjects other than their expertise and build relationships with experts outside of school. The last strategy is to foster teacher leadership to support learning.

From the results of the literature that has been analyzed, it is found that all journals have results in improving student learning outcomes through the learning leadership of the principal, the principal must be able to see the changing conditions of the school environment from the internal and external sides. Furthermore, in adjusting to these environmental conditions, the principal is directly involved in learning activities by socializing the school's vision, mission and goals, developing learning programs that can meet needs, developing an academic learning climate, creating a supportive work environment, and implementing a comprehensive learning assessment. When described a conceptual framework regarding the creation of a good learning climate in schools in line with the concept of learning leadership from.

The success of an educational institution or school depends on the ability of the principal in anticipate changes in the internal and external environment. Internal factors include the staff being led, the type of task applied to the institution and the nature of the leader and leadership used. Meanwhile, external factors include political, economic, social and cultural factors. The principal's challenge as a leader is how to become an actor who can encourage or pioneer changes that occur in the institution he leads. To create schools with effective educational services, it is necessary to create new things in educational institutions both in the selection of learning methods, finance, use of adequate technology, quality materials and the ability to create and offer good graduates. Then the principal must understand the dynamics of these changes. On the other hand, the principal must be able to generate high morale, be able to create a pleasant and conducive environment, and be able to develop staff to grow and develop. So it takes a principal's leadership style that can function as a determinant of the performance of teaching staff or teachers and education. Learning leadership is one of the relevant and effective leadership styles to be applied by school principals. With a constructive approach to effective learning leadership to build good relationships between leaders and which led. There are indicators that affect the effectiveness of the learning leadership style. These indicators include: Able to develop the school's vision and mission, able to develop learning products, creating an academic learning climate, developing a supportive work environment and implementing learning assessments.

### **Development of School Vision and Mission**

The principal is the highest leader in the school with the leadership style used in the school will greatly affect the progress of the school. Therefore, the principal should be able to formulate various work programs in order to achieve the goals. The principal's learning leadership plays an important role in formulating the vision and mission as well as formulating what goals the school wants to achieve in Century that will come. Referring back to the research of Brolund (2016) To achieve good achievement, learning leaders establish and communicate a clear vision and mission for schools that are oriented towards high student achievement and superior quality learning. In addition, Karwanto (2020) also added that there is a need for a vision and mission to achieve school goals. By referring to the vision and mission, the educational services provided by the principal in the learning process are considered capable of producing outstanding students. For this reason, several things that must be owned by school principals are: a clear and measurable vision and mission of what the school's achievements are, setting goals and targets based on the vision and mission reference, regular and continuous monitoring of school progress and development, and attitudes supportive if there are deviations in the implementation of activities that are not in line with the goals, vision, and mission of the school (Rutherford in Kusmintardjo, 2014: 209). All school members need to understand the purpose of the school so that they can participate and contribute to developing school achievement. The principal can ensure that the importance of the school's goals is understood by means of periodic study forums or can organize seminars or outreach to citizens school.

### **Learning Program Development**

Mulyasa (2022) argues that the principal also has a great responsibility for the direct management of the school, especially in this case including the teaching and learning process that takes place in the classroom. The principal is also a component that has an important role in improving the quality of education. This is in line with the opinion expressed by Ermita in Wahyudi et al. (2020) who argues that components that have a role in the management of educational institutions other than citizens the school is the principal. In addition, another role is to achieve maximum educational goals and as a determinant of how to succeed process implementation of education at each level of the education unit. Learning program development agendas are needed to chase

environmental conditions or situations and respond to customer needs. The agenda includes the management of learning curricula, learning methods used by teachers and how to use these methods in classroom learning. The principal can also make class visits to observe and supervise teachers to improve the quality of learning in the classroom. So that the principal's role in the development of learning programs emphasizes the function of learning supervision.

### **Development of an Academic Learning Climate**

The success of learning cannot be separated from efforts in managing the learning environment in schools. So in realizing good educational services, it is necessary to arrange a learning environment in the classroom or outside of school. The principal and his staff can develop learning governance by referring to the components of the school program. Several components of the school program that must be developed are, 1) preparation of learning designs and objectives. 2) Grouping teachers in each field of study. 3) Grouping students into classes and their sizes, arranging structural activity schedules, and providing including preparing learning resources needed by teachers to support the teaching and learning process (Ten Bruggencate et al., 2012). based on the description it can be stated that in setting a conducive learning environment requires an organized school environment. Namely classes where students can know how to use the classroom and its resources. So that schools can create a positive, productive, safe and comfortable classroom environment. Steinmayr et al. (2016) explains that there are three psychosocial aspects that affect the effectiveness of learning that is, the level of student satisfaction with the school, the teacher's wishes and good relations between students. The role of the teacher in the classroom is very important. Teachers must know the characteristics of students with this knowledge teachers can plan better classroom management problems. Based on this description, the principal needs to have a close relationship with the teacher when implementation teach in class. The principal also often makes class visits to make observations of teachers teaching. By doing so, the principal can see firsthand what is lacking at the time of teaching. So that teachers receive input or criticism from the principal so that they know what should be improved and improved in the learning process. Referring back to Ernawati's research (2020) which also confirms that to realize good learning services, the implementation must be based on the context of assigning tasks, giving authority to act effectively and in the context of the completeness of good advice and infrastructure, the skills of teachers and staff education to customer needs (students and parents) punctuality in service, teacher and employee attention to customers and attitudes in fostering satisfaction and trust in customer.

### **Development of a Supportive Work Environment**

On basic realization organization A good work environment will always be accompanied by a healthy work climate. The role of the principal in creating a good work environment is to always collaborate together expert staff, teachers and education staff. This collaboration becomes the supporting capacity of the school principal in operate learning leadership in schools. This healthy work climate is an effort to overcome obstacles or obstacles experienced by teachers and staff. Sharif et al. (2020) also emphasized that the principal can not run his own school organization. So that the principal needs a learning leadership team that can help operate instructional function. This team will help foster teacher leadership to become creative and innovative educators who carry out effective and efficient learning so that school principals have an indirect impact on improving student achievement. In addition, the school leadership team also assists the entire school in helping carry out the mobility of school activities in general. Of course within the organization must have the dynamics of certain problems. Then based on the previous description of the actions that can be taken by the principal is to form a group of assistant principals who have special skills, making personal principals who understand the character of all subjects. Implement the concept of content-based supervision. So that the team that has been formed must help supervise according to their field of expertise. Develop an understanding outside the field of expertise and the last is to collaborate with experts outside of school. In addition, according to Wahyudi et al. (2019: 47-55), the principal can develop his professional capacity as a leader with a learning pattern ratio of 70: 20: 10. The ratio described includes 70 percent of learning gained on experience at work and experience outside profession,

20 percent reinforcement with professional learning communities and 10 percent reinforcement obtained from professional training of principals.

### **Application of Learning Assessment**

In carrying out the duties of the principal, the application of learning assessment can be done by monitoring and evaluating the learning process. Monitoring is meant to make observations around the class at certain hours aimed at knowing firsthand the condition of the class. The monitoring action taken is one of the learning leadership roles that can help improve the quality of learning in schools. On the other hand, the presence of the principal in the learning process is carried out to solve teacher problems when teaching and provide motivation to foster teacher enthusiasm or self-*efficacy* in teaching, which can be in the form of facilities or policies provided by the principal. This is in line with Maslow's theory of needs in Shanmugam & Balakrishnan (2019) where every human being in carrying out his duties and obligations requires motivation to be able to have the drive and willingness to take real action to carry out his duties and work. The principal must also be able to carry out the function of supervision and control as an effort to prevent irregularities committed by teachers and educational staff and as a form of prudence in carrying out profession.

Furthermore, to realize an effective and efficient learning process in supporting school goals, the principal can evaluate the teaching performance of teachers so that the learning process held can always be of superior quality. In accordance with the learning leadership role, school principals can carry out evaluations with supervisory actions with teachers. This action is a coaching effort or activity that is planned to assist teachers in their work so that they can run effectively and efficiently. There are various approaches or techniques that can be used in supervision, including group meetings, class visits, workshops, demonstrations of certain techniques, lectures, and so on. This approach is carried out as an effort to guide the teacher's process to improve abilities and broaden knowledge about education and his teaching. Supervision functions as a form of direct supervision, usually carried out face to face between the supervisor and the teacher. In addition, supervision is also the center of attention for student development and improvement of teaching with various other aspects. If teachers can learn better, skills and insights will increase well, it can be an impact development for students to always learn and grow better. Based on this description, evaluation in this case is intended as an awareness of improvement efforts, where the evaluation will provide a variety of more comprehensive approaches in providing information related to education so that it will assist in improvement and development of education system models. Therefore, various parties including education experts, leaders, and other educational influencers support the evaluation of educational programs. With existence evaluation of education, will assist in providing useful information for policy makers and education regulations as a reference for process improvement education.

## CONCLUSION

Learning leadership is a good principal strategy to create educational services that optimal. With the learning leadership strategy, the principal places more emphasis on good learning orientation for students. Based on the results and discussion, it can be concluded that there are five learning leadership strategies that can be applied by school principals including, Development of Vision, Mission and School Goals, Development of Learning Programs, Development of Academic Learning Climate, Development of a supportive work environment, Implementation of Learning Assessment. Head Schools must have a clear vision and mission of course with the aim of creating good, effective and efficient learning. So to achieve these goals, it is necessary to have the participation of school residents in achieving them by understanding and implementing them. Furthermore, the principal must develop an agenda for developing learning programs needed to pursue environmental conditions or situations and answer the needs of students. To help process the learning program agendas, the principal must also create an academic learning climate and a supportive work environment. So that schools must be able to meet the needs of teachers and students and form a structured school organization in accordance with their respective scientific fields. And finally, the principal can implement learning assessment activities. This assessment leads to supervision activities for teachers so that the development of teacher capacity continues to improve periodically to continue to provide good learning services good.

## REFERENCES

- Aziz, W. A. (2011). *Anatomi organisasi dan kepemimpinan pendidikan telaah terhadap organisasi dan pengelolaan organisasi pendidikan*. Alfabeta.
- Bafadal, I., Nurabadi, A., Gunawan, I., Juharyanto, J., Ariyanti, N. S., Adha, M. A., Hung, M.-L., & Burham, A. S. I. (2021). Moral-based learning leadership process in excellent school.

- International Conference on Information Technology and Education (ICITE 2021)*, 272–277.
- Brolund, L. (2016). Student success through instructional leadership. *BU Journal of Graduate Studies in Education*, 8(2), 42–45.
- Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553–571.
- Ernawati, S. (2020). Pengembangan mutu layanan proses belajar mengajar melalui efektivitas kepemimpinan pembelajaran. *Didaktikum*, 20(3), 1–8.
- Indra, R., Kustati, M., Saregar, A., & Yusuf, Y. Q. (2020). The effect of principals' leadership towards effective learning at an Indonesian secondary school. *European Journal of Educational Research*, 9(3), 1063–1074.
- Ismail, S. N., Don, Y., Husin, F., & Khalid, R. (2018). Instructional leadership and teachers' functional competency across the 21st century learning. *International Journal of Instruction*, 11(3), 135–152.
- Karwanto, K. (2020). Kepemimpinan pembelajaran kepala sekolah di SDN Model Banyuwangi. *Jurnal Inspirasi Manajemen Pendidikan*, 8(4), 379–388.
- Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2020). Pengaruh kepemimpinan pembelajaran, kepemimpinan perubahan, kepemimpinan spiritual, budaya sekolah, dan etika profesi terhadap kinerja mengajar guru. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, 4(3), 198–219.
- Lingam, N. (2012). School leadership and student learning outcomes. *Emerging Issues and Successful Practices*, 58.
- Listyasari, E. (2016). Pengaruh kepemimpinan kepala sekolah dan kinerja guru terhadap hasil belajar siswa di SMA Negeri se-Kota Tasikmalaya. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 1(1), 58–68.
- Mulyasa, H. E. (2022). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.
- Nurdyansyah, N., & Fitriyani, T. (2018). Pengaruh strategi pembelajaran aktif terhadap hasil belajar pada Madrasah Ibtidaiyah. In *Universitas Muhammadiyah Sidoarjo*. Universitas Muhammadiyah Sidoarjo.
- Prarasri, A., Chanawongse, A., & Tesaputa, K. (2018). Developing a program to strengthen learning leadership of school principals under the secondary educational service areas. *International Education Studies*, 11(12), 86–93.
- Shanmugam, K., & Balakrishnan, B. (2019). Motivation in information communication and technology-based science learning in Tamil schools. *Jurnal Pendidikan IPA Indonesia*, 8(1), 141–152.
- Sharif, U. M., Nanyangwe-Moyo, T., Moyo, N., Zheng, X., & Guo, C. (2020). The role of the principal is developing an instructional leadership team in school. *Educational Research and Reviews*, 15(11), 662–667.
- Steinmayr, R., Crede, J., McElvany, N., & Wirthwein, L. (2016). Subjective well-being, test anxiety, academic achievement: Testing for reciprocal effects. *Frontiers in Psychology*, 6, 1994.
- Sucipno, S., Sasongko, R. N., & Zakaria, Z. (2017). Pengaruh kepemimpinan pembelajaran kepala sekolah dan kepuasan kerja terhadap kinerja guru di SMP. *Manajer Pendidikan*, 11(1).
- Suryana, S. (2018). Kepemimpinan pembelajaran dan capacity building dalam mutu kinerja mengajar guru Sd. *Jurnal Administrasi Pendidikan*, 25(2), 198–213.
- Suyahman, S. (2016). Implementasi strategi komunikasi pembelajaran dan kepemimpinan pembelajaran sebagai upaya menciptakan pembelajaran yang berkualitas. *PKn Progresif*, 11(1), 236–255.
- Suyitno. (2020). Instructional leadership of school principals and their schools' national achievement test performance : A search of relationship. *International Journal of Advanced Science and Technology*, 29(5), 13355–13364.
- Tan, A. L., & Tan, B. T. (2017). Identifying individual differences and learning challenges among children of special needs. *Jurnal Penyelidikan Dedikasi*, 11(2).
- Ten Bruggencate, G., Luyten, H., Scheerens, J., & Slegers, P. (2012). Modeling the influence of school leaders on student achievement: How can school leaders make a difference? *Educational Administration Quarterly*, 48(4), 699–732.
- Urpatullia, L., Rahmawati, I., Lestari, H., & Ismail, Z. (2021). Pengaruh motivasi intrinsik terhadap

- prestasi belajar siswa pada mata pelajaran bahasa Arab kelas V di MI Al Azkia Tenjolaya Bogor. *Reslaj: Religion Education Social Laa Roiba Journal*, 3(1), 14–23.
- Wahyudi, A., Narimo, S., & Wafroturohmah, W. W. (2020). Kepemimpinan pembelajaran kepala sekolah dalam meningkatkan hasil belajar siswa. *Jurnal Varidika*, 31(2), 47–55.
- Yörük, S., & Şahin, B. (2012). Cultural leadership roles of school principals in high schools as effective schools. *Journal of Theoretical Educational Science*, 5(3), 352–368.